THE EFFECT OF PROCESS-GENRE APPROACH ON STUDENTS’ WRITING ABILITY OF RECOUNT TEXT
(A Quasi-Experimental Study at the Tenth Grade Students of SMA Islam Al-Mukhlishin in 2017/2018 Academic Year)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata-1) in English Education

By:
Anisa Khoeriah
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2018
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that “Skripsi” (Scientific Paper) entitled “The Effect of Process-Genre Approach in Students’ Writing Ability on Recount Text (A Quasi-experimental Research at the Tenth Grade Students of SMA Islam Al-Mukhlishin in 2017/2018 Academic Year)” by Anisa Khoeriah, student’s registration number 1113014000064, was examined at examination session of the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta on 20 July 2018. The “Skripsi” has been accepted and declared to have fulfilled one of requirements for academic title of “S.Pd.” in Department of English Education.

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ABSTRACT


Advisor I : Siti Nurul Azkiyah, Ph.D.
Advisor II : Desi Nahartini, M.Ed.

Keywords : Process-Genre Approach, Writing, Recount Text

The objective of this study was to obtain the empirical evidence of the effect of process-genre approach on students’ writing ability of recount text. This research used quantitative research method using quasi-experimental design. It used purposive sampling with the research sample totally 48 students. The sample of the research was divided into experimental and controlled classes with 24 students in each class. The experimental class was taught by implementing process-genre approach while the controlled class was taught without using process-genre approach. The data was obtained through pre-test and post-test. After 4 meetings of treatments, the post-test results were calculated and analyzed using t-test formula. The results of the statistical analysis showed that on df = 48 and in 5%, degree of significance, the \( t_{table} \) is 1.678. By comparing the value of \( t_{observe} \) and \( t_{table} \), \( t_{observe} \) is higher than \( t_{table} \) that is 2.527 > 1.678. Then, the significant (2-tailed) showed the value 0.015 which was lower than 5% degree of significance or \( p<0.05 = 0.015<0.05 \). Therefore, it can be concluded that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Furthermore, on Cohen's \( d \) analysis, the value showed 0.75 which included to the moderate effect. Thus, process-genre approach gave moderate effect toward students’ writing ability on recount text at the tenth grade students in SMA Islam Al-Mukhlishin.
ABSTRAK

Dosen Pembimbing I : Siti Nurul Azkiyah, Ph.D.
Dosen Pembimbing II : Desi Nahartini, M.Ed.

Kata Kunci : *Process-Genre Approach, Writing, Recount Text*

Penelitian ini bertujuan untuk memperoleh bukti yang empiris pada efek pendekatan proses-genre dalam kemampuan menulis siswa pada teks *recount*. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain kuasi-eksperimen. Penelitian ini menggunakan *purposive sampling* dengan sampel penelitian berjumlah 48 siswa. Sampel penelitian tersebut dibagi dalam kelas eksperimen dan kelas control dengan 24 siswa pada tiap kelas. Kelas eksperimen diajarkan menggunakan pendekatan proses-genre sedangkan kelas kontrol diajarkan tanpa menggunakan pendekatan proses-genre. Data didapatkan melalui pre-tes dan post-tes. Setelah 4 treatmen pertemuan, hasil pos-tes dihitung dan dianalisa menggunakan rumus t-test. Hasil dari analisis statistik menunjukkan bahwa pada df = 48 dan dalam derajat signifikansi 5%, \( t_{\text{table}} \) adalah 1.678. Dengan membandingkan nilai \( t_{\text{observasi}} \) dan \( t_{\text{table}} \), \( t_{\text{observasi}} \) lebih tinggi dari \( t_{\text{table}} \) dengan 2.527 > 1.678. Kemudian, signifikansi (2-tailed) menunjukkan nilai 0.015 yang lebih rendah dari 5% derajat signifikansi atau \( p < 0.05 = 0.015 < 0.05 \). Maka, berdasarkan hasil, dapat disimpulkan bahwa Null Hypothesis (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima. Selanjutnya, dalam analisis *Cohen’s d*, nilainya menunjukkan 0.75 yang termasuk dalam efek yang menengah. Dengan demikian, pendekatan proses-genre memberikan efek yang menengah terhadap kemampuan menulis siswa dalam teks *recount* pada siswa kelas sepuluh di SMA Islam Al-Mukhlishin.
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Jakarta, 18th July 2018

Anisa Khoeriah
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CHAPTER I
INTRODUCTION

This chapter describes background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of the study

Based on 2013 Curriculum, English subject for senior high school aims to develop students' potentials in order to have communicative competence in discourse interpersonal, transactional, and functional by using a variety of texts in English both spoken and written, coherently by using elements of language that is accurate and acceptable, about various factual and procedural knowledge, and inculcate noble values of the nation's character, in the context of life in the neighborhood, school, and community.¹

Based on Brown, there are four important skills - reading, listening, speaking, and writing – that have been identified by research and practice in English language teaching.² Students should be proficient on those skills to be able to use the language effectively. One of the essential skills which students should master is writing skill. Writing is included to the productive skill which needs frequently practices and great amount of understanding. According to Halliday, writing is a complex skill at the level of clauses.³ Writing intensively focuses on the appropriate words selection. Also, writing is frequently decontextualized which means that the writers are apart from the readers in the different times and places. It makes the writers should make inferences related to the readers’ relevant knowledge and consider what to put and

omit on their writing. In addition, Graham stated that writing is a valuable tool for learning, communicating, and self-expressing. Then, Graham et.al added that writing is an essential part in professional, social, community, and civic communication. It is an important skill that support students’ learning competency on mastering the target language. It also involves a complex process of thinking. As Zinsser stated that writing is thinking on paper. It requires students to think about the ideas, the word choices, the text structure, punctuation, and some other fundamental factors.

Therefore, teaching writing is important in a language class. As writing is aimed for learning, Harmer mentioned some reasons why teacher should teach writing in a language class. First, writing enables more thinking time than on spontaneous speaking activities for students. In writing, students have enough time to express their ideas in the written form. They can brainstorm and revise their writing before they publish it. Second, writing is a practice device to help students practice and work with the language they are studying. Students can familiarize the new words they have been studying in the written form with the specific genre. Also, writing is a good activity to start and prepare other language teaching activities.

In Indonesian Senior High School, learning writing in English is a must. Starting from the tenth grade, students learn some writing materials. One of the materials is recount text. The purpose of recount text is to retell a series of events, commonly in the sequenced time order. The text organization starts from orientation, sequenced of events, and reorientation. Orientation consist of introduction of the story including who is the subject, where is the place, and when did the experience happen. Then, it

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4 Ibid., p. 86.
is followed by sequenced of important events that should be related and coherent to one and other events. The last is reorientation as the last statement of the story.

Based on the researcher’s preliminary study in Al-Mukhlishin Senior High School, there are some writing problems which students have. First, students lack to write because they do not know how to start their writing. It is because the teacher does not demonstrate the writing process. The teacher still uses traditional writing approach which emphasizes on writing products. So, students do not get enough writing exercises such as brainstorming, creating draft, and revision. They have limited time to finish their writing while the teacher expects them to create a good writing work without any feedback. It is in line with Foo’s finding which stated that students still receive outmoded writing instruction in the classroom.9 The writing activities are usually about writing short answer on the homework, responding the reading material, completing worksheets, summarizing reading materials, etc. which involved little extended analysis, interpreting, and without composing in writing.10

Second, students have lack of understanding the text genre. They tend to produce an unstructured text and they are failed to compose a text which has some different characteristics in a specific genre. It is because they are not able to acknowledge completely about the genre, the organization, the purpose, and the language features of the text. As Saputra and Marzulina found that students have lack of understanding different text types which make them difficult to start their writing.11

Next, students have limited vocabularies and make grammar errors. Students do not know many vocabularies which make them difficult to write in English and students make some grammar errors related to word spellings, word choice, tenses, etc. The same finding with Megaiab who concluded that the weakest writing aspect

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11 Hendri Saputra and Leni Marzulina, Teaching Writing by Using Process-Genre Approach to the Eight Grade Students of SMP 22 Palembang, Jurnal Pendidikan dan Pengajaran, p. 2.
which Indonesian students’ have is in the grammatical aspect, that 140 Indonesian Senior High School students made totally 1654 grammar errors related to spelling, singular and plural, tenses, prepositions, articles, verbs, capitalization and punctuation.\textsuperscript{12}

Based on the problems, there are some possible causes which might influence the problems. Environment is the leading cause of the English learning problems.\textsuperscript{13} English Second Language (ESL) students are not familiar with English language because they receive limited English language practice. Although English is widespread in this millennial era, in fact, students still do not understand English because they do not practice and pay attention to the language.

In addition, students might be fully dependent on their teachers. They have not been trained to be critical and the teacher might expect them with low competency.\textsuperscript{14} The treatments ineffectively trigger students to improve their writing ability, thus students may have low writing ability related to the poor composition, the poor vocabularies, and grammar errors.

Moreover, inappropriate teaching instructions may be the cause of students’ writing barriers. The teacher and the educational system might promote less English language practice, especially in writing skill. The school facilitates English class with limited time in a large class. Based on the researcher’s experience in Senior High School, the English class was scheduled once in a week with 90 minutes effective learning time. It was inadequate for teaching and learning English which is required to master the four language skills, specifically writing. Also, the teacher was using less effective teaching instructions that mostly relied on textbook.


Some researchers have conducted studies to solve the problems. Istianah implemented genre-based approach in teaching writing. She used action research method which included two cycles. The result found that there were some contributions of genre-based approach to students’ writing related to the appropriate text genre.\textsuperscript{15} In another side, Veerappan et.al examined the effect of scaffolding technique in journal writing. Students who had problems with poor arrangement sentences, minim vocabularies, and make many grammar errors were given scaffolding technique treatment in their writing class. The result showed that the scaffolding technique has helped remedy the challenges faced by the students.\textsuperscript{16} Then, Adas and Bakir examined blended learning as an approach in teaching writing. The research outcomes showed that students were able to use the correct writing mechanism and students were able to improve their writing by using blended learning approach.\textsuperscript{17} Although some writing skill researches have been conducted, students still find some difficulties on writing.

Considering the writing problems and responding the previous writing studies, the researcher decided to examine process-genre approach on students’ writing ability in recount text. Process-genre approach is an integrated approach of process approach and genre approach. This approach was created by Badger and White on 2000. This new writing approach provides students to improve their knowledge of writing (the genre, the structure, and the language features of a particular text), the social context (the purpose of the text), and the process in writing.\textsuperscript{18} On implementing the process-genre approach, Yan adapted six steps of writing from Badger and White theory: (1)
preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. These steps give students sufficient exposure about the text on preparation and modeling steps. Also, it gives students sufficient time to practice their writing through planning, joint constructing, and independent constructing steps. Moreover, students get feedback from teacher and peers in the last step, revising.

There are several advantages of process-genre approach to improve students’ writing abilities. Gupitasari concluded in her research that process-genre approach evidently improved students’ writing performance. Students were able to implement the writing process steps, acknowledge the purpose of the text, and construct the text based on its structure. Another researcher is Rhea M. Agibuay, she stated that the approach helped students perform better in writing text compositions. Moreover, Azhar et. al. explained the effectiveness of process-genre approach in various levels: from learners’ target language lexicon learning to the formulation of correct syntactic patterns and structures. Using the approach, learners were more autonomous in using various writing techniques creatively and productively.

Based on the explanation above, the researcher conducted the study under the title The Effect of Process-Genre Approach on Students’ Writing Ability of Recount Text (a Quasi- experimental Study at the Tenth Grade Students of SMA Islam Al-Mukhlishin, Ciseeng, Bogor).

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B. Identification of the problem

Based on the background of the study, there are some problems related to teaching and learning writing which can be identified as follows:

1. Students have limited knowledge about writing process because the teacher does not demonstrate the writing process.
2. Students have lack of understanding the text genre because they failed to acknowledge some different characteristics in a specific genre.
3. Students have limited number of vocabularies because they do not get sufficient exposure.
4. Students make some grammar errors on writing because they lack to understand the grammar.
5. Teachers still use traditional writing approach which emphasize on writing products as they do not try an integrated writing approach.

C. Limitation of the Problem

Based on the problems identified above, the researcher limited this study on the effect of process-genre approach on students’ writing ability of recount text, a quasi-experimental study at the tenth grade students of SMA Islam Al-Mukhlishin, Ciseeng, Bogor.

D. Formulation of the Problem

Based on the problems identification, this study is addressed to answer the following question:

“Is there any effects on process-genre approach to students’ writing ability of recount text?”
E. Objective of the Study

This study is aimed at obtaining empirical evidence about the effect of process-genre approach in students’ writing ability on recount text at the tenth grade students of SMA Islam Al-Mukhlishin, Ciseeng, Bogor.

F. The Significances of the Study

The findings of this study are expected to provide useful information and to contribute the improvement of English language learning at tenth grade of senior high school:

a. For teachers or other language practitioners: the findings will help teachers to improve students’ ability in writing recount text using process-genre approach.

b. For students: the findings will improve students’ competencies on creating recount text through process-genre approach.

c. For institution: the institution will be able to foster the English learning using process-genre approach to gain students’ writing skill on creating recount text.

d. For other researchers: the findings will give useful information for the future research about the effect of process-genre approach in writing skill on recount text.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter reviews the theories related to the study. Then, to support the study, the researcher discusses some previous studies relevant to the study, thinking framework of the study, and hypothesis of the study.

A. Writing

1. The Definition of Writing

Writing is included into productive skills that students should master in language learning. It has been a need in this modern social life. According to Halliday, writing has come in societies because of the communicative needs which cannot be completed by spoken language. Writing is perceived as an alternative way to communicate besides the spoken language.

Moreover, Graham stated that writing is a valuable tool for learning, communicating, and self-expressing. It is an essential part in professional, social, community, and civic communication. It is used in various sectors which are able to facilitate people in many circumstances. We find writing in many places which wafts meaningful functions in our daily life.

Lems et.al. added that writing is a way to compress, organize, store, and transmit large amounts of information. It includes thinking process that needs a deep understanding and practice to avoid misinterpretation among writer and readers. Usually, writers are apart in different time and place with the readers. Therefore, writers need to make inferences about the readers’ relevant knowledge, decide what

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3 Kristins Lems et, al., Teaching Reading to English Language Learners, (New York: The Guilford Press, 2010), p. 192.
to include and exclude from their text, and anticipate possible difficulties that readers might have.\(^4\)

In addition, writing is a process of discovery. As writers write, they discover thoughts and ideas in their mind. Therefore, they become more aware of their own beliefs and values.\(^5\) Besides to understand themselves, writing is also a way to understand the changing world, which helps individuals to make decisions that will be beneficial for themselves, others, and society.\(^6\)

From those experts’ perspectives about the definition of writing, the researcher concluded that writing is a production skill which has a complex thinking process that formed through written text for learning, communicating, and self-expressing with people from the distant of time and place.

2. Writing Ability

Writing is perceived as the most difficult skill for second language learners to master. The difficulty is in generating and organizing ideas and translating the ideas into a readable text. The writing skills are highly complex as writers concern to higher level skills of planning and organizing, also lower level skills such as spelling, punctuation, word choice, and so on. Then, the difficulty is more complex when their language proficiency is weak.\(^7\)

In addition, it is important to make the readers understand to what the writers try to convey. Usually, writers are apart in different time and place with the readers. Therefore, writers need to make inferences about the readers’ relevant knowledge, decide what to include and exclude from their text, and anticipate the possible difficulties which readers may find in reading the text.\(^8\)


\(^6\) Robley Hood, \textit{Writing to Think: Critical Thinking}, (USA: Kaplan University Writing Center, 2011), p. 4.


\(^8\) Halliday in David Nunan, \textit{Language Teaching Methodology}, p. 86.
To anticipate the audience, Brown added that writers have to read their own writing from the perspective of a reader’s mind, so writers place themselves as a reader, then writers have to predict readers’ general knowledge, cultural and literacy schemata, specific subject-matter knowledge, and fundamentally, the language choices that will be interpreted.9

3. The Importance of Writing Ability

Writing is a part of life nowadays, yet people are unaware for the numerous advantages which they can get from the writing ability. Dietsch explained five reasons to write well as discussed bellows:10

1. Writing sharpens thinking skills

Writing improves thinking skills as writers try to answer question, analyze, evaluate, and make decisions. Writing helps writers to be more efficient in defining and sorting information and more aware to possible cause-and-effect relationships. Also, the organization skills will improve as writers select the best writing strategies based on the rhetorical situation, formulate thoughts, draft more quickly, and develop ideas more effectively.

2. Writing opens opportunities to learn

Writing as a process of discovery provides writers to discover thoughts and ideas. It is able to acknowledge beliefs and values. Moreover, the challenge of writing will expand writers’ knowledge and influence the way they think. In addition, it helps to improve effective generalizing, phrasing, and logical thinking.

3. Writing nurtures personal development

Writing is able to improve self-confidence, manage writers’ self-affairs, track self-progress, identify the views, set objectives, specify concerns, and gain success.

As writers gain knowledge, they can grow and be mature. Also, the ability to communicate well in writing can help writers to have some possible channels in their life.

4. Writing helps to establish relationships

The skill to write well and establish a friendly written voice will help to maintain relationships with people around. The ability to select positive words, exclude negative ideas, and polish sentences effectively will build positive relationships in societies.

5. Writing helps success in college and the workplace

Writing is essential for success in college and workplace. The ability to write well will give advantage to students’ achievement as they are required to create essay to learn and state their thoughts. It is not just important for learning a language, but also for all subjects in order to measure their knowledge.\(^\text{11}\) On the job, writing helps to be better prepared to think and write about real concerns such as report, e-mail, proposals, etc.

B. Teaching writing

It is important to teach writing with appropriate technique and purpose. Based on Harmer, there are two kinds of purpose to teach writing: writing-for-learning and writing-for-writing.\(^\text{12}\) Writing is used as a practice tool which helps students to practice and work with the language they are learning. The writing activities are designed to give reinforcement for students that forms a mix of useful visual and kinesthetic activity. Also, it can be used as a preparation for other activities.

On the other side, writing-for-writing is aimed to develop students’ skills as writers. The main purpose for the activities is fostering students to be better at writing. Whereas in writing-for-learning activities usually focus on the language, in

writing-for-writing the focus is on the whole text. This includes not just proper language use, but also text construction, layout, style and effectiveness. Teacher might organize students’ writing (offer advice and correction) differently based on the type of writing students are learning.\(^{13}\)

Besides, it is important for teachers to do fundamental things before, during, and after student writing in order to guide students to do their writing meaningfully. The things that teachers should do are the following:\(^{14}\)

- **Demonstrating:** teachers need to demonstrate the writing steps and the genre type of it. Also, teachers demonstrate any other issues in writing such as layout issues and the language features of the text.
- **Motivating and provoking:** teachers can help students by provoking student to get ideas, deliver them the value of the task excitedly, and persuade them that the writing activities will be fun. When students get stuck on their writing, teachers should motivate them with fun ways and initiate them to find the ideas.
- **Supporting:** teachers need to be supportive, always available to help, and prepared to help students overcome the writing problems.
- **Responding:** teachers are able to react on the students’ writing content and constructions supportively and make suggestions for its improvement. Teachers might give comments about the language use or grammar issues as students are making progress on their writing. While responding students’ works, teacher should not judge it as a final product; instead, teacher places it as a part of process to help students.
- **Evaluating:** teachers are able to acknowledge students’ strength and weakness on their writing. Teachers may look at the writing standard then point out the good parts of students writing and also the mistake students’ made of the writing. It can be a way of grading, but also can be seen as a learning opportunity as teachers ask

\(^{13}\) Ibid., p. 112.

students to correct the mistakes they made and revise the text to be the appropriate one.

C. Recount Text

1. Definition and Purpose of Recount Texts

There are various text genres which students learn in Senior High School, recount text is one of the genres. Anderson and Anderson stated that recount text is a piece of text that retells past events, commonly in the order time when they happened. The purpose is to tell the audience a description of what events that occurred and when it occurred.\(^\text{15}\) Hyland added that recount is a genre which has a social function that retells events in order to inform or entertain the audience. Because it used past tense, it means that the social purpose of the text is to reconstruct past experiences by retelling events in original sequence.\(^\text{16}\) In recount text, writers may retell factual, historical, or personal events.\(^\text{17}\) Thus, recount text is a text that retells specific past events to inform or to entertain the audience which can be factual, historical, or personal events.

2. Structure of Recount Texts

After understanding the definition and purpose of recount text, it is crucial to acknowledge the generic structure of recount text.

Based on Anderson and Anderson, there are three components of recount text which are:\(^\text{18}\)

1. Orientation: a first paragraph that gives background information about who, what, where, and when related to the events. It gave description about the subject, object, place and time of the events. Also, the topic of the text should be written


in this part for instance riding roller coaster is my horrible experience when I was a kid. The sentence stated the theme or topic of the text.

2. Sequence of events: a series of paragraphs that retell the events in the order in which they happened. The events should be written regularly based on the time they happened and it should support the topic that has been stated in the first paragraph.

3. Re-orientation: a concluding paragraph which can be filled with re-emphasizing the topic of the orientation part (first paragraph). Also, it can be written for comments about the events.

In generating a recount text, sometimes re-orientation (the last part) is not always necessary. But it will be better and more complete with the re-orientation.

3. **Language Features of Recount Texts**

There are several language features that characterized on recount text. They are described as follows:¹⁹

a. Proper nouns: proper noun is a specific noun that identifies a particular person, place, or thing. For example: London, Bogor Botanical Garden, Andrea Hirata, etc.

b. Descriptive words (adjectives): they give details to the subject, the place, the time, etc. for example: a beautiful place, a happy seller, a cold morning, etc.

c. Adverbs of time and place: the additional words to give the details of the events. For example: last night, yesterday, two years ago, at the mall, in the garden, etc.

d. Past tense: the past tense to retell the events.

\[
\begin{align*}
(+) & \text{ S + V2} & \text{I slept very long last night} \\
(-) & \text{ S + did + not + V1} & \text{I did not sleep very long last night} \\
(?) & \text{ Did + S + V1} & \text{Did you very long last night?}
\end{align*}
\]

e. Sequence conjunction: the words that show the order of events. For example: first, then, after that, finally, etc.

4. The Example of Recount Text

There are some types of recount texts which are factual recount, imaginative recount, procedural recount, bibliography recount, and personal recount. In Senior High School, students mostly learn to write about personal recount. So here is an example of personal recount text:

**A trip to National Zoo and Aquarium**

Yesterday, my family and I went to National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

In the morning, we got to the Zoo and Aquarium. There was a great big line, so we had to wait awhile to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At the lunch time, dad decided to cook barbecue. He cooked sausage, so we could have sausage sandwiches. Mom forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

At the end of the day, when we left, we were going to go and get ice cream. But, we were too tired so we decided to drive straight home.

D. Process-Genre Approach

1. Definition of Process-Genre Approach

Process-genre approach is a writing approach which Badger and White invented on 2000. It is an integrated approach from process-based approach and genre-based

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approach which convey a text with a familiar genre.\textsuperscript{21} The approach has an essential idea that writing involves knowledge about language, knowledge of the context in which writing happens (especially, the purpose of the text), and skills in using the language. Also, the writing development happens by acknowledging students’ potentials (as in process approach) and giving input which students respond (as in genre approach).\textsuperscript{22} By using the approach, students are able to acknowledge how written texts are created differently based on the purpose, audience, and message.\textsuperscript{23} Then, students work to compose the writing with a range of process which facilitates students to have some drafts before they produce the final draft.

Whereas in the process approach, it includes five elements of writing process which are pre-writing, drafting, revising, editing, and post-writing. Then, it is believed that the process is not linear, but rather repentance. It means that students plan, draft, and edit, but then frequently re-plan, re-draft, and re-edit.\textsuperscript{24} The process ease students to develop their writing skills but the genre of the texts are regardless in the process. Students need guidance on reaching the social context such as the purpose, the structure, and the language features of the text which can be achieved with genre-based approach.

In another side, genre-based approach has three phases. The first is modeling the target genre text which provides students exposure to some examples of genre text they need to produce further. The next step is joint constructing where students and teacher create a genre text together. Then, the final step is independent constructing

\textsuperscript{24} \textit{Op.Cit.}, Jeremy Harmer, \textit{How to Teach Writing}, p. 5.
which requires students to create a text individually. In genre-based approach, it is emphasized on the text knowledge and neglects the process of writing; it reverses the fundamental ideas of process-based approach.

Thus, the combination of process and genre approach is seen as a strategic writing approach to improve students’ writing through writing process and genre knowledge. It is able to complete each other for the better students’ writing performance.

2. The Procedure of Process-Genre Approach in Writing Class

Adapted from Badger and White, Yan explained six steps to implement process-genre approach in a writing class. They are preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising which will be described below:

1. Preparation

The teacher defines a situation which will require a written text and guiding it within a specific genre, for example the introduction of recount text. Teacher may ask students about their past experience then write students respond on the board. The aim is to activate students’ schemata and prepare students to anticipate the structural features of the text genre.

2. Modeling and reinforcing

The teacher introduces a model of the genre and encourages students consider the social purpose of the text. For example, the purpose of a recount text is to retell past experience. Next, the teacher discusses the text structure and the language features that appear in the text. Then, the students might do several comparisons with other genre texts to reinforce their knowledge about the particular genre.

3. Planning

In this step, there are some meaningful activities such as brainstorming, discussing, and reading associated material. The purpose is to help students develop an interest about the topic by relating it to their experience.

4. Joint constructing

This step requires the teacher and students to work together in composing a text. The teacher uses the writing processes of brainstorming, drafting, and revising. Students participate to give ideas about the text when the teacher writes the generated text on the board. The final draft gives students a model of text which will help them to write a text individually in the next step.

5. Independent constructing

At this step, students do the task of composing a text individually with a related topic. Teacher might give sufficient time in order to give helps, clarifications, or consultations through the process. The writing task will be their first draft that will be revised or edited in the next step.

6. Revising

After students finished the first draft, they will have final revision and editing. Teacher can facilitate students to check, discuss, and evaluate their work with other students (peer feedback), as the teacher guides and facilitates. The teacher may publish the students’ work, which appreciates students’ achievement and motivates students to become better writers.

3. The Advantages of Process-Genre Approach

Based on numerous researches, there are several advantages of process-genre approach on students’ writing ability. Yan stated that process-genre approach facilitates students to study the relationship between purpose and structure of the text.
as well as they use circle back processes of writing. Also, the steps help students to develop awareness of the composing process and the different text types.\textsuperscript{27}

Ajmal added that the approach helps students to have a better understanding of the writing process, the writing purpose, and the writing context. Furthermore, teacher’s feedback is also helpful to give clear ideas of the writing process and the genre text knowledge. Besides, the peer feedback is also proven positive for students’ writing as students feel low anxiety.\textsuperscript{28}

Moreover, the approach helps students to create not only general information of the text, but also detailed, concrete, specific, and realistic descriptions. Also, the texts are better structured which starts from the general to narrow information. Then, the grammar errors were minimized as students get feedback from their peers. Indeed, the process-genre approach allows students to draft, revise, and recompose their works before the final draft published.\textsuperscript{29}

E. Relevant Previous Studies

The researcher added some relevant previous studies which support and give proves to the use of process-genre approach toward students’ writing ability. First, Babalola conducted the research under the title \textit{Effect of Process-Genre Based Approach on the Written English Performance of Computer Science Students in a Nigerian Polytechnic}. The design used for the research is a quasi-experimental study with pre-test, post-test and control groups. The participants for the research were 40 students of computer science both male and female. The students were randomly selected from two intact classes and were divided into two groups of 20 students each (Groups 1&2). The data collection was analyzed using Analysis of Covariance (ANCOVA) at 0.05 level of

\textsuperscript{27} \textit{Op.Cit.}, Gou Yan, p. 20.
\textsuperscript{28} Abrar Ajmal, Process-Genre Approach to Teaching Writing University Foundation Course Students in Pakistan, \textit{The European Conference on Language Learning: Official Conference Proceedings}, 2015, p. 5.
\textsuperscript{29} Rhea M. Agibuay, Descriptive Writing Using The Process-Genre Approach, Urdaneta City University, Philippines, \textit{Third Asia Pacific Conference on Advanced Research (APCAR)}, (Melbourne, July, 2016), p. 222.
significance. The findings of the research revealed that process-genre based approach had significant effect on the students’ English written performance. The post-test scores of the students in the treatment group were significantly higher than the students in the control group. The students improved performance could be related to the student-centered, practical and flexible nature of the process-genre approach.30

Second, Gupitasari implemented process-genre approach to teach writing on business letter. Classroom action research (CAR) was used for the research method. The participants involved were an English teacher and 28 twelfth graders at one vocational school in Cianjur. To collect the data, three instruments such as observation sheet, writing test and questionnaire were distributed. The result showed the improvement in students’ writing scores after they were involved in the teaching program using the process-genre approach. Moreover, students’ responses to the implementation of process genre approach to teaching writing business letter are mostly positive.31

Third, Azhar et, al. examined process-genre approach to teach writing in community learning context. The research used experimental design, where pre-test and post-test are applied. 66 subjects were divided in two identical groups; experimental and controlled groups. T-test is used to analyze the data. The data showed the results of pre-tests and post-tests for the experimental group. It revealed an increase of 39.85% in post-test mean score of test. Also, the average scores of the experimental group (73.82%) is higher than the result of the control group (40.79). The average difference in the outcome of the experimental group and the control

group was 33.03. It indicated that there was an improvement on students’ writing skill in the experimental group.³²

Fourth, Belmekki & Sekkal conducted a research about the effect of process-genre approach on students’ achievement in writing request letters. The research was a classroom action research and the participants were 28 university students. The data were gained from the results of post-tests which administered after the treatments. The data was analyzed using independent t-test at 0.05 level of significance. The result showed that there was a significant effect of process-genre approach on the students’ writing achievement, attributed to four writing components: organization, vocabulary, grammar, and mechanics.³³

Fifth, Eliwarti & Maarof examined the effect of process-genre approach on EFL students’ writing performance. Also, the research investigated students’ and lecturer’s perceptions of the strategies in process-genre approach. The subjects were 67 university students. The findings suggested that process-genre approach has potential to be used as an instructional tool in enhancing university students’ EFL writing skills.³⁴

In addition, the research was conducted by Fadhliatul Gina to find out whether there was a significant difference in writing ability between students who were taught writing using the Process Genre Approach (PGA) and those who were taught writing using the teacher’s usual approach. Two classes were taken using random sampling for one experimental group (EG) and one control group (CG), with 24 students in each group from eleventh students in Aceh. The results of pre-tests and post-tests were collected with quantitative analysis. The results from the analysis showed that

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the mean of the post-test scores from the experimental group was 67 while the controlled group was 53. The results from the t-test showed that the students who were taught using the process-genre approach performed significantly better in writing than those who were not taught with process-genre approach. The analysis of the students’ writing ability showed more than 20% improvement in four aspects of writing: organization, structure/grammar, content/idea and mechanics.  

Furthermore, Pujianto et al. conducted a research which was aimed to explore the development of students’ writing skill on report text using process-genre approach. A case study design was assigned. Then, the data were gained from teaching process and students’ texts analysis. The results showed that, to some extent, process-genre approach helps students develop writing skills of report text specifically on the genre knowledge, writing process, and feedback from peers and teacher which was observed from the teaching process and schematic structures and linguistic features analysis. Nevertheless, it is figured out that the low-achieving students need longer understanding in the modeling and joint instruction stages.  

The last, Thant Nguyen et al. examined the effects of the process genre approach (PGA) on English foreign language (EFL) upper secondary students’ writing ability. The quasi-experimental design was used with pretest and posttest to collect quantitative data. Participants including 25 students that were divided into two groups: one control group (12 students) and one experimental group (13 students). T-Test results of pretest and posttest scores revealed that the group treated with the process genre approach significantly outperformed the control group in writing ability in terms of content, vocabulary, language (grammar) except for organization.  

37 Kim Thant Tuyen et, al., The Effects Of Process Genre Approach on Upper Secondary Students’ Writing Ability: A Case Study in A Specialized Upper Secondary School in Vietnam,
From the previous studies, the researcher would like to examine process-genre approach with different subjects which are tenth grade senior high school students in the different place, Bogor. Also, the genre of the text that will be examined is recount text. The results of the research will lead to the conclusion whether process-genre approach is effective for students’ writing ability in recount text at the tenth grade students of SMA Islam Al-Mukhlishin, Bogor.

F. Thinking Framework

Writing is seen as a complex language skill which needs huge efforts to master. It needs to pay attention on some fundamental elements such as collecting and organizing ideas, acknowledging the social context of the text, grammar, vocabularies, spelling, punctuation, etc. In another side, teaching writing has some challenges related to students’ writing problems which are the lack of implementing writing process, ineffectively understanding the genre and linguistic features of the text, making grammar errors, and limited vocabularies.

By implementing process-genre approach, it is expected to overcome the problems. The approach facilitates students to implement writing process, understand the elements of the specific genre text, correcting their work that will reduce the grammar errors, and help them to have more vocabularies as they learn to write with some fundamental stages such as preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising.

G. Research Hypotheses

Based on the theory and the problems of writing which have been described, the researcher proposed the hypothesis as follows:

1. Null Hypothesis (H₀): there was no significance effect of process-genre approach in students’ writing skill on recount text.

2. Alternative Hypothesis (Hₐ): there was significance effect of process-genre approach in students’ writing skill on recount text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the research methodology. It consists of method and research design, place and time of the study, population and sample, the content of intervention, research instrument, instrument test, technique of data collecting, technique of data analysis, and statistical hypothesis.

A. Research Method and Design

1. Research Method

The approach of this research was quantitative research approach. In quantitative research, it required the researcher to explain how one variable affect another or other variables.\(^1\) There are two variables in this research; the process-genre approach as the independent variable and the students’ writing ability on recount text as the dependent variable.

2. Research Design

Quasi-experimental research uses two intact groups that already existed at school, college, or school district.\(^2\) The research does not require random sampling; instead, it used purposive sampling technique that was chosen based on some criterions. The research began by distributing pre-test to the experimental and controlled class. The pre-test was taken to discover students’ prior knowledge about writing recount text. Then, students in experimental and controlled classes learnt the same material but they were given a different treatment. The researcher gave treatment by implementing process-genre approach to the experimental class whereas the controlled class did not get the treatment. After the treatment finished, the researcher distributed post-test. The post-test was used to gain the information of the effect of process-genre approach in students’ writing on recount text.

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B. Place and Time of the Study

This research was conducted at SMA Islam Al-Mukhlishin which located on H. Musa Street, Number 23, Ciseeng, Bogor. The research began on April until Mei 2018. The study was held twice in a week with 90 minutes per meeting.

C. Population and Sample

1. Population

The population of the research was all students of tenth grade in SMA Islam Al-Mukhlishin which were totally 72 students. They were divided into three classes; two science classes and one social class. The population was chosen because they were appropriate for the variables of this research.

2. Sample

Then, the researcher intended to use purposive sampling technique for this research. The sample was chosen based on the teacher’s recommendation because he knew which classes have the equal ability in learning based on the scores and performances in the class. Then, the researcher considered the experimental and controlled classes by analyzing the mean score of students’ pre-test in both classes. The class which had a higher mean score would be the controlled class and the class which had a lower mean score would be the experimental class. Thus, the sample was chosen X IPA 1 as controlled class which consisted of 24 students and X IPA 2 as the experimental class which consisted of 24 students.

D. Research Instrument

The researcher used test as a research instrument. This test was distributed as pre-test and post-test. The pre-test was given before the researcher conducted the treatment in order to discover the students’ initial writing skill. Then, the post-test was given after the treatment to discover the effect of the treatments which was process-genre approach on students’ writing in recount text.
The test was open-ended essay on a particular topic of recount text. The topic in pre-test and post-test are different to avoid the repentance of the writing works. Before the pre-test was distributed, the researcher shortly explained about the test to make sure that students understand what they need to do.

Moreover, the researcher used an analytical writing rubric for the scoring guide in this research. The rubric was adapted from John Anderson which focused on five writing components such as Grammar, Vocabulary, Mechanics, Fluency (style and ease of communication), and Form (organization).³

<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere, with comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors of grammar or word order so severe as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>6</td>
<td>Use of vocabulary and idiom rarely (if at all) distinguishable from that of native educated writer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Vocabulary limitations so extreme as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>3.</td>
<td>Mechanics</td>
<td>6</td>
<td>Few (if any) noticeable lapses in punctuation or spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Occasional lapses in punctuation or spelling which does not,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Fluency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(style and ease of communication)</td>
<td>6</td>
<td>Choice of structures and vocabulary consistently appropriate; like educated native writer.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall case of communication.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>‘patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Communication often impaired by completely inappropriate or misused structures of vocabulary items.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>A ‘hotch-potch’ of half-learned misused structures and vocabulary items rendering communication almost impossible.</td>
</tr>
<tr>
<td><strong>5. Form</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(organization)</td>
<td>6</td>
<td>Highly organized; clear progression of ideas well linked; like educated native writer.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Material well organized; link could occasionally be clearer but communication not impaired.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Some lack of organization; re-reading required for clarification of ideas.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Little or no attempt at connectivity, though reader can reduce some organization.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
</tr>
</tbody>
</table>

**Total**

Grammar =
Vocabulary =
Mechanics =
Fluency =
Form = ________ +

\[ \times 10 = ____ : 3 = ____ \]
E. Technique of Data Collecting

The researcher distributed pre-test and post-test as data collection technique. Pre-test was distributed in the first meeting to controlled class and experimental class. The aim is to measure students’ writing skill on recount text on both classes before conducting the treatment.

After conducting the treatment in the experimental class, the researcher administered the post-test. It has an aim to obtain the effect of process-genre approach in students’ writing ability on recount text. Both pre-test and post-test has the similar instruction to write a recount text, yet the topic of the text is different both in pre-test and post-test.

F. The Content of Intervention/Treatment

The research was conducted for seven meetings which consisted of 90 minutes per meeting. The first meeting was used to distribute the pre-test, the second until the sixth meetings were used to give treatments, and the seventh meeting was used to distribute the post-test. The English lesson was held twice in a week that began from April until Mei 2018. The treatments were process-genre approach. There were six steps in implementing process-genre approach: preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising.

First, in the preparation step, teacher prepared the situation which made students ready to accept the material. It used brainstorming to activate students’ schemata and to facilitate students on anticipating the structural feature of the genre. Second, in the modeling and reinforcing step, teacher introduced the genre which was recount text. Then, the teacher asked about the purpose, the structure, and the language features of recount text. Third, teacher did the planning step. Teacher and students discussed a plan to create recount text in the next step. Fourth, in the joint constructing step, the teacher and students created the recount text together. Fifth, students did independent constructing step. They constructed their own text individually based on their recount
text knowledge and writing skills which they have learnt from the previous steps. The last step is *revising*. This step focuses on revising and editing to compose the final draft. The teacher used peers feedback to revise and edit students’ works. After that, the teacher collected all the works and analyzed all students’ works and published some good writing works in the class to motivate the students.

**G. Technique of Data Analysis**

In analyzing the data, the researcher used Microsoft Excel 2013 and SPSS version 20 with significance level 0.05. Also, normality and homogeneity tests were analyzed in the preliminary analysis. Preliminary analysis was used to see whether the data was normally distributed and homogeneous. Then, the researcher used *t-test* to analyze the effect of the treatment.

1. **Prerequisite Analysis**
   a. **Normality Test**

   Normality test was conducted to analyze whether the data was normally distributed on the pretest and posttest. The data was categorized as a normal data when the significance of the experiment and control classes were higher than the significance degree or the alpha (*a* = 0.05). In this research, the researcher used *Kolmogorov-Smirnov* test and the steps are described below:⁴

   1) Formulating normality hypothesis of the data;

   H₀: sample data was normally distributed,
   H₁: sample data was not normally distributed.

   2) Testing the normality of the data using *Kolmogorov-Smirnov* Test;

   a. Select Analyze => Descriptive Statistics => Explore.

   b. When a window pops up, fill the variable in the Dependent List box and fill the other variable in the Factor List.

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c. Click Plots on the right side. When a new window pops out, click “none” for boxplot, click “normality plots with test”, then unclick everything for descriptive.

d. The result pops out in the “output” window.

e. We can now interpret the result.

3) With the degree of significance 5% ($\alpha = 0.05$), the criteria in taking the decision is;

If the probability value ($p$) $\geq \alpha$, $H_0$ was accepted. On the contrary, $H_0$ was rejected if the probability value ($p$) $< \alpha$.

b. **Homogeneity Test**

Homogeneity test was used to discover whether the data represents homogenous or not. The researcher used Levene Statistic in SPSS version 20 to analyze the homogeneity test with the significance degree of 0.05 ($\alpha = 0.05$). The steps of the homogeneity test on pretest are explained as follows:5

1) Creating homogeneity hypothesis of the data;

   $H_0$: sample data came from population which had homogenous variance

   $H_1$: sample data came from population which did not have homogenous variance.

2) Calculating the homogeneity test using Levene test:

   b. Click Analyze $\Rightarrow$ Compare Means $\Rightarrow$ One-Way ANOVA on menu until One-Way ANOVA dialogue box appears

   c. Fill variable on Dependent List and fill another variable on Factor box

   d. Click Option and choose Descriptive and Homogeneity of variance test

   e. Click Continue until it comes back to One-Way ANOVA dialogue box

   f. Click OK

3) Forming significance level/probability value ($p$) using significance degree 5% ($\alpha = 0.05$), the criteria in taking the decision is; If the probability value ($p$) $\geq (\alpha = 0.05)$, $H_0$ is accepted. Conversely, $H_0$ is rejected if the probability value ($p$) $< (\alpha = 0.05)$.

---

5 Ruben Geert van den Berg, How to Run Levene’s Test in SPSS, (www.spsstutorials.com), Accessed on Tuesday, July, 28th 2017, 10:00 pm.
2. Data Analysis

To analyze the data, the researcher used *t-test* on SPSS version 20. Specifically, in the hypothesis analysis, the researcher used *independent t-test* to examine the mean score of the post-tests in the experimental and controlled class. Then, the result can be interpreted with the hypotheses which have been formulated.

In addition, the researcher used *Cohens’ d* analysis test to determine the effect size of the process-genre approach for students’ writing ability on recount text. The formulae of the *Cohens’ d* analysis test was showed below.\(^6\)

\[
d = \frac{(\text{Mean score of group A} - \text{Mean score of group B})}{\text{Pooled Standard Deviation}}
\]

**Explanation:**

- **d**: the effect size
- **Mean score of group A**: the mean score of the experimental group
- **Mean score of group B**: the mean score of the controlled group
- **Pooled standard deviation**: \((\text{Stand. Deviation group A} + \text{Stand. Deviation group B})^2\)

**H. Statistical Hypothesis**

This study was aimed to discover the effect of process-genre approach on students’ writing ability of recount text at the tenth grade students of SMA Islam Al-Mukhlishin. The statistical hypothesis of the research are identified as follow:

1. **Alternative Hypothesis** \((H_a)\) : there was significance effect of process-genre approach in students’ writing skill on recount text.
2. **Null Hypothesis** \((H_0)\) : there was no significance effect of process-genre approach in students’ writing skill on recount text.

---

The criteria for the hypothesis described bellows:

1. If $t_0 < t_{\text{table}}$ or the significance was $>0.05$, $H_0$ was accepted and $H_a$ was rejected. It means that the process-genre approach has no effect on students’ writing ability on recount text.

2. If $t_0 > t_{\text{table}}$ or the significance was $<0.05$, $H_0$ was rejected and $H_a$ was accepted. It means that process-genre approach gave significant effect in students’ writing ability on recount text.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the data description of the pre-test and post-test which were given in the experimental and controlled classes. Then, the data was analyzed in data analysis section and it was discussed in the discussion section.

A. Research Finding
1. Data Description

The instrument of the research was a test of writing skill about recount text. The pre-test was administered to the experimental and controlled classes at the beginning of the research and the post-test was administered at the end of the research. Then, the result of the test would be presented below.

a. Pre-test Scores

The data below was presented for the description of the pre-test scores. The researcher classified the scores into four ranged scores from the low score until the high score. The complete data can be seen below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F (%)</td>
</tr>
<tr>
<td>10 – 60</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>61 – 70</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>71 – 80</td>
<td>4</td>
<td>16.66</td>
</tr>
<tr>
<td>81 – 90</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Min.</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Max.</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>Mean</td>
<td>63.08</td>
<td>64.79</td>
</tr>
</tbody>
</table>
Based on the table 4.1, the minimum score in the experimental class was 53 which was similar with the controlled class. Then, the maximum score was 73 in the experimental class and 77 in the controlled class. In addition, the standard of minimum score of the English mastery completeness was 70 at the school.

Furthermore, it showed that 10 students (41.67%) got score around 10-60 in the experimental class whereas 7 students (29.17%) got those scores in the controlled class. In the range of 61-70 scores, there were 10 students of the experimental class (41.67%) and 11 students of the controlled class (45.93%) who got the scores. It meant that more than half of students got lower score than the minimum standard of English mastery completeness. Moreover, there were 4 students in the experimental class (16.66%) who got higher score than the minimum standard score, around 71-80, and 6 students in the controlled class (25%) who got those scores. Then, there were no students who got 81-90 on the pretest in both classes.

Then, the mean score of the pre-test was 63.08 for the experimental class and 64.79 for the controlled class. It can be seen that the mean scores in both classes were lower than the minimum standard of English mastery 63.08<64.79<70. It meant that most students in classes still had the low competence on writing recount text. Because experimental class got the lower mean than the controlled class, 63.08<64.79, the experimental class was suited to get treatments of process-genre approach to improve the students’ skill on writing recount text.

b. Post-test Scores

After pre-test, the researcher gave four meeting treatments in the experimental class with different themes of recount text. In another side, the controlled class was not given the treatments. The researcher gave the traditional teaching approach in the controlled class with the same themes as the experimental class was taught. Then, the researcher distributed a post-test to the experimental and controlled class. The followed data was showed for the result of the post-test scores both in those two
classes. The presented table had four range scores, the frequency, the percentage, the minimum score, the maximum score, and the mean score in both class.

**Table 4.2**

**The Scores of Post-test**

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F (%)</td>
</tr>
<tr>
<td>10 – 60</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>61 – 70</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>71 – 80</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>81 – 90</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Min.</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Max.</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>79.41</td>
<td></td>
</tr>
</tbody>
</table>

Based on data in Table 4.2, the minimum score in the experimental class was 70 and the minimum score in the controlled class was 57. Then, the maximum score in the experimental class was 90 and similar in the controlled class which achieved 90. Furthermore, the standard minimum of the English mastery was 70.

In the experimental class, there were no students who got the score around 10-60 whereas there were 6 students who got the scores in the controlled class with 25%. Then, there were 3 students who achieved the score on 61-70 in the experimental class (12.5%) and there were 4 students (16.7%) in the controlled class who got the score among 61-70. Also, 12 students achieved the score between 71-80 (50%) in the experimental class and 8 students (33.3%) in the controlled class. Moreover, there were 9 students who achieved the score between 81-90 (37.5%) in the experimental class and 6 students (25%) in the controlled class.

Furthermore, the data showed that there were 21 students in the experimental class got the higher scores than the minimum standard of English mastery >70. In
another hand, there were 18 students who got the higher scores than the minimum standard of English mastery. Both in those classes got the higher mean scores than the minimum standard of English mastery. Also, the mean score in the experimental class was higher than the controlled class with 79.41 whereas the controlled class got 73.04. It meant that process-genre approach improved students’ writing ability on recount text.

c. The Students’ Gained Scores

After presenting the pre-test and post-test scores, the researcher presented the students’ gained scores which were retrieved from the difference numbers between pre-test and post-test. The gained scores were calculated from the post-test scores minus the pre-test scores. The completed data can be seen in the table below.

<table>
<thead>
<tr>
<th>Gained Scores</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F (%)</td>
</tr>
<tr>
<td>0-5</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>6-10</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>11-15</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>16-20</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>8.03</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td>Mean</td>
<td>16.17</td>
<td></td>
</tr>
</tbody>
</table>

Based on data in Table 4.3 above, the mean score in the experimental class was 16.17 which was higher than the mean score in the controlled class, 8.71. The half percentage (50%) of students in the experimental class got the gained scores around 16-20 whereas most students in the controlled class got the gained scores among 6-10
(41.67%). It can be interpreted that the treatments which were given in the experimental class improved the students’ writing ability on recount text.

2. Data Analysis

Before analyzing the data, the prerequisite analysis was used in this research. The prerequisite analysis included normality and homogeneity tests. The tests were supposed to examine whether the data were normally distributed and homogenous in the pre-test and post-test. After the prerequisite analysis was done, the researcher used t-test and effect size test to analyze the data in purposed to answer the hypothesis of the research. The researcher used Microsoft Excel 2013 and SPSS version 20 with significance level 0.05.

a. Prerequisite Analysis

1. Normality Test

Normality test was conducted to analyze whether the data was normally distributed on the pretest and posttest. The data was categorized as a normal data when the significance of the experimental and controlled classes were higher than the significance degree or the alpha (α = 0.05). In this research, the researcher used Kolmogorov-Smirnov test and the result can be seen below.

<table>
<thead>
<tr>
<th>class</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Pretest</td>
<td>experimental</td>
<td>.159</td>
</tr>
<tr>
<td></td>
<td>controlled</td>
<td>.138</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction
The result of the normality test on pre-test above, the significance in the experimental class was 0.120 and 0.200 in the controlled class. Because the value in the experimental class was 0.120>0.05 and 0.200>0.05 in the controlled class, it meant that the data were normally distributed because the significance in both classes were more than the significance level (α = 0.05). Then, the result of the normality test on post-test can be seen in the next page.

Table 4. 5
Normality Test on Post-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic df Sig.</td>
<td>Statistic df Sig.</td>
</tr>
<tr>
<td>posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>.139 24 200</td>
<td>.940 24 162</td>
</tr>
<tr>
<td>Controlled</td>
<td>.168 24 077</td>
<td>.912 24 040</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the data above, the significance in the experimental class was 0.200 and the significance in the controlled class was 0.077. Those values were more than the significance level of 0.05 (0.200>0.05 and 0.077>0.05). Thus, it meant that the data was normally distributed.

2. Homogeneity Test

Homogeneity test was used to discover whether the data represents homogenous or not. The researcher used Levene Statistic in SPSS version 20 to analyze the homogeneity test with the significance level of 0.05 (α = 0.05). The result of the homogeneity test on pretest was presented below.

Table 4. 6
Homogeneity Test on Pretest

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.026</td>
<td>1</td>
<td>46</td>
<td></td>
<td>.872</td>
</tr>
</tbody>
</table>
In the homogeneity test on pretest, the data showed that the significance of the test was 0.872. The value was higher than the significant value or the alpha (0.872 > 0.05). Therefore, the data on pretest was homogeneous. Then, the result of the homogeneity test on post-test can be seen as followed.

Table 4.7
Homogeneity Test on Post-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.627</td>
<td>1</td>
<td>46</td>
<td>.063</td>
</tr>
</tbody>
</table>

In the homogeneity test on the post-test, the data showed that the significance was 0.063. The value was higher than the alpha or 0.063 > 0.50. Thus, it can be concluded that the data of the post-test was homogeneous.

b. Hypotheses Analysis

After conducting the prerequisite test using normality and homogeneity tests that can be seen in the previous chapter, the hypotheses analysis was conducted to answer the research question and to examine the hypotheses of the research. The research hypotheses are:

a. Null Hypothesis (H₀) : there was no significance effect of process-genre approach in students’ writing skill on recount text.

b. Alternative Hypothesis (H₁) : there was significance effect of process-genre approach in students’ writing skill on recount text.

To gain the empirical evidence of the hypotheses analysis, the researcher used independent t-test. Independent t-test compared data of two groups of sample statistically. It compared the post-test mean scores from the experimental and controlled groups in purposed to determine whether the difference is significant or not. Furthermore, the researcher used independent t-test on SPSS version 20 to examine the data. The result can be seen as followed.
Table 4.8
Independent Samples t-test of Post-test Scores

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assumed</td>
<td>3.627</td>
<td>.063</td>
</tr>
<tr>
<td>Equal variances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, the degree of freedom (df) was 46. The critical value (t_{table}) from df = 46 on the significance of 5% or 0.05 was 1.678 and t_{observe} from the table above was 2.527. It meant that the post test scores in the experimental class was higher than the controlled class with t_{observe} > t_{table} = 2.527 > 1.678. Also, the significance (2-tailed) was 0.015 which was lower than the significance of 5% or p<0.05 = 0.015<0.050.

Therefore, the criteria for the hypotheses stated in two possibilities. The first, if t_{observe} is lower than t_{table} (t_0 < t_{table}) or the significance is higher than the significance level of 0.05 or p>0.05, H_0 is accepted and H_a is rejected. It means that the process-genre approach has no effect on students’ writing ability on recount text. In contrast, if t_{observe} is higher than t_{table} (t_o > t_{table}) or the significance is lower than 0.05 or p<0.05, H_0 was rejected and H_a was accepted. It means that process-genre approach gives significant effect in students’ writing ability on recount text.

As from the data, t_{observe} was higher than t_{table} with values 2.527>1.678 and also the significance (2-tailed) was 0.015 which was lower than the significance of 5% or p<0.05 = 0.015<0.050. Thus, it meant that H_0 was rejected and H_a was accepted. In another words, the result showed that process-genre approach gave significant effect...
in students’ writing ability on recount text at tenth grade students of Al-Mukhlishin Islamic Senior High School.

c. Effect Size Analysis

The effect size analysis was used to find out how the effect of the approach influenced students’ writing ability on recount text. The researcher used *Cohen’s d* analysis to measure the effect size. The criteria of the *Cohen’s d* effect size measurement are:

- 0 – 0.20 = weak effect
- 0.21 – 0.50 = modest effect
- 0.51 – 1.00 = moderate effect
- >1.00 = strong effect

To consider the effect size, the researcher needed the group statistics of the posttest that can be seen from the calculation in SPSS. The group statistics presented the mean scores and the standard deviations (std. deviation) of each class which were needed to calculate the effect size using *Cohen’s d* analysis. The table of the group statistics of posttest can be seen below.

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>24</td>
<td>79.42</td>
<td>6.248</td>
<td>1.275</td>
</tr>
<tr>
<td>Controlled</td>
<td>24</td>
<td>73.04</td>
<td>10.663</td>
<td>2.177</td>
</tr>
</tbody>
</table>

From the data on Table 4.8 above, the mean score of the posttest in the experimental class was 79.42 and the mean score of the posttest in the controlled class was 73.04. Then, the standard deviation in the experimental class was 6.248 and

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the standard deviation in the control class was 10.663. After that, the researcher counted the effect size analysis using Cohen’s $d$ analysis with the formula below.

$$d = \frac{\text{Mean score of group A} - \text{Mean score of group B}}{\text{Pooled Standard Deviation}}$$

Pooled standard deviation = \frac{\text{Pooled Deviation group A + Pooled Deviation group B}}{2}

Stand. Deviation group A = 6.248

Stand. Deviation group B = 10.663

Mean score of group A (Experimental class) = 79.42

Mean score of group B (Control class) = 73.04

Pooled standard deviation = \frac{6.248 + 10.663}{2} = 8.455

$$d = \frac{79.42 - 73.04}{8.45} = 0.75$$

The result of the calculation above showed that the effect size was 0.75. The result of the calculation included to the moderate effect, which meant that process-genre approach gave a moderate effect on students’ writing skill on recount text.

B. Discussion

This research revealed that process-genre approach had a significance effect in students’ writing ability on recount text at the tenth grade of SMA Islam Al-Mukhlishin. The research result was also supported by the previous researches which were conducted by Babalola$^2$, Gupitasari$^3$, Pujianto$^4$, Gina$^5$, Belmekki & Sekkal$^6$.

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Eliwarti & Maaruf, Thant Nguyen et. al., and Azhar et.al., that process-genre approach gave a significance effect on students’ writing ability.

On the research results, it can be seen that the mean score in the experimental class was higher than the controlled class in the post-test. After giving several treatments, students’ scores were gained significantly from the pre-test to the post-test, especially in the experimental class. This finding is in line with Belmekki and Sekkal who investigated the effect of process-genre approach on students’ achievement in writing request letters. On their research, 84% of students got the scores above the minimum standard of English competence. As in this research, 87.5% of students achieved the scores above the minimum standard of English lesson that is 70. Also, Eliwarti & Maarof found that the post-test mean score in the experimental class was higher than the controlled class with the difference 25.92 points.

Furthermore, process-genre approach helped students to develop their writing skills. The approach provides six practical steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. The steps gave students opportunities to think about their writing and discuss it with their peers and teacher. It is in line with Pujianto’s research that revealed process-genre approach helped students developing their writing skills.

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specifically on the genre knowledge, writing process, and feedback from peers. In the experimental class, the students were aware of the purpose and audience of the text. Then, they were able to identify the content, organization, vocabulary and grammar. In addition, the approach promoted students-centered learning as it allowed student to be active in discussions and they were eager to share their ideas with their peers.

Also, the teacher was able to provide students to identify the purpose, model, and process of the writing. Then, with sufficient support and motivation, students were able to develop and use appropriate writing skills. When students were helped during the writing process, they could reflect their previous writing and have consideration of their points of view toward their own writing.

In addition, the learning atmosphere was more fun that triggered students to participate in the learning process. Subsequently, it made healthy competition atmosphere and made the classroom activities be more meaningful.

Thus, process-genre approach is a new writing approach that gives some benefits to students’ writing ability that is proves from the statistical results which showed before. Also, the students’ participations increased in the classroom learning process which can be concluded that this approach is effective and gives moderate effect toward students’ writing ability of the tenth grade students in SMA Islam Al-Mukhlishin, Bogor.

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CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion
This research was conducted using a quasi-experimental design which was intended to find empirical evidences of the effectiveness of process-genre approach in students’ writing ability on recount text at tenth grade students of Al-Mukhlishin Islamic Senior High School, Ciseeng, Bogor. The research used pre-test and post-test as the instruments of the research with four weeks treatments in the experimental class whereas the controlled class was taught with traditional teaching approach in the classroom.

The result showed that 87.5% of students achieved the scores above the minimum standard of English lesson that is 70. Also, the mean score of the post-test in the experimental class is higher than the controlled class with the score 79.42 whereas the controlled class got the mean score of the post-test with 73.04. Then, from the data analysis that has been discussed in chapter IV, it meant that H₀ was rejected and Hₐ was accepted. In another words, the result showed that process-genre approach gave moderate effect in students’ writing ability on recount text at tenth grade students of SMA Islam Al-Mukhlishin, Ciseeng, Bogor.

B. Suggestion
The researcher suggests that teacher should pay attention to students’ development in writing skill through the learning process, be more creative on developing the materials, focus the teaching on students-centered, and choose the appropriate learning approach which is suitable for students. Also, students should maximize their time on learning, be active, and focus on the learning activities. So, it is highly recommended to implement process-genre approach to teach writing as it allows teacher to facilitate students through preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising steps. Then, to
further researches, it is recommended to examine the approach with different research
designs and different instruments to gain the data. The researcher hopes that this
research is able to give information and be useful for the academic research in
education.
REFERENCES


## APPENDIX 1

### English Teaching Syllabus

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunanannya.</strong> (Perhatikan unsur kebahasaan <em>pronoun: subjective, objective, possessive</em>)</td>
<td>- <strong>Fungsi Sosial</strong>&lt;br&gt;Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</td>
<td>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar&lt;br&gt;- Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada&lt;br&gt;- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.&lt;br&gt;- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.&lt;br&gt;- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya&lt;br&gt;- Melakukan refleksi tentang proses dan hasil belajarnya</td>
</tr>
<tr>
<td><strong>3.2 Menerapkan fungsi sosial, struktur</strong></td>
<td>- <strong>Fungsi Sosial</strong>&lt;br&gt;Menjaga hubungan</td>
<td>- Menyimak dan menirukan beberapa</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya | interpersonal dengan guru, teman dan orang lain.  
- Struktur Teks  
  - Memulai  
  - Menanggapi (diharapkan/di luar dugaan)  
- Unsur Kebahasaan  
  - Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya  
  - Nomina singular dan plural dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.  
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar  
- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya  
- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa  
- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.  
- Melakukan refleksi tentang proses dan hasil belajar |
| 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |  
- Topik  
  Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI  
- Fungsi Sosial  
  Menyatakan rencana, menyarankan, dsb.  
- Struktur Teks  
  - Memulai  
  - Menanggapi (diharapkan atau di luar dugaan)  
- Unsur Kebahasaan  
  - Ungkapan pernyataan niat yang sesuai, |  
- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)  
- Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara |

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat |  
- Fungsi Sosial  
  Menyatakan rencana, menyarankan, dsb.  
- Struktur Teks  
  - Memulai  
  - Menanggapi (diharapkan atau di luar dugaan)  
- Unsur Kebahasaan  
  - Ungkapan pernyataan niat yang sesuai, |  
- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)  
- Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)</td>
<td>dengan modal be going to, would like to</td>
<td></td>
</tr>
<tr>
<td>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</td>
<td></td>
</tr>
<tr>
<td>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>- Bermain game terkait dengan niat mengatasi masalah</td>
<td></td>
</tr>
<tr>
<td>- Topik</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</td>
<td></td>
</tr>
<tr>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>- Menyimak dan menirukan guru membaca teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar.</td>
<td></td>
</tr>
<tr>
<td>4.4 Teks deskriptif</td>
<td>- Mencermati dan danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata</td>
<td></td>
</tr>
<tr>
<td>- Fungsi Sosial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Struktur Teks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dapat mencakup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifikasi (nama keseluruhan dan bagian)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fungsi, manfaat, tindakan, kebiasaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unsur kebahasaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks descriiptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
<td>bersejarah terkenal - Adverbia terkait sifat seperti <em>quite, very, extremely, dst.</em> - Kalimat dekalraif dan interrogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <em>a, the, this, those, my, their, dsb.</em> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
<tr>
<td>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td></td>
</tr>
<tr>
<td>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<em>announcement</em>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunanya</td>
<td>• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</td>
<td>- Menyimak dan menirukan guru membaca beberapa teks pemberitahuan (<em>announcement</em>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk</td>
</tr>
<tr>
<td>4.5 Teks pemberitahuan (<em>announcement</em>)</td>
<td>• Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna</td>
<td></td>
</tr>
<tr>
<td>4.5.1 Menangkap</td>
<td>• Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam <em>announcement</em> (pemberitahuan)</td>
<td></td>
</tr>
</tbody>
</table>

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54
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
</table>
| makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) | - Nomina singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | menganalisis beberapa teks pemberitahuan lain  
- Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman  
- Melakukan refleksi tentang proses dan hasil belajar. |
4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | • Topik  
Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI  
• Multimedia  
*Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. |
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur) | • Fungsi Sosial  
Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.  
• Struktur Teks  
- Memulai  
- Menanggapi (diharapkan/di luar dugaan)  
• Unsur Kebahasaan  
- Kalimat deklaratif dan interrogative dalam *simple past tense, present perfect tense*.  
- Adverbial dengan *since, ago, now*, klausel dan adverbiai penunjuk waktu  
- Nomina singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.  
- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat  
- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut  
- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>kebahasaan <em>simple past tense vs present perfect tense</em></td>
<td><em>their, dsb.</em> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar</td>
</tr>
<tr>
<td>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td></td>
</tr>
<tr>
<td>4.7 Teks <em>recount</em> - peristiwa bersejarah</td>
<td>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan - Memsimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis</td>
<td></td>
</tr>
<tr>
<td>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</td>
<td>• Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung</td>
<td></td>
</tr>
<tr>
<td>4.7.1 Menangkap makna secara kontekstual terkait</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
</table>
| fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah | waktu: *first*, *then*, *after that*, *before*, *when*, *at last*, *finally*, dsb.  
- Adverbia dan frasa preposisional penujuk waktu  
- Nomina singular dan plural dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  
  - Topik  
  Peristiwa bersejarah yang dapat *menumbuhkan perilaku yang termuat di KI* | terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya  
- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia  
- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya  
- Melakukan refleksi tentang proses dan hasil belajar. |
| 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |  
- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya  
- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada  
- Dalam kelompok masing-masing berlatih membaca legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi  
- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat |  
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya |  
- Fungsi Sosial  
  Mendapat hiburan, menghibur, mengajarkan nilai-nilai luah, mengambil teladan  
- Struktur Teks  
  Dapat mencakup:  
  - Orientasi  
  - Komplikasi  
  - Resolusi  
  - Orientasi ulang  
- Unsur Kebahasaan  
  - Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan  
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda  
  - Adverbia penghubung dan penujuk waktu  
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan |  
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat |  
- Menyiapkan guru membaca legenda, sambil dilibatkan dalam tanya jawab tentang isinya  
- Didiktekan guru memahami legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada  
- Dalam kelompok masing-masing berlatih membaca legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi  
- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tangan</td>
<td>bagian-bagian legenda yang ditanyakan</td>
</tr>
<tr>
<td></td>
<td>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</th>
<th>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</th>
<th>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</td>
<td>• Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Menanyakan hal-hal yang tidak diketahui atau berbeda</td>
</tr>
<tr>
<td></td>
<td>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</td>
<td>- Mengambil teladan dari pesan-pesan dalam lagu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajarnya</td>
</tr>
</tbody>
</table>
APPENDIX 2
RENCANA PELAKSANAAN PEMBELAJARAN [RPP]

Sekolah : SMA Islam Al-Mukhlishin
Kelas/Semester : X/2
Mata Pelajaran : Bahasa Inggris
Tema : Recount Text
Pertemuan ke- : 1-4
Alokasi Waktu : 4 pertemuan (8x45 menit)

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultal, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
4.7 Teks recount – peristiwa bersejarah

C. Indikator
3.7.1 Menganalisa tujuan, struktur, dan unsur kebahasaan text recount
3.7.2 Menggunakan simple past tense secara tepat sesuai struktur kalimatnya
3.7.3 Menentukan adverb of time dan adjectives yang tepat dalam recount text
3.7.4 Menjelaskan informasi penting yang terkandung dalam teks recount sesuai dengan tujuan dan runtutan kegiatannya
3.7.5 Mengidentifikasi kesalahan dalam penulisan recount text
4.7.1 Membuat kerangka penulisan *recount text* dengan berbagai ide yang sesuai dengan konteksnya
4.7.2 Menulis *recount text* dengan memperhatikan tujuan, struktur, dan unsur kebahasaannya
4.7.3 Memperbaiki *recount text* sesuai dengan tujuan, struktur, dan unsur kebahasaannya

D. Materi Pengajaran

*Recount Text*
- Fungsi Sosial
  Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan dalam suatu rangkaian peristiwa yang terjadi di masa yang telah lalu.
- Struktur Teks
  Dapat mencakup:
  - Orientasi
  - urutan kejadian/kegiatan
  - orientasi ulang
- Unsur Kebahasaan
  - Kalimat deklaratif dan interogatif dalam simple past tense.
  - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
  - Adverbia dan frasa preposisional penujuk waktu
  - Kata sifat dalam bahasa Inggris: *happy, sad, excited, speechless, horrible, impossible*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
1. Pendekatan : Process-genre Approach
2. Model : Discovery Learning
3. Metode : Diskusi kelas, analisis teks, kerja kelompok

F. Media, Alat, dan Sumber Pembelajaran
Media : ppt, white board
Alat : marker, projector, kertas
G. Kegiatan Pembelajaran

- **Pertemuan ke-1, 1st treatment, subtema Holiday**

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah penelitian</th>
<th>Rincian aktivitas</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>Guru memberi salam kepada siswa</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guru menyiapkan siswa untuk berdoa</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>1. Preparation</td>
<td>• Guru menunjukkan gambar beberapa lokasi wisata untuk mengaktifkan skemata siswa.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru menghubungkan gambar tersebut dengan pengalaman siswa dan mengaitkannya dengan materi pelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru menjelaskan tujuan pembelajaran recount text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Modeling &amp;</td>
<td>• Guru memberikan contoh recount text dan meminta siswa untuk membaca dan menganalisa tujuan, struktur, &amp; unsur kebahasaan pada teks tersebut secara berpasang-pasangan.</td>
<td>20 menit</td>
</tr>
<tr>
<td></td>
<td>Reinforcing</td>
<td>• Guru bertanya mengenai tujuan, struktur, &amp; unsur kebahasaan dalam recount text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru mengklarifikasi dan menjelaskan tujuan, struktur, &amp; unsur kebahasaan recount text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru memberi contoh recount text lain dan meminta siswa menganalisa tujuan, struktur, unsur kebahasaan dan informasi penting yang terkandung dalam teksnya secara seksama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa berlatih menggunakan simple past tense, adverbs of time, dan adjectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guru memberi beberapa contoh teks berupa teks recount dan teks genre lain, kemudian meminta siswa membedakan teks recount dengan teks genre lain.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Planning</td>
<td>• Guru memberikan suatu topik dan meminta siswa merumuskan ide untuk penulisan teks recount.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membuat brief outlines untuk penyusunan teks recount mereka.</td>
<td></td>
</tr>
</tbody>
</table>
4. **Joint Constructing**  
- Guru dan siswa membuat teks recount secara bersama-sama dengan tema yang sama.  
- 10 menit

5. **Independent Constructing**  
- Siswa membuat teks recount secara individu.  
- 20 menit

6. **Revising**  
- Siswa memeriksa hasil tulisan temannya.  
- Guru dan siswa berdiskusi tentang hasil kerja siswa, terutama tentang kesalahan yang dalam penulisan teks recount.  
- Siswa memperbaiki tulisan mereka dan menyerahkan ke guru.  
- 15 menit

**Penutup**  
- Guru memberi kesimpulan tentang pembelajaran hari ini.  
- Guru memberitahukan materi yang akan dibahas di pertemuan berikutnya.  
- Guru memberi salam penutup.  
- 5 menit

---

**Pertemuan ke-2, 2nd treatment, subtema Spending New Year Eve**

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah penelitian Process-Genre Approach</th>
<th>Rincian aktivitas</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>-</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>1. Preparation</td>
<td>-</td>
<td>5 menit</td>
</tr>
</tbody>
</table>

1. **Preparation**  
- Guru bertanya tentang hari libur tahun baru kepada siswa.  
- Guru menghubungkan pengalaman siswa dan mengaitkannya dengan materi pelajaran.  
- Guru menyampaikan tujuan pembelajaran.
2. Modeling & Reinforcing

- Guru memberikan contoh *recount text* dan meminta siswa untuk membaca dan menganalisa tujuan, struktur, & unsur kebahasaan pada teks tersebut secara bersama-sama. (*exploring*)
- Guru bertanya mengenai tujuan, struktur, serta unsur kebahasaan yang mereka temukan dalam teks tersebut.
- Guru mengklarifikasi hasil temuan siswa.
- Guru memberi *jumble paragraphs* dan meminta siswa menyusunnya serta menentukan tujuan, struktur, unsur kebahasaan dan informasi penting yang terkandung dalam teks secara berkelompok.

3. Planning

- Siswa melakukan *brainstorming* untuk topik penulisan *recount text* mereka.
- Siswa membuat *brief outlines* untuk penyusunan teks recount mereka.

4. Joint Constructing

- Guru dan siswa membuat teks recount tentang *New Year Eve* secara bersama-sama.

5. Independent Constructing

- Siswa membuat teks recount secara individu.

6. Revising

- Guru dan siswa berdiskusi tentang hasil kerja siswa, terutama tentang kesalahan yang masih terdapat dalam penulisan teks recount.
- Siswa memperbaiki tulisan mereka dan menyerahkan ke guru.

Penutup

- Guru memberi kesimpulan.
- Guru memberitahukan materi yang akan dibahas di pertemuan berikutnya.
- Guru memberi salam penutup.

---

- **Pertemuan ke-3, 3rd treatment**, subtema *The Embarrassing Experience*

<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah penelitian <em>Process-Genre Approach</em></th>
<th>Rincian aktivitas</th>
<th>Times</th>
</tr>
</thead>
</table>
| Awal    | -                                           | • Guru memberi salam kepada siswa  
• Guru menyiapkan siswa untuk berdoa | 5 menit |
<table>
<thead>
<tr>
<th>Tahapan</th>
<th>Langkah penelitian Process-Genre Approach</th>
<th>Rincian aktivitas</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awal</td>
<td>-</td>
<td>Guru memberi salam kepada siswa&lt;br&gt;Guru menyiapkan siswa untuk berdoa</td>
<td>5 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>1. Preparation</td>
<td>Guru bertanya tentang hal yang menyehatkan yang biasanya siswa alami.&lt;br&gt;Guru menyampaikan tujuan pembelajaran.</td>
<td>10 menit</td>
</tr>
</tbody>
</table>

- Pertemuan ke-4, 4th treatment, subtema The Sad Experience
<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere, with comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Errors of grammar or word order very</td>
</tr>
</tbody>
</table>

2. **Modeling & Reinforcing**
- Guru dan siswa berdiskusi tentang contoh teks recount tentang *sad experience*.

3. **Planning**
- Siswa melakukan *brainstorming* untuk topik *sad experience*.
- Siswa membuat *brief outlines* untuk penyusunan teks recount mereka.

4. **Joint Constructing**
- Guru dan siswa menyusun teks recount singkat tentang *sad experience*.

5. **Independent Constructing**
- Siswa membuat teks recount secara individu.

6. **Revising**
- Guru dan siswa berdiskusi dan mengevaluasi hasil kerja siswa.
- Siswa memperbaiki tulisan mereka dan menyerahkan ke guru.

**Penutup**
- Guru memberi kesimpulan.
- Guru memberitahukan materi yang akan dibahas di pertemuan berikutnya.
- Guru memberi salam penutup.

**H. Evaluasi**

<table>
<thead>
<tr>
<th>NO</th>
<th>Ranah</th>
<th>Teknik Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sikap</td>
<td>Observasi</td>
</tr>
<tr>
<td>2</td>
<td>Pengetahuan</td>
<td>Diskusi interaktif</td>
</tr>
<tr>
<td>3</td>
<td>Keterampilan</td>
<td>Menulis teks recount</td>
</tr>
</tbody>
</table>

Rubrik menulis *recount text*

<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere, with comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Errors of grammar or word order very</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Use of vocabulary and idiom rarely (if at all) distinguishable from that of native educated writer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Vocabulary limitations so extreme as to make comprehension virtually impossible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Few (if any) noticeable lapses in punctuation or spelling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Occasional lapses in punctuation or spelling which does not, however, interfere with comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Frequent errors in spelling or punctuation; lead sometimes to obscurity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Errors in spelling or punctuation so severe as to make comprehension virtually impossible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Fluency (style and ease of communication)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Choice of structures and vocabulary consistently appropriate; like educated native writer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall case of communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 ‘patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Structures or vocabulary items sometimes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions
- Write a Recount Text based on the topic given
- Pay attention to the purpose, structure, and language features of the text
- Write at least three paragraphs

Topic: The Best Moment at School
APPENDIX 4

POST-TEST

Name :         Date :

Class :

Instructions

- Write a Recount Text based on the topic given
- Pay attention to the purpose, structure, and language features of the text
- Write at least three paragraphs

Topic : The Unforgettable Experience in My Life

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

69
## APPENDIX 7

### Students’ Pretest Scores

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>63</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
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<tr>
<td>23</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>73</td>
</tr>
</tbody>
</table>

Mean: **63.08**

### The control class

<table>
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<tr>
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<th>Score</th>
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</thead>
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<td>23</td>
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Mean: **64.79**
APPENDIX 8

Students’ Post-test Scores

<table>
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<tr>
<th>The experiment class</th>
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</tr>
</thead>
<tbody>
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<td>Student</td>
<td>Score</td>
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<tr>
<td>Mean</td>
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</tbody>
</table>
APPENDIX 9

Students’ Gained Scores

<table>
<thead>
<tr>
<th>The experiment class</th>
<th>The control class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Gained Scores</strong></td>
</tr>
<tr>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
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APPENDIX 10

Steps on Normality, Homogeneity, and Independent T-test

1. Preliminary Analysis
   a. Normality Test

1) Formulating normality hypothesis of the data;
   H0: sample data was normally distributed,
   H1: sample data was not normally distributed.
2) Testing the normality of the data using *Kolmogorov-Smirnov* Test;
   a. Select Analyze => Descriptive Statistics => Explore.
   b. When a window pops up, fill the variable in the Dependent List box and fill the other variable in the Factor List.
   c. Click Plots on the right side. When a new window pops out, click “none” for boxplot, click “normality plots with test”, then unclick everything for descriptive.
   d. The result pops out in the “output” window.
   e. We can now interpret the result.
3) With the degree of significance 5% (α = 0.05), the criteria in taking the decision is; If the probability value (p) ≥ α, H0 was accepted. On the contrary, H0 was rejected if the probability value (p) < α.

b. Homogeneity Test

1) Creating homogeneity hypothesis of the data;
   H0: sample data came from population which had homogenous variance
   H1: sample data came from population which did not have homogenous variance.
2) Calculating the homogeneity test using *Levene* test:
   b. Click Analyze => Compare Means => One-Way ANOVA on menu until One-Way ANOVA dialogue box appears
   c. Fill variable on Dependent List and fill another variable on Factor box
   d. Click Option and choose Descriptive and Homogeneity of variance test
e. Click Continue until it comes back to One-Way ANOVA dialogue box
f. Click OK

3) Forming significance level/probability value (p) using significance degree 5% \((\alpha = 0.05)\), the criteria in taking the decision is; If the probability value \((p) \geq (\alpha = 0.05)\), \(H_0\) is accepted. Conversely, \(H_0\) is rejected if the probability value \((p) < (\alpha = 0.05)\).

2. Independent T-test
a. Click Analyze - Compare Means – Independent Sample T Test…
b. “Independent – sample T Test” pops out, then insert the variables to grouping variables box.
c. Click Define Grouping, move variables to each box and continue.
d. Click options, then fill on confidence interval percentage with 95% then click continue.
e. Click OK and the result will come.
APPENDIX 11

KEMENTERIAN AGAMA
UIJ JAKARTA
FITK
Jl. H. Juanda No 26, Ciputat, Tangerang, Indonesia

SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F.1/KM.01.3/438/2015
Lamp. : -
Hal : Permohonan Izin Penelitian

Yang terhormat,
Kepala SMA Islam Al-Mukhlishin
di
Tempat
Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,
Nama : Anisa Khoeialih
NIM : 1113014000064
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Judi Skripsi : The Effect of Process-Genre Approach in Students’ Writing Ability on Recount Text

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan FTK

Mahasiswa yang bersangkutan

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan