

ABSTRACT

Yuliana, Atik : Registered Number Students. 3213103042. 2014, Improving Students' Ability in Writing Recount Text Through Process-Genre Based Approach at First Grade Students of SMAN 1 Ngunut. Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: H. Nursamsu, M.Pd.

Keywords: Writing, Recount, Process Genre Based Approach.

This study was designed to improve the students' ability in writing recount text through Process-Genre Based Approach. This strategy was selected because the strategy was very suitable to teach writing, it can give the students more helpful guide during the writing activities and can decrease their chatting that is not useful in class. They can talk about their writing; automatically all of the students are active in the class. This research was intended to answer the single question "How can through process-genre based approach improve students' ability in writing recount text at first year of SMAN 1 Ngunut Academic Year 2013/2014?"

The research design was Collaborative Action Research between the researcher and English teacher work together in designing the lesson plan, implementing the action, observing the action, and reflecting. The subject of the study was the X-G students of SMAN 1 Ngunut in the period 2013/2014, which involves 35 students. In this study, the researcher conducted two cycles that covered planning, implementation, observation, and reflection. Each cycle of this study considered three meetings. The first meeting was focused at the BKoF and MoT stages, the students were given a recount text then the researcher guided the students to analyze the generic structure, language features and so on. Then, at the second meeting was JCoT the students wrote a recount text through pair work through the writing process. At the third meeting was ICoT stage, they wrote a recount text through the writing process independently. The instruments of this research were questionnaire, interview guide, observation sheet and test. In this study, the collect data are in the form of sentences and numbers.

The findings showed that the students were more active, confident and motivated in teaching and learning. The reason is the process of writing, the researcher starting from prewriting, drafting, proofreading, revising, editing and publishing both cooperative and independently. In additional, this research implementation of Building of Knowledge (BKoF) and Modeling of Text (MoT) have made the students understand about concept of recount text and its characteristics. Next, in Joint Construction of Text (JCoT) they experienced a cooperative activity in which they could share ideas with partner through pair work. Then, they wrote their recount text independently at the ICoT stages. Those activities have made more confident in producing a piece of writing because they have known what to write and how to write it well. In additional, the students more motivated while the process learning because the students felt happy

because the students can share and give comment with her/his friend in the facebook group.

By observing the students' ability in writing recount text from preliminary, improving their ability on the cycle 1 and cycle 2. There was significant development of the students' ability. On the preliminary study only nine students passed the minimal standard score. It means that 74,3% from 35 students had low ability on writing. Then on cycle 1, there were 25 students were successful on writing test, 71,4% of all students could pass the writing test and 28,6% students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 75% should passed the test. On the next cycle, cycle 2, there were 33 students could pass the standard score. It means that 94,3% of all students passed the test and only 5,7% students was failed. From this study, the researcher found that the research was successfully.

Based on the findings of study, it is suggested for the students to improve their writing ability through practice writing. It is suggested too for the English teacher in order to make students enjoy and interest in the teaching and learning process, the teacher must be more creative to find alternative ways in teaching and learning process. In additional, the English teacher is suggested to use media to teach students, in order to make students more motivated. English teacher also suggested applying process writing, such as prewriting, drafting, editing, revising, and publishing. It is suitable in teaching writing and it had been proved that writing recount text through process-genre based approach as the strategy can help students improve their writing ability. For the future researcher, it is suggested this research becomes a reference in teaching writing. Moreover, the future researcher can use the findings of the study as one of the references to conduct further research on different grades or levels of education to see if the strategy can be implement effectively to solve other students problems related to EFL compositions.

ABSTRAK

Yuliana, Atik : NIM. 3213103042. 2014, Meningkatkan kemampuan siswa dalam menulis melalui Pendekatan Process-Genre pada siswa kelas satu SMAN 1 Ngunut. Skripsi. Tadris Bahasa Inggris.institute agama islam negeri, IAIN Tulungagung.

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Kata kunci : Menulis, teks recount, pendekatan proses genre based.

Penelitian ini di buat untuk meningkatkan kemampuan siswa dalam menulis teks recount melalui pendekatan proses genre. Strategi ini dipilih karena sangat cocok untuk mengajar menulis, strategi ini dapat memberikan pimbingan selama aktifitas menulis dan dapat mengurangi percakapan siswa yang tidak berguna di dalam kelas, mereka dapat berbicara tentang tulisan mereka; secara otomatis semua siswa dapat aktif di kelas. Penelitian ini di tujukan untuk menjawab satu pertanyaan “Bagaimana process-genre bisa meningkatkan kamampuan menulis pada siswa kelas satu SMAN 1 Ngunut periode 2013/2014?”

Model penelitian ini adalah Penelitian Tindakan Kelas yang berkolaborasi antara peneliti dan guru kelas bekerja sama dalam membuat rencana pelaksanaan pembelajaran, prlaksanaan, pengamatan dan evaluasi. Subject penelitian ini adalah siswa kelas X-G SMAN 1 Ngunut periode 2013/2014, yang terdiri dari 35 siswa. Dalam penelitian ini, peneliti mengadakan dua siklus yang terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Setiap siklus terdiri dari tiga pertemuan. Pertemuan pertama fokus pads tahap BKoF dan MoT, siswa diberikan teks recount kemudian peneliti membimbing siswa untuk menganalisis struktur teks, cirri kebahasaan, dan lain-lain. Di pertemuan kedua, tahap JCoT siswa menulis teks recount secara berpasangan melalui proses menulis. Pertemuan ke tiga tahap ICoT siswa menulis teks recount melalui proses menulis secara individu. Instrument dalam penelitian ini adalah pertanyaan, wawancara, lembar pengamatan dan tes. Data dari penelitian ini adalah berbentuk kalimat dan angka.

Kesimpulan dari penelitian ini bahwa dengan menerapkan pendekatan proses genre based siswa lebih aktif, percaya diri dan termotivasi dalam belajar dan pembelajaran. Alasannya, dalam proses menulis peneliti memulai dengan pra writing, drafting, proofreading, editing, revising dan publishing, baik secara berpasangan maupun individu. Selain itu peneliti ini menerapkan tahap BKoF dan MoT yang membuat siswa mengerti tentang konsep dari teks recount dan karakteristiknya. Tahap JCoT siswa menulis secara berpasangan sehingga mereka dapat bertukan ide dengan pasangannya. Kemudian siswa menulis teks recount secara individu pada tahap ICoT. Aktifitas itu membuat siswa lebih nyaman dalam menulis karena siswa tau apa yang mereka akan tulis dan bagaimana menulis dengan baik. Selain itu, siswa lebih termotivasi saat proses belajar karena siswa merasa senang, selain itu siswa juga bisa sharing dan mengomentari tulisan temannya di group facebook.

Berdasarkan pengamatan kemampuan siswa dalam menulis teks recount dari preliminary, kemampuan mereka meningkat pada siklus pertama dan kedua. Ada peningkatan yang significant dari kemampuan siswa menulis. Pada preliminary study hanya Sembilan siswa yang lulus. Itu berarti 74,3% dari 35 siswa mempunyai kemampuan yang rendah dalam menulis. Kemudian di siklus pertama ada 25 siswa yang lulus dalam tes menulis, 71,4% dari semua siswa lulus dalam test menulis dan 28,6% siswa tidak lulus. Peneliti mengadakan siklus selanjutnya, karena siklus pertama belum mencapai criteria sukses yang seharusnya mencapai 75% lulus dalam tes. Pada siklus selanjutnya, siklus kedua ada 33 siswa lulus. Itu berarti 94,3% dari semua siswa lulus test dan hanya 5,7% siswa yang tidak lulus tes. Dari hasil penelitian ini, peneliti menentukan bahwa penelitiannya sukses.

Berdasarkan penemuan penelitian ini diharapkan untuk siswa dapat meningkatkan kemampuan menulis mereka melalui praktek menulis. Diharapkan juga untuk guru bahasa Inggris agar membuat siswa senang dan tertarik dalam proses belajar mengajar, guru harus lebih kreatif untuk menemukan jalan alternatif dalam proses belajar mengajar. Selain itu guru bahasa Inggris diharapkan untuk menggunakan media dalam mengajar agar siswa lebih merasa termotivasi. Kemudian guru diharapkan menerapkan proses menulis seperti, prewriting, drafting, editing, revising dan publishing karena proses itu sangat cocok dalam mengajar menulis dan itu juga sudah dibuktikan bahwa menulis teks recount melalui proses pendekatan genre dapat membuat meningkatkan kemampuan siswa dalam menulis. Untuk peneliti lainnya, diharapkan penelitian ini menjadi sebuah referensi dalam mengajar menulis. Oleh karena itu peneliti yang lain dapat menggunakan penemuan ini sebagai salah satu referensi untuk mengadakan penelitian selanjutnya pada level pendidikan yang berbeda untuk melihat apakah strategi ini efektif untuk mengatasi masalah siswa yang berhubungan dengan EFL.