THE EFFECT OF GENRE-BASED APPROACH (GBA) TOWARD STUDENTS' WRITING SKILL
(A Pre-Experimental Research at the Ninth Grade Students of SMP Muhammadiyah 1 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Part Fulfillment of the Requirement for the Degree of English Department

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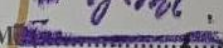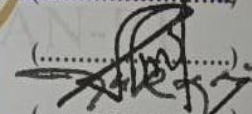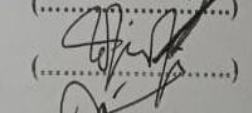**MAKASSAR MUHAMMADIYAH UNIVERSITY**
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Skripsi atas nama **RIA OCTAVIA, NIM 10535 6062 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memper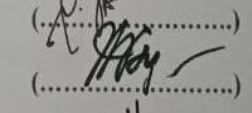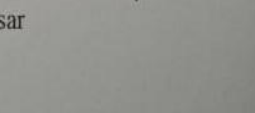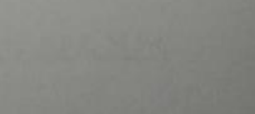oleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

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MOTTO

Tidak ada akhir yang menyedihkan bagi mereka yang percaya kepada Allah

Perbaiki hatimu, dan hatimu akan memperbaiki pikiranmu, dan pikiranmu akan memperbaiki lidahmu, dan lidahmu akan memperbaiki hidupmu, dan hidupmu akan memperbaiki akhiratmu.

ABSTRACT

RIA OCTAVIA, 2018, *The effect of Genre-Based Approach (GBA) Toward Students' Writing Skill (A Pre-Experimental Research at the Ninth Grade Students' of SMP Muhammadiyah 1 Makassar*). English Education Department, faculty of Teacher Training and Education, Makassar Muhammadiyah University (Supervised by Syamsiarna Nappu and Eka Prabawati Rum).

This research aimed to find out whether Genre-Based Approach (GBA) effect the students' writing skill in terms of content, organization and language use at SMP Muhammadiyah 1 Makassar. This research used pre-experimental research with pre-test and post-test design. The population of the research was the ninth grade students of SMP Muhammadiyah 1 Makassar in the academic year of 2018-2019. The researcher applied purposive sampling to select the sample. The number of the sample was 25 students. The research variable were teaching writing skill through genre-based approach (GBA) as independent variable and students' writing skill in recount text as dependent variable.

The result of the data analysis shows that the mean score of the students' writing recount text in terms of content in pre-test was 56 and post-test was 80, the mean score of the students' writing recount text in terms of organization in pre-test was 53 and post-test was 64. While, the mean score of the students' writing recount text in terms of language use in pre-test was 41 and post-test was 73. Then, there was significant enhancement in the students writing development after being taught genre-based approach (GBA). It was proved by the result of the statistical analysis of the level of significant 0.05 with degree of freedom (df=N-1, 25-1=24), it found that the t-table value is 2.06. Indicated that the value t-test of content is greater than t-table (13.66>2.06), the value t-test of organization is greater than t-table (3.77>2.06), and also the value t-test of language use is greater than t-table (10.42>2.06). It means that, through of genre-based approach (GBA) was very good to improve the students' writing skill especially in writing content, organization and language use of recount text.

Keywords: *Genre-Based Approach (GBA), Recount Text, Writing Skill.*

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The researcher realizes that this thesis is still need more improvement to get better result, so that suggestions and advises are always expected. Finally, willingly the researcher prays may all our efforts be blessed by Allah SWT.

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The researcher

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Nowadays, people are more aware of how important the language is. Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. The use of language cannot be separated from human life because it is a tool that is used by people in speaking or writing. Corder (1962: 20) states that language is an object like a tool, which we can pick up, use for some purposes, and put down again. By using language, we can exchange our ideas, ask other people to do something, tell about experiences and communicate with each other.

One of the languages that can be used to communicate is English. English is an international language and it has an important role for communication in the world. In Indonesia, English is the first foreign language and it is taught as a compulsory subject in the school.

Since English is foreign language, Indonesian students have to face many obstacles when learning English, one of them is writing skill. Writing is a basic and very important language skill because it is integrated in learning process and it can improve the students' academic performances but it cannot

be learned in a short time. Clay (1983) claimed that writing as a skill is very paramount for many reasons. The first reason is that writing involves much more than the transcription of speech. The second reason for focusing on writing is that it is an attempt to communicate in the new mode that students most effectively discover and master the relationship between speech and written text. The third reason is that writing is a surer way than reading into mastering the written code.

As a part of English skill, most of Indonesian students generally get some difficulties in learning writing skill. The difficulties occur generally due to the lack of knowledge about vocabulary and grammar. According to Richard and Renandya (2002), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary and (2) putting such ideas into an intelligible text.

In terms of teaching writing, most of the teachers just focus on providing their students with vocabularies related to the required topic and some guiding questions in order to help them shape their ideas into the completed paragraphs. However, teaching writing with this way does not help students in producing text with the correct language models.

Based on the researcher's experience in *Magang* III (Internship) at SMP Muhammadiyah 1 Makassar, many students still have difficulties in learning English, especially in writing. The first is difficulty in finding creative ideas because they lack of motivation to writing. Second, students' did not have enough vocabularies and poor on grammar, they are lazy to open

a dictionary when find new vocabularies or difficult words. The last, students' junior high school get bored when the teacher only focused to answer the questions in the students' worksheet.

This research is an endeavour to seek for ways that can both enhance students' writing skills and build up their positive perceptions towards learning this skill. The genre-based approach (GBA) is chosen to solve students' difficulties in learning. Genre-Based Approach is used to conduct the classroom activity in teaching and learning process.

There are many researchers investigated about Genre Based-Approach in teaching and learning (Khodabandeh, 2014 and Dirgeyasa, 2016). However, they focus on examination and process of teaching using Genre Based-Approach. Whereas, this research focuses on increasing students' writing skill in terms of content, organization and language use, especially recounts text.

Based on the explanation above, the researcher is interested to know the effect of Genre-Based Approach (GBA) toward students' writing skill. This research focused on Junior High School students especially at the ninth grade because in this level they need more knowledge of grammar.

B. Problem Statement

Based on the background above, the researcher formulates problem statement as follow:

"Does Genre-Based Approach effect the students' writing skill in terms of content, organization and language use at SMP Muhammadiyah 1 Makassar?"

C. Objective of the research

Related to the research question above, the objective of the research is to find out whether Genre-Based Approach (GBA) effect the students' writing skill in terms of content, organization and language use at SMP Muhammadiyah 1 Makassar.

D. Significance of the research

The research is expected to give both positive theoretical and practical significances. Theoretically, the research is expected to be useful and helpful for the teachers in general to improve the quality of the English teaching, to add information and improve teaching skill, and to encourage students to be more active, creative, and innovative to write. Practically, the research expected to be a reference to search for an approach or the appropriate learning methods in teaching writing skill. In addition, this research was provide insight and understanding to English University students as prospective teachers to develop a model of learning that can be used to make the students interested and motivated in learning.

E. Scope of the research

The scope of this research is limited to find out the effect of Genre-Based Approach toward students' writing skill in terms of content, organization and language use at SMP Muhammadiyah 1 Makassar. The researcher focused on the generic structure of recount text.

CHAPTER II

LITERATURE REVIEW

This chapter presents the previous related research findings, theoretical review, and conceptual framework.

A. Previous Related Research Findings

There are some researchers have conducted GBA research by using few of technique in teaching English. These researches are mostly carried out to find techniques that are more efficient, and easy in teaching and learning process.

The research by Changpueng (2009), entitled *The effects of the Genre-Based Approach on Engineering Students' Writing Ability*, investigated mechanical engineering students. This research is performed to find out the attitudes of students with different levels of English proficiency toward writing instruction based on the Genre Based-Approach. The three lessons were taught with the same method (GBA), but the explanation of the teaching method will be described based only on the request e-mail lesson. The test consisted of three items (request and enquiry e-mails, and reports) and to collect the data this research used Questionnaire and Interview. The result, Genre Based-Approach could be an effective alternative to teaching writing to students with different levels of proficiency.

The next research by Foo (2007), entitled *The effects of the Process-Genre Approach to writing instruction on the expository essays of ESL*

students in a Malaysia secondary school. This research applies a quasi-Experimental design which aims to investigate the effects of adopting a process genre approach to writing instruction. The experiment involves explicit instruction in process-genre writing strategies that encompasses the entire composing process to selected Form Six ESL students whose ages range between eighteen to nineteen years. In this research, students are instructed to write expository essays. The result of this research shows that the instruction in process-genre strategies neither promoted better ability in the way they organized their ideas nor their control of language. Nevertheless, it enhanced their overall writing proficiency.

The last research conducted by Purnomo (2008), the research entitled *Teaching Speaking Skills Through Genre-Based Approach,* uses purposive sampling technique which is Technique to collect the data by using observation, in-depth interviews, and document analysis. This research is a descriptive-qualitative research which aims to evaluate the teaching and learning process of speaking skills, with the source data are collected from three different sources: (1) informants, (2) events, and (3) documents. The informants are three lecturers and fifteen students who involve in the teaching and learning process, the curriculum makers, and the course book authors. The events are the teaching and learning process of speaking skills-subjects (*Speaking Acquisition 1* and *Speaking Acquisition 2*). The documents are the curriculum, syllabus, lesson plan, and course book. The result of this research shows that the teaching speaking skills through genre based-approach at

Language Center of Muhammadiyah University of Surakarta has not been optimal yet.

The three researches mention previously has the similarity and the dismilarity with this research. The similarity of the reseach is the researchers find out the learning strategies used Genre-Based Approach in teaching learning process. The dismilarity of the research in the first research conducted research on Engineering Students', the second using Genre-Based Approach as a writing instruction on the expository essays, and the last one focuses on improving students speaking skill. While in this research, the researcher focused on teaching writing recount text at SMP Muhammadiyah 1 Makassar and find out the effect of Genre-Based Approach (GBA) toward students' writing skill.

B. **Theoretical Review**

1. **Concept of Writing**

   a. **Definition of Writing**

   Coulmas (2007) stated that writing is a set of visible or tactile signs to represent units of language in a systematic way, the purpose of recording massage which can be retrieved by everyone who knows that language in questions and the rule of which is unit are encoded in the writing system. According to Chandler (1993), writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). Besides, when people speak, they also must be able to write their

language. Peter (1998) stated that writing is a system of more less permanent marks used represent an utterance in such a way that is can be recovered more or less exactly without the intervention the speaker.

There are additional reasons for writing that may be even more important. According Meyer (1999) writing is thinking of paper. Thinking is a mind at work, finding facts, seeing relationship, testing the truth of them, and researching conclusion. Writing is skill of English which share the ideas into written. Gebhard (1996) stated writing is a process of creating an idea and express the meaning in written-form. It means that writing could be defined as a part of language skill which requires ability in order to construct a brief and good order of sentence. As one of the language skill in English, writing is used to express the student ideas, opinion or comments which are conveyed in the written form.

Based on the various definitions above, The researcher concludes that writing is a tool of communication to express our ideas or to transmit the massages through written-form.

b. **Components of Writing**

Tardif (2007) states that writing skills are complex and sometimes difficult to teach. To requiring mastery not only of grammatical and rhetorical devised but also conceptual and

judgmental elements. Heaton (1988) divided the components of writing into five areas. They are as follows:

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed the information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristics of good writing.

The good paragraph has unity, which means that in each paragraph; only one main idea is discussed. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

The complete paragraph means that the main idea must be explained and developed fully completeness as comments out the controlling idea which is developed thoroughly by these of particular information. It is relative to know how to complete writing. It is expected that the content of writing will be clear and understandable for the readers.

b. Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should

present their ideas based on the order which flows from the beginning to the end. There are many ways used to organize or to arrange the writing. This organization is mainly recognized as order.

Coherence in writing means sticking together and in coherent essay, all the idea sticks together. A coherence paragraph is a paragraph that all of the idea are put in right order and never confused. This makes the writer's thought easy to follow the sentence and paragraph.

c. Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrases. There are many opportunities for errors in use of verb and mistakes in arrangement are very common. Mistakes in written work, however are much serious than in science as we have opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

In this part also the writer should care about vocabulary. Vocabulary is one of the language aspects dealing with the process

of writing study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until the can create a piece of writing. So, mastering word choice can help us to develop our writing.

d. Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have sufficient vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabularies.

e. Mechanic

Mechanic in writing deals with capitalization, punctuation and spelling appropriately. These aspects are very important in leading the readers to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand to convey ideas or messages stated in the writing.

1) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized incorrectly, ambiguous meaning and misunderstanding would be appeared. Besides,

correct capitalization also helps the reader to differentiate one sentence to another.

2) Punctuation

It can be used as a unit of meaning and suggest how the units of its relation to each other.

3) Spelling

There are three important rules followed in using spelling appropriately. They are suffix addition, plural addition, and handling error within the words.

c. Types of Writing

a. Narration

Oshima (1997: 27) explained that narration is story writing. When you write a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution.*

The researcher concludes that narration text is a kind of text that purposes to entertain the reader. This text use past tense. This text includes short story, poem, novel, etc.

b. Description

Oshima (1997: 50) explain that descriptive writing to the senses, so it tell how something looks, feels, smells, tastes, and/or

sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body and conclusion.*

To sum up, description text is kinds of text which is purposed to describe things or person. This text mainly uses present tense.

c. Explanatory

There are three kinds of explanatory composition, they are:

1) Explaining a Process.

To write an explanatory composition that explains a process relies on the same abilities you have used in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they must be accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan: *introduction, steps in the process, and conclusion.*

2) Stating an Opinion

An explanatory composition may express an opinion and explain why others should accept strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

3) Sating a Definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. The last, name the particular characteristic of the subject. By defining a subject you will be able to resent a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (the sums up the main idea of your definition).

The researcher concludes that explanatory text is text that explain how to or make something.

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structure of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

The researcher concludes that recount text is a text that tells about one experience. This text purposes to entertain the reader.

d. Main Part of Paragraph

Oshima and Hogue (1997:71) classify three main parts of paragraph which are: topic, supporting, and concluding sentences.

a. Topic Sentence

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and the controlling idea, the writer's main idea, opinion, or feeling about that the topic. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentences will tell the reader what the paragraph is about.

b. Supporting Sentences

The supporting sentences develop the topic sentences by giving specific details about the topic. The supporting sentences that follow the topic sentences should develop the main idea of the paragraph. The topic sentences can be supported by giving

definition, reason, example, fact, comparison and effect. In order to choose detail to support the topic sentence, rephrase it as a question, and answer that question with your supporting sentences. The supporting sentences follow the topic sentences and make up the paragraph.

c. Concluding Sentences

This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentences remind the reader of the topic sentences. When the writer writes a concluding sentence, you can state the topic sentences in different word or summarize some of the main points in the paragraph.

2. Genre-Based Approach

a. Definition of Genre

Genre approach in writing are relatively new in teaching and learning English. Genre in writing is a part of genre in language use. Thoreau (2006) simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. "Genre" refers not only to types of literary texts but also to the predictable and recurring patterns of everyday, academic and literary texts occurring within a particular culture (Hammond and Derewianka, 2001).

Derewianka (1990) identified further six main genres according to their primary social purposes: (1) narratives: tell a story, usually to entertain; (2) recount: to tell what happened; (3) information reports: provide factual information; (4) instruction: tell the listeners or readers what to do; (5) explanation: explain why or how something happens; (6) expository texts: present or argue a viewpoint. The social function of the text-genres to determine the linguistic input of the text (i.e. their linguistic conventions, often in the form of Schematic structure and linguistic features). Schematic structure refers to the internal structure or organization of the text type the text in the form of introduction, body and conclusion, whereas the linguistic aspect consists of features such as grammar, vocabulary, connectors, etc.

Referring to the statements above, it can be concluded that genre is a process of communication which has a certain goal for its members in a certain event of communication due to certain social context.

b. The implementation of Genre-Based Approach

Basically a verbal-communication activity is a process of creating texts, both spoken and written, which happens because persons interpret and respond the texts in a discourse. So, a text is a product of situational context and cultural context.

A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001).

The genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing. The context decides the purpose of a text, an overall structure of a text in terms of language features and text features often in the form of linguistic conventions (Hammond and Derewianka, 2001; Hyon, 1996). This approach argues that students can only produce a composition to be successfully accepted by a particular English-language discourse community once they take the context of a text into account into their own writing papers.

In this approach, any student who wants to be successful in communicating in a particular English-language discourse community needs to be able to produce texts which fulfill the expectations of their readers in regards to grammar, organization, and content.

In planning the lessons in foreign language education context, teachers need to go around the six meetings.
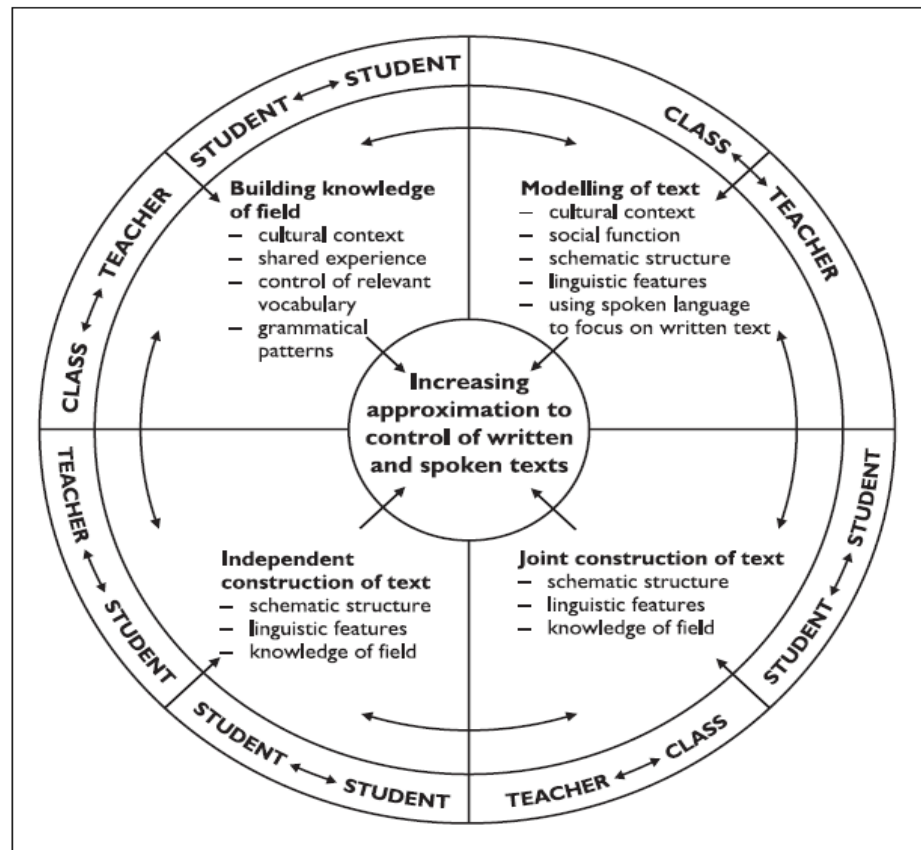
Chart 2.1 Teaching–learning cycle of GBA

Hammond in Kongperch (2006:9)

Stage 1 – Building knowledge of the field (BKOF), where teachers and students build cultural context, share experiences, discuss vocabulary, and grammatical patterns. All of these are geared around the types of genre writing and topics they are going to deal with at the second stage.

Stage 2 – Modeling of the text (MOT), in this stage, the teacher and the students discuss the text genre by modeling and deconstruction or even manipulating the text. After that, the students

are directed and situated in order to know and understand the function of the text, the communicative purpose of the text.

Stage 3 – Joint Construction of Text (JCT), the students start to do something more practical and operational dealing with writing. However, their work of genre writing is not writing at all because they modify and manipulate the text given. The students are still guided and helped by the teacher before they become really independent writer of a certain genre taught and learned.

Stage 4 – Independent Construction of Text (ICT), The student write a given genre type independently. They may find ideas themselves, organizing ideas and generating ideas with good steps of writing process (constructing ideas, drafting, conferencing, editing, and publishing).

c. **Advantages of Genre-Based Approach**

        Hayland (2004) sees the advantages of a genre based writing instruction that can be summarized as follows:

- Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills

- Systematic. Provides a coherent framework for focusing on both language and contexts

- Needs-based. Ensures that course objectives and content are derived from students needs

- Supportive. Gives teacher a central role in scaffolding student learning and creativity

- Empowering. Provides access to the patterns and possibilities of variation in valued texts

- Critical. Provides the resources for students to understand and challenge valued discourses

- Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

C. Conceptual of Framework

The schematic conceptual framework is presented as follows:
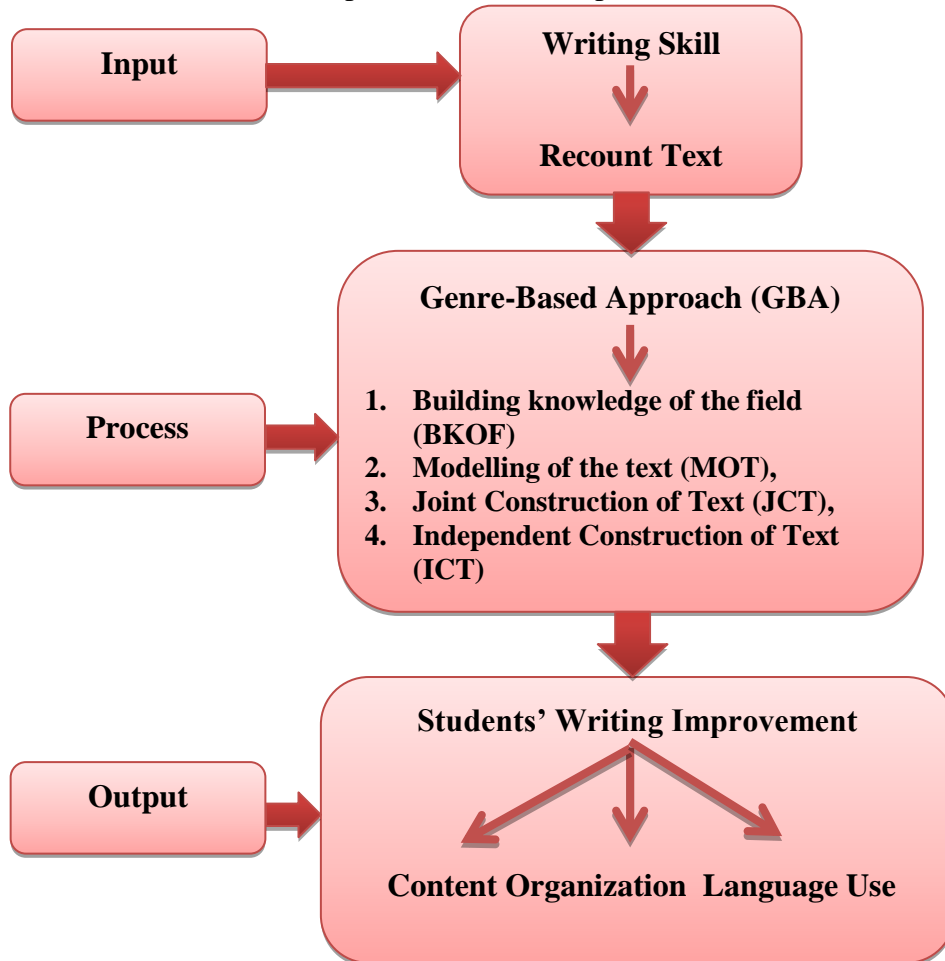
Figure 2.1 Conceptual Framework

Input   : Teaching Material

Refers to the material of thr research is writing skill specially recount text.

Process : Treatment given Genre-Based Approach (GBA)

The process of the research was illustrated by Figure above. It shows the writing recount text using Genre-Based Approach (GBA) with four stages. (1) *Building knowledge of the field,* in this stage the researcher starts from introducing the social

context of recount texts, control of relevant vocabulary, and gave the grammatical pattern. (2) *Modelling of the text,* the researcher gave them another model of genre writing generally. (3) *Joint construction,* by researcher guide let them join together and have them the producted of recount text in the form of discussion. (4) *Independent construction,* in the last stage the students' made a recount text individually.

Output : Students' writing improvement

By applying Genre-Based Approach, the researcher expects that the students' can improve their writing skill in terms of content, organization and language use.

D. Hypothesis

According to Arikunto (2014: 110) hypothesis is a temporary answer to the research problem until it is proved by the data that will be collected". Based on the theoretical framework and conceptual framework above, the hypothesis can be formated:

1. H_1: There is a difference between Pre-test and Post-test on students' score in writing recount text using Genre-Based Approach (GBA).

2. H_0: There is no difference between Pre-test and Post-test on students' score in writing recount text using Genre-Based Approach (GBA).

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, research variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The approach of this research was quantitative research. Quantitative research involving formal, objective information about the world, with mathematical quantification; it can be used to describe test relationships and to examine cause and effect relationships. Generally, qualitative research is collected when researcher has adopted the positivist epistemological approach and data is collected that can be scientifically. According to Matthews and Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

This research applied a Pre-Experimental design. The purpose of this research to found out the effect of Genre-Based Approach toward students' writing skill at SMP Muhammadiyah 1 Makassar. This research consists of three steps; they were pre-test, treatment, and post-test. The design of this research is presented in the following table:

Tabel 3.1 Research design

O_1	X	O_2

<div align="right">(Gay, 2012:265)</div>

Notes: O_1 : Pre-test

   X   : Treatment

   O_2 : Post-test

B. Research Variables

The kinds of variable related to research consisted of independent and dependent variable. Independent variable or often called as a stimulus variable, predictor, or antecedent the variable that affects or which became the reason of the change or the onset of dependent variable. Whereas, dependent variable or commonly referred to as output variable, criteria, or the consequent is the variable that is affected or that becomes a result due to the independent variable. There variables in this research are:

a. Independent variable (X) : Genre-Based Approach

b. Dependent variable (Y) : Students' writing skill in recount text

C.   Population and Sample

1.   Population

The population of this research was the ninth grade students of SMP Muhammadiyah 1 Makassar in the academic year of 2018-2019.

2.   Sample

The researcher applied purposive sampling technique to select the sample of this research. The researcher took only one class as the sample

of this research. The members of the sample was 25 students in class IX.A. The sample of this research was class IX.A because in this level they need more knowledge of grammar. This class was assumed to be homogeneous based on the recommendation of an English teacher that handles the ninth grade students of SMP Muhammadiyah 1 Makassar.

D.   Research Instrument

The instrument in collecting the data used writing test. The students made a recount text based on topic given by researcher. The researcher applied pre-test before giving treatment and post-test after treatment. The forms of the test was writing a paragraph.

1. Pre-test

The researcher gave the pre-test to experimental class. The pre-test used to see the students' former writing ability before the implementation of Genre-Based Approach in the treatment.

2. Post-test

The post-test gave after treatment to see the effect of Genre-Based Approach in writing recount text. It was compare with the pre-test.

E.   Procedure of collecting data

1.   Pre-test

Before giving treatment, the researcher explained about recount text in general to the students. The researcher explained the characteristic and generic structure of recount text. The pre-test was give after the explanation. In pre-test the students write a recount text based on the topic.

1.   Treatment

The treatment conducted for 6 meetings, it took 90 minutes for each meeting. Genre-Based Approach (GBA) used in learning process, and the topic is a real topic that the students encounter in their life. The steps conduct in treatment as follows:

a. Building knowledge

The first stage in a text-based starts from introducing the social context of the texts. In this case was recount text. Then the shared experience, control of relevant vocabulary, and gave the grammatical pattern. Activities conducted in the classroom are:

1.   Present the context and social goals.

2.   Then shared experience through class discussion, starting with the example of the researcher in advance.

3.   The next stage we gave an example of any vocabulary commonly used in writing the recount text.

4.   The last stage in building knowledge was giving grammatical pattern used in the recount text. That is the simple past tense.

b. Modelling of the text

In the second stage, the students observed the patterns and characteristics of the text being taught. The researcher gave them model of the procedure text, narrative text, descriptive text, explanation text and report text in generally. Then students compare models with another text.

c. Joint construction of the text

In this stage, let the students join together and have them the product of recount text in the form of discussion, guide by the researcher. The researcher made the students cooperate and produce the best product, discussion and inquiry technique that insist students to find their own ideas.

d. Independent construction

The students' did assignment about recount text individually. The research gave them chance to make their own product. They may found ideas themselves, organizing ideas and generating ideas with good steps of writing process (constructing ideas, drafting, conferencing, editing, and publishing).

2. Post-test

In the last meeting after the treatment, the researcher gave post-test to found the students' writing skill. The students made a recount text based on the theme.

F. Data Analysis

The collecting data through the test analysis by using pre-experimental method to found out the students writing ability, the three components of writing as follows:

1. Content

2. Organization

3. Language Use

Scoring and classifying the students ability into the following criteria.

Table 3.2 Recount Scoring Profile

Score	Content	Organization	Language Use
4 (excellent)	• Event explicitly stated • Clearly documents events • Evaluates their significance • Personal comment on Events	• Orientation gives all essential information • All necessary background provided • Account in chronological/ other order • Reorientation "rounds off" sequence	• Excellent control of language • Excellent use of vocabulary • Excellent choice of grammar • Appropriate tone and style
3 (good)	• Event fairly clearly stated • Includes most events • Some evaluation of events • Some personal comment	• Fairly well-developed orientation • Most actors and events mentioned • Largely chronological and coherent • Reorientation "rounds off" sequence	• Good control of language • Adequate vocabulary choices • Varied choice of grammar • Mainly appropriate tone
2 (fair)	• Event only sketchy • Clearly documents events • Little or weak evaluation • Inadequate personal comment	• Orientation gives some information • Some necessary background omitted • Account partly coherent • Some attempt to provide reorientation	• Inconsistent language control • Lack of variety in choice of grammar • Lack of variety in choice of vocabulary • Inconsistent tone and style
1 (poor)	• Event not stated • No recognizable events • No or confused	• Missing or weak orientation • No background provided	• Little language control • Reader seriously distracted by

	evaluation • No or weak personal comment	• Haphazard and incoherent sequencing • No reorientation or includes new matter	grammar errors • Poor vocabulary and tone

(Hyland, 2004: 231)

The data collecting in this research analyzed by using the procedures as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$\text{Students Score} = \frac{The\ Number\ of\ Student's\ Correct\ Answer}{Total\ Score} \times 100$$

(Gay, 1981:316)

2. Calculating the mean score of the students' writing test use the following table:

$$\overline{X} = \frac{\sum X}{N}$$

Notation : $\overline{X}$: Mean Score

$\sum x$: Total sum of all scores

N : The total number of the sample

(Gay, 1981:264)

3. To find out the improvement of percentage:

$$\% = \frac{X_2 - X_1}{X_1} \text{ x } 100$$

Notation : % : the percentage of improvement

X_2 : the total score of Post-test

X_1 : the total score of Pre-test

(Gay, 1981, 298)

4. Calculating the percentage of students' score:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notation :

P   : Percentage

F   : Number of correct answer

N   : The number of subjects

(Gay, 1981:168)

5.   To classify the students' score in writing

Table 3.3 Classification of students' score

No.	Score	Classifitation
1.	9.6 – 10	Excellent
2.	8.6 - 9.5	Very good
3.	7.6 - 8.5	Good
4.	6.6 - 7.5	Fairly good
5.	5.6 - 6.5	Fair
6.	4.6 - 5.5	Poor
7.	0 - 4.5	Very poor

(Depdikbud, 1985:6)

6. Calculating the value of t-test to indicate the significance between post-test and pre-test, the researcher used the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \qquad \text{Where}: \bar{D} = \frac{\sum D}{N}$$

Notation :

t : Test of significance

$\bar{D}$: The mean of different score

$\sum D$: The sum of total score of significance

$\sum D^2$: The square of the sum for difference

N : The total number of subject

(Gay, 1981:361)

$T_{test} \geq T_{table}$: Having significant influence

$H_1 : \mu^1 > \mu^2$ or P-value $< \alpha$ 0.05

$T_{test} \leq T_{table}$: Having no significant influence

$H_0 : \mu^1 = \mu^2$ or P-value $\geq \alpha$ 0.05

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about finding and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research was described in the following description:

1. **Findings**

The results of the data findings find that the effect of Genre-Based Approach can improve the students' achievement in writing of content, organization and language use and also the classified the students' score in writing. In the further interpretation of the data analysis are given below:

1. **The Students' Writing Recount Text in Terms of Content**

The improvement of the students' writing skill of content at the ninth grade students of SMP Muhammadiyah 1 Makassar as result of the students assessment of pre-test and post-test can be seen clearly in the following table:

Table 4.1 The Students' Writing Skill in Terms of Content

Variable	Pre-test	Post-test	Improvement %
Content	56	80	42.86%

The data on Table 4.1 shows that the score of content has improved (42.86%) from the mean score of pre-test (56) to post-test (80), it is more

clearly shown in the figure below:
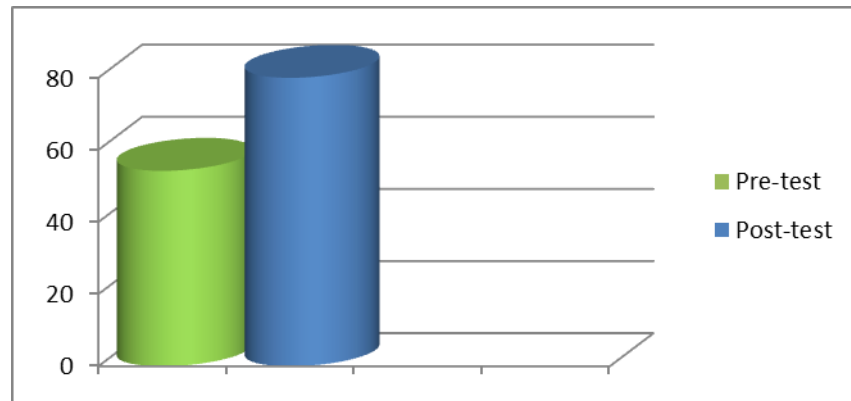
Figure 4.1 The Students' Writing Skill in Terms of Content

In other part, the researcher describes the students' pre-test and post-test score in writing by using genre-based approach. They were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

Table 4.2 Classification of the Students' Writing Recount Text Using Genre-Based Approach in Terms of Content (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	9.6 – 10	0	0	5	20%
2	Very Good	8.6 – 9.5	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0
4	Fairly Good	6.6 – 7.5	6	24%	20	80%
5	Fairly	5.6 – 6.5	0	0	0	0
6	Poor	4.6 – 5.5	19	76%	0	0
7	Very Poor	0 – 4.5	0	0	0	0
	Total		25	100	25	100

Table 4.2 shows that the classification of the students score in content from pre-test there are 19 (76%) poor and 6 (24%) students got fairly good. While, from post-test there are 5 (20%) students excellent and 20 (80%) students got fairly good.

2. The Students' Writing Recount Text in Terms of Organization

The improvement of the students' writing skill of organization at the ninth grade students of SMP Muhammadiyah 1 Makassar as result of the students assessment of pre-test and post-test can be seen clearly in the following table:

Table 4.3 The Students' Writing Skill in Terms of Organization

Variable	Pre-test	Post-test	Improvement %
Organization	53	64	20.75%

The data on Table 4.3 shows that the score of organization has improved (20.75%) from the mean score of pre-test (53) to post-test (64), it is more clearly shown in the figure below:
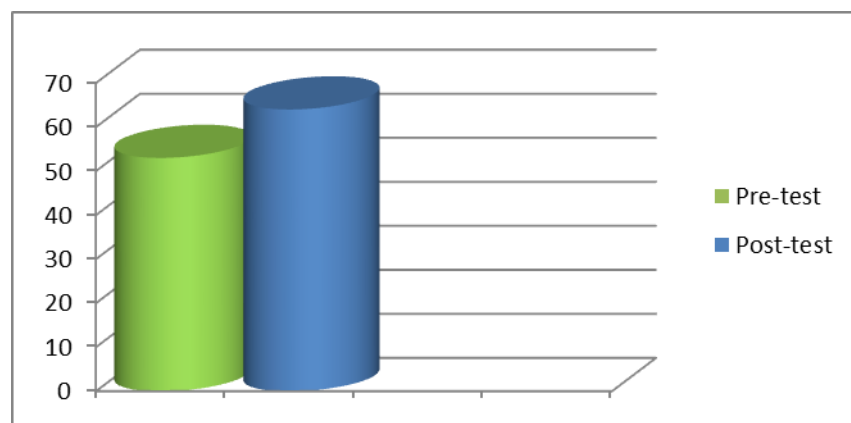
Figure 4.2 The Students' Writing Skill in Terms of Organization

In other part, the researcher describes the students' pre-test and post-test score in writing by using genre-based approach. They were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

Table 4.4 Classification of the Students' Writing Recount Text Using Genre-Based Approach in Terms of Organization (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	9.6 – 10	0	0	2	8%
2	Very Good	8.6 – 9.5	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0
4	Fairly Good	6.6 – 7.5	3	12%	10	40%
5	Fairly	5.6 – 6.5	0	0	0	0
6	Poor	4.6 – 5.5	22	88%	13	52%
7	Very Poor	0 – 4.5	0	0	0	0
Total			25	100	25	100

Table 4.4 shows that the classification of the students score in organization from pre-test there are 22 (88%) students poor and 3 (12%) students got fairly good. While, from post-test there are 2 (8%) students excellent, 10 (40%) students got fairly good, and 13 (52%) students got poor.

3. The Students' Writing Recount Text in Terms of Language Use

The improvement of the students' writing skill of language use at the ninth grade students of SMP Muhammadiyah 1 Makassar as result of the students assessment of pre-test and post-test can be seen clearly in the following table:

Table 4.5 The Students' Writing Skill in Terms of Language Use

Variable	Pre-test	Post-test	Improvement %
Language Use	41	73	78.05%

The data on Table 4.5 shows that the score of language use has improved (78.05%) from the mean score of pre-test (41) to post-test

(73), it is more clearly shown in the figure below:
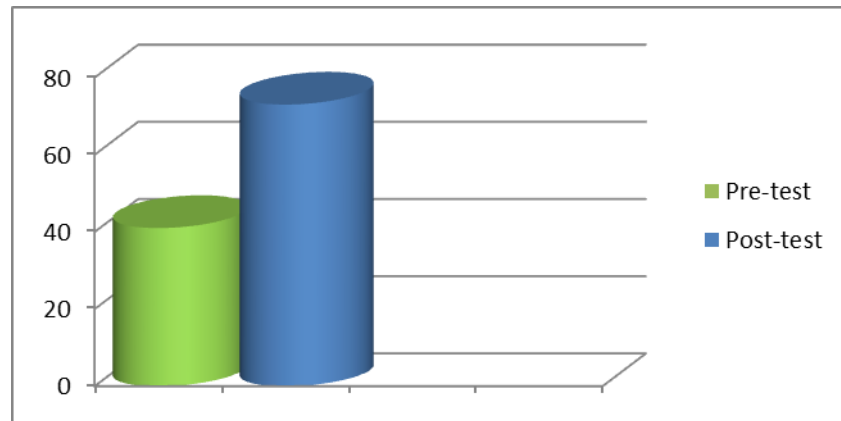
Figure 4.3 The Students' Writing Skill in Terms of Language Use

In other part, the researcher describes the students' pretest score in writing by using genre-based approach. They were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

Table 4.6 Classification of the Students' Writing Recount Text Using Genre-Based Approach in Terms of Language Use (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	9.6 – 10	0	0	2	8%
2	Very Good	8.6 – 9.5	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0
4	Fairly Good	6.6 – 7.5	3	12%	19	76%
5	Fairly	5.6 – 6.5	0	0	0	0
6	Poor	4.6 – 5.5	11	44%	4	16%
7	Very Poor	0 – 4.5	11	44%	0	0
	Total		25	100	25	100

Table 4.6 shows that the classification of the students score in language use from pre-test there are 11 (44%) students very poor, 11 (44%) students got poor and 3 (12%) students fairly good. While, from

post-test there are 2 (8%) students excellent, 19 (76%) students got fairly good and 4 (16%) students got poor.

To analyze t-test is used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level significance 5% (0.05), degree of freedom df=N-1 (df is $N - 1 = 25 - 1 = 24$) it is found that the t-table value is (2.06), the result of the calculation is shown as follows:

Table 4.7 T-test Value of the Students' Writing Skill of Recount Text

Variables	T-test	T-table	Comparison	Classification
Content	13.66	2.06	t-test > t-table	Significant
Organization	3.77	2.06	t-test > t-table	Significant
Language Use	10.42	2.06	t-test > t-table	Significant

The data on Table 4.7 shows that the value of t-test is higher that the value of t-table. It indicated that there was a significant different between the result of the students' ability to write content, organization and language use after treatment.

It can be concluded that there was significant different between the result of student writing ability before and after teaching by using Genre-Based Approach (GBA). This also means that Null Hypothesis (H_0): There was no improvement different between the students' ability to write recount text after teaching by Genre-Based Approach at the ninth grade students of SMP Muhammadiyah 1 Makassar is rejected and Alternative Hypothesis (H_1): There was an improvement different between the

students' writing ability to write recount text after teaching by using Genre-Based Approach at the ninth grade students of SMP Muhammadiyah 1 Makassar is accepted.

2. Discussions

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the students' writing ability of content, organization and language use. The result of the data analysis through the writer test shows that the students' writing ability improved significantly. It is indicated by the students' achievement in pre-test and post-test.

1. The Students' Writing Recount Text in Terms of Content

Based on the finding explain previously, the data was collected through the test as explained in the previous finding section showed that the students' ability to write content was significantly improvement. After the implementation of GBA during six meetings, student had been accustomed to write the material faster while looking for the important information.

The variable content of the students' ability in writing recount text has improvement from pre-test to post-test. The improvement can be seen after testing the students' where the mean score of the content in pre-test was $(x)^1$ = 56. The low value of the students because the students are less accustomed to writing in the form of a paragraph, they

are more often the task multiple choice and essay on the student worksheet.

After being given the post-test with the same theme on pre-test is First experience in the school (new student). The mean score in post-test was $(x)^2$ = 80, improvement was 42.86%. It indicated that the mean score of post-test greater that mean score of pre-test. This improvement is attributable to the granting of treatment over six meetings with the use of Genre-Based Approach (GBA) that focused on creating paragraphs in only in the form of a recount text and students have been able to make the paragraph unity. This result is commensurate with the finding of Septiadi (2014) demonstrate that the implementation of the genre-based approach was able to improve students' writing skills. The joint construction and the independent construction of the text stages improved the students' ability in exploring ideas and developing them into a good text. There are some examples from the students' works in the category of excellent, good and poor.

a. Excellent Category

I wanted to enter the superior class. That's why I was active and serious about learning, so that I could get that desire. And Alhamdulillah, my wish was achieved well. And I hope this achievement can be maintained until I graduate later. By studying sincerely, it will definitely produce good results.

b. Good Category

> After a few days in the school. In my classroom every one is already familiar with each other. because one class is all girls, so we are light sisters. This is my experiance, so being and new students at this school is very fun, the fun will not be forget.

c. Poor Category

> 1) I entered school in 2017, At that time I was happy because I met many new friends, and and many friendly friends
> 2) I like this school because it introduces us more about islam and can deepen religious knowledge
> 3) And theachers is very friendly to me

The excellent category in term of content because the event is explicitly stated, clearly events and transformation from one idea to another is smooth and provides reader with clear understanding that topic is changing. Then, writing in the good category because the event fairly is clearly stated, includes most events, some evaluation of events and there are view transitional markers or repetitive transitional markers. While, writing in the poor category because the event is not stated, no recognizable events, no evidence concept and confused evaluation.

This is in line with Heaton (1988) stated the good paragraph has unity, which means that in each paragraph only one main idea is discussed and every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

2. The Students' Writing Recount Text in Terms of Organization

Based on the finding above in using Genre-Based Approach (GBA) in teaching recount text, the data was collected through the test as explained in the previous finding section showed that the students' ability to write organization was significantly improvement. After the implementation of GBA during six meetings, student had been accustomed to write the material faster while looking for the important information.

The variable organization of the students' ability in writing recount text has improvement from pre-test to post-test. The improvement can be seen after testing the students' where the mean score of the organization in pre-test was $(x)^1$ = 53. The low value of the students because the students were not used to write a paragraph and less motivation in writing, making the students write a paragraph alignment without regard for one another.

After being given the post-test with the same theme on pre-test is First experience in the school (new student). The mean score in post-test was $(x)^2$ = 64, improvement was 20.75%. It indicated that the mean score of post-test greater that mean score of pre-test. This improvement is attributable to the granting of treatment over six meetings with the use of Genre-Based Approach (GBA) that train students to write more often in particular wrote a paragraph recount.

This makes the students are able to write a good paragraph with attention to the unity and coherence of a paragraph, students have also been able to craft a sentence appropriate chronology. Despite this increase in term of organization the lowest compared to the improvement in terms of content and language use, this is due to some students is still difficult and confused finding the appropriate sentences to align paragraphs with one another. This result is commensurate with the finding of Ikawati (2010 showed that the students' scores improved. By using the steps of GBA, the students have been able to craft a story based on chronology. There are some examples from the students' works in the category of excellent, good and poor.

a. Excellent Category

> I went to school here because I was motivated by religious knowledge and Arabic subjects, and I entered here because I wanted to improve my reading of the holy Qur'an. After I went to school here, Alhamdulillah how to read my holy Qur'an increased. School here also the facilities are very complete, including wifi, AC, and many others. I am very grateful to go to school here, because my worship never broke because I was used to living in this school.

b. Good Category

> I will share my experience as a new student. I went to makassar 1 Muhammadiyah Junior High School. this school is a school that blackens religious education.
>
> I when become a new student, the first we do an introduction to the school environment. After that, we collected in the hall and at the time still introduction session: teacher's, friend's and school citizens. after three days of the introduction session, it was finished. after that we enter each class according to the name listed on the doorstep of the class.

c. Poor Category

> I entered this school two years ago. I came to this school wearing a shirt and jeans. I'm here with my friend named wahyu. He wanted to entered this school because of advice from his parents. I want to go to school because this school teaches me about Islam and also advice from my parents. The teacher in this school is friendly and kind

The excellent category in term of organization, because orientation gives all essential information, all necessary background provided, account in chronological, appropriate title, effective introductory paragraph, topic is stated and conclusion logical and complete. Then, writing in the good category because fairly well-developed orientation, most actors and events mentioned, largely chronological and coherent, some ideas are not fully developed, sequence is logical but transactional expression may be absent or misused. While, writing in the poor category because missing orientation, no background provided, haphazard and incoherent sequencing and no orientation or includes new matter.

This is in line with Heaton (1988) stated organization of writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flows the beginning to the end.

3. **The Students' Writing Recount Text in Terms of Language Use**

Based on the finding above in using Genre-Based Approach (GBA) in teaching recount text, the data was collected through the test as explained in the previous finding section showed that the students' ability to write language use was significantly improvement. After the implementation of GBA during six meetings, student had been accustomed to write the material faster while looking for the important information.

The variable language use of the students' ability in writing recount text has improvement from pre-test to post-test. The improvement can be seen after testing the students' where the mean score of the language use in pre-test was $(x)^1 = 41$. The low value of the students due to several factors, namely; 1) Poor grammar, lack of knowing the type of tense. 2) students do not know what the tense must use, most of them are still using the present tense in writing recount text, which should use the past tense. 3) students lack of vocabulary, especially vocabulary in the past tense (Verb two) commonly used in writing a recount text.

After being given the post-test with the same theme on pre-test is First experience in the school (new student). The mean score in post-test was $(x)^2$ = 73, improvement was 78.05%. It indicated that the mean score of post-test greater that mean score of pre-test. After the giving of the treatment during the six meetings using a Genre-Based Approach (GBA), the ability of the students is increasing sharply. This improvement was caused because the students have been taught a form of tense should be used in writing a recount text, namely the simple past tense.

In addition to this, instruction using the GBA to make students have been able to distinguish several types of genre writing, Narrative text, descriptive text, even text, procedure text, and text explanation. They also had to know the vocabulary commonly in writing a recount text. This result is commensurate with the finding of Khoeriyah (2018) showed the data was obtained through pre-test and post-test. After 4 meeting of treatments, the post-test result were calculated and analyzed using t-test formula. It can be concluded that process-genre approach gave moderate effect toward students' writing ability on recount text. There are some examples from the students' works in the category of excellent, good and poor.

a. Excellent Category

when I first entered the one muhammadiyah junior high school in makassar. I felt awkward because this is the first time I entered here. I didn't know anything, but the more days, I'm getting used to new ones, new friends, new teacher, and new experiences. first also I was very quiet and shy to got along with others. but day by day, I wasn't longer the same as the old one. I started hanging out with everyone. The teacher in here so kind, and I really respect him.

b. Good Category

I'm school in Sма Muhammadiyah one junior high school. I went to school at 06.00 Am. I'm a new student right now. I went to school with my mother. I am was Very happy because I will got a new friend.

In school, I went to class and I met Ainun. Ainun is my first friend at school. After that, I met with Nurul Hikmah. Next, we enter the class that contains our name.

c. Poor Category

my experience at muhammadiyah junior high school When I first entered the muhammadiyah junior high school in makassar, I am confused where to go first, because there are lost of rooms in there, even though I've seen it but I don't know what that room is for sure.

The excellent category in term of language use, because excellent control of language, excellent use of vocabulary, excellent choice of grammar and appropriate tone and style. Then, writing in the good category because good control of language, adequate vocabulary choices, varied choice of grammar and mainly appropriate tone. While, writing in

the poor category because little language control, reader seriously distracted by grammar errors and poor vocabulary.

This is in line with Heaton (1988) stated language use in writing involves correct usage of the rules of language or grammar. It focused on verbs, noun, and agreement.

Genre-Based Approach (GBA) was interesting and beneficial for the students who studied English as foreign language because can improved the students' writing skills. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt.

Based on the discussion above, it could be concluded that the ninth grade students (IX.A) of SMP Muhammadiyah 1 Makassar in academic year 2018/2019 have good skills in writing after being taught through Genre-Based Approach especially in writing content, organization and language use of recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and the suggestion based on the research finding in the previous chapter. The researcher puts the forward the following conclusion and suggestion:

A. Conclusions

Based on the research findings and discussion in the previous chapter, the conclusions are classified into following statement.

Genre-Based Approach effects the students' writing recount text in terms of content, organization and language use. It is proved by the mean score of the students' writing recount text in terms of content in posttest (80) is greater than the mean score of the students in pretest (56), the progress is 42.86%. The mean score of the students' writing recount text in terms of organization in posttest (64) is greater than the mean score of the students in pretest (53), the progress is 20.75%. While, the mean score of the students' writing recount text in terms of language use in posttest (73) is greater than the mean score of the students in pretest (41), the progress is 78.05%. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

After analyzing the result of the data analysis, findings and conclusions, the researcher proposes some suggestion as follow:

1. The teacher should be creative to find and manage in teaching writing.

2. The researcher suggested that the teacher of english to apply this approach in teaching writing subject.

3. For the next researcher, it is suggested to this thesis as an additional in other research related with developing students' writing ability because it's effective approach to do in teaching English.

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APPENDICES

APPENDIX A

A. 1 Lesson Plan

LESSON PLAN

School   : SMP Muhammadiyah 1 Makassar

Subject   : English

Grade   : IX

Skill Focus   : Writing Recount Text

Strategy focus : Genre Based-Approach

Time Allotment : 2 x 45 minutes (90 minutes)

A. Kompetensi Inti

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2:   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3:   Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4:   Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa penganter komunikasi	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris.

	internasional yang diwujudkan dalam semangat belajar	
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.1.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.2.1 Mengakui ketika membuat kesalahan 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri 2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3	3.9 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4	4.13 Menangkap makna teks recount lisan tentang pengalaman, kejadian dan peristiwa.	4.13.1 Mengidentifikasi informasi tertentu yang terdapat dalam teks recount secara tulis 4.13.2 Mengidentifikasi informasi rinci yang terdapat dalam teks recount secara tulis 4.13.3 Mengidentifikasi informasi tersirat yang terdapat dalam teks recount secara tulis 4.13.4 Mengidentifikasi rujukan kata yang terdapat dalam teks recount secara tulis.

C. **Tujuan Pembelajaran**

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. mengidentifikasi tujuan komunikatif teks recount dengan benar

2. mengidentifikasi struktur teks recount dengan benar

3. mengidentifikasi unsure kebahasaan teks recount dengan benar

4. mengidentifikasi informasi tertentu yang terdapat dalam teks recount dengan tepat

5. mengidentifikasi informasi rinci yang terdapat dalam teks recount dengan tepat

6. mengidentifikasi informasi tersirat yang terdapat dalam teks recount dengan tepat

7. mengidentifikasi makna kata yang terdapat dalam teks recount dengan tepat

D. **Materi Pembelajaran**

Fungsi Sosial   : Menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks   :

> 1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum
>
> 2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
>
> 3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan :

> 1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
>
> 2. Menggunakan Simple Past Tense: we went to school yesterday.
>
> 3. Menggunakan chronological connection: then, first, second.
>
> 4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
>
> 5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

1. Definition of Recount Text

   Recount text is a text that telling the reader about one story, action or activity, or recount is a text which retells event or experiences in the past. (sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktifitas, atau sebuah teks yang menceritakan kembali kejadian atau pengalaman di masa lampau)

2. Purpose of recount text

   Purpose of recount text is to entertaining or informing the reader. (Tujuan recount text adalah untuk menghibur atau memberi informasi kepada pembaca)

3. Generic structure

   - Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. (Memberikan pembaca informasi latar belakang yang diperlukan untuk memahami teks, seperti yang terlibat, dimana hal itu terjadi, dan ketika itu terjadi)

   - Events : A series of events, ordered in a chronological sequence. (serangkaian peristiwa, memerintahkan dalam urutan kronologis)

   - Re-orientation :A personal comment about the event or what happened in the end. (komentar pribadi tentang acara atau apa yang terjadi di akhir)

4. **The Characteristics / Language Feature of Recount Text:**

   a. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

   b. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

   c. Focus on specific participant, e.g. I (the writer)

   d. Using the conjunctions, such as: then, before, after, etc.

   e. Using action verd, e.g. went, stayed

5. Example of Recount Text

MY MEMORABLE TIME IN SINGAPORE	
I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.	Orientation
I shall never forget the spectacular sight of the city I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the SeaWorld were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa island for many years to come. I also enjoyed various varieties of seafood of the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.	Events
It was the best holiday I have ever had. I hope I can visit there someday.	Re-

E. Metode Pembelajaran

Genre-Based Approach

F. Media, Alat, dan Sumber Pembelajaran
1. Media: Komputer & LCD.
2. Alat: -
3. Sumber: buku paket siswa

G. Langkah-langkah Kegiatan

Pertemuan Ke-1 dan 2

Phase	Activities	Time
Opening	• The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" • The researcher checks the students' roll • The researcher introduces himself and his purpose • The students are asked to introduce themselves one by one by using English • The researcher builds the students' motivation • The researcher explains about Genre Based-Approach and the rules when applying it	15 minutes
Main	**(Observing)** Building Knowledge • The researcher asks the students about their prior knowledge of recount text • The researcher describes general description about what recount text is, what the social function of recount text, and what the generic structure of recount text. • The students are asked to share experience through class discussion, starting with the example of the researcher in advance. • The students are asked to discuss about any vocabulary commonly used in writing	60 minutes

the recount text.

- The researcher shows the grammatical pattern and some example about recount text. That is the simple past tense.

Verbal sentence

FORM:
(+) S + V2 + O
(-) S + DID + NOT + V1 + O
(?) DID + S + V1 + O ?
EXAMPLE:
(+) I studied English last night
(-) I did not study English last night
(?) Did I study English last night?

Nominal sentence

FORM:
(+) S+Was/Were+Non Verb/Compliment

(-) S+Was/Were+not+Non
    Verb/Compliment

(?) Was/Were+S+Non Verb/Compliment?

EXAMPLE:
(+) She was happy yesterday
    They were here last night
(-) She was not happy yesterday
    They were not here last night
(?) Was she happy yesterday?
    Were they happy yesterday?

	(Questioning)	
	Modelling of the text	
	• The students observe the patterns and characteristics of the text being taught.	
	• The researcher give them model of the procedure text in generally.	
	• The students compare models with another text.	
	(Experimenting)	
	Joint construction of the text	
	• The researcher divide students into several groups	
	• By the researcher guide, the students' join together and have them the product of recount text in the form of discussion.	
	• The researcher make the students cooperate and produce the best product and discussion and inquiry technique that insist students to find their own ideas.	
	(Networking)	
	Independent construction	
	• The students' do assignment about recount text individually with the theme *Good experience* or *Bad experience.* The aims is to prepare the students to face the post-test	
	• The research give them chance to make their own product.	

	• The students find ideas themselves, organizing ideas and generating ideas with good steps of writing process (constructing ideas, drafting, conferencing, editing, and publishing). • The students gathering their task • The researcher checks the students' task • The researcher explains the students error in grammar	
Closing	• The researcher gives a chance to ask • The researcher gives a conclusion about the materials • The researcher gives the students home work to make a procedure text with group and closes the class • Deliver plan upcoming activities	15 minutes

Pertemuan Ke-3 dan 4

Phase	Activities	Time
Opening	• The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" • The researcher checks the students' roll • The researcher asks the students about the previous material and give explanation • The students' gathering their homework	15 minutes

Main	(Observing)	
	• The students asked about their prior knowledge of narrative and descriptive text	
	• The students asked to discuss about any vocabulary commonly used in writing the text.	
	(Questioning)	
	• The students observe or ask about the grammatical pattern and some example of narrative and descriptive text. That is the simple past tense and simple present tense.	
	(Experimenting)	60 minutes
	• The students compare models with another text	
	• The students asked randomly about their understanding	
	(Associating)	
	• The students divided into several groups	
	• The students' join together and have them the product of narrative and descriptive text in the form of discussion	
	(Networking)	
	• The students gathering their task	
	• The researcher checks the students' task	

Phase	Activities	Time
	• The researcher explains the students error in grammar	
Closing	• The researcher gives a chance to ask • The researcher gives a conclusion about the materials • The researcher closes the class	15 minutes

Pertemuan Ke-5 dan 6

Phase	Activities	Time
Opening	• The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" and then checking the students' roll • Before starting the teaching learning process, the researcher gives brain gym to students as an ice breaking to make students felt relaxed and created enjoyable atmosphere in the class	15 minutes
Main	**(Observing)** • The students asked about their prior knowledge of narrative and descriptive text • The students asked to discuss about any vocabulary commonly used in writing the text. **(Questioning)**	60 minutes

	• The students observe or ask about the grammatical pattern and some example of report text and explanation text. That is the simple past tense and simple present tense. **(Experimenting)** • The students compare models with another text • The students asked randomly about their understanding **(Associating)** • The students divided into several groups • The students' join together and have them the product of narrative and descriptive text in the form of discussion **(Networking)** • The students gathering their task • The researcher checks the students' task • The researcher explains the students error in grammar	
Closing	• The researcher gives a chance to ask • The researcher gives a conclusion about the materials • The researcher closes the class	15 minutes

Makassar,   Oktober 2018

Guru Mata Pelajaran   Researcher

Abdi Akhiruddin, S.Pd.   Ria Octavia
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A. 2 Research Instrument

"PRE-TEST"

Name :

Class :

Make a recount text based on the theme bellow!

Theme : First experience in the school (New student)

Instruction:

1. The Paragraph must consist at least 50 words
2. The paragraph is written in the past tense
3. You may open your dictionary

<center>"POST-TEST"</center>

Name :

Class :

Make a recount text based on the theme bellow!

Theme : First experience in the school (New student)

Instruction:

1. The Paragraph must consist at least 50 words

2. The paragraph is written in the past tense

3. You may open your dictionary

APPENDIX B

B. 1 The Students' Scores of Pre-test (X_1) and Post-test (X_2)

B.1.1 Content

Samples	Content	
	Pre-test	Post-test
S-1	50	75
S-2	75	100
S-3	75	75
S-4	50	75
S-5	50	75
S-6	75	100
S-7	50	75
S-8	50	75
S-9	50	75
S-10	50	75
S-11	50	75
S-12	50	75
S-13	50	75
S-14	50	75
S-15	50	75
S-16	50	75
S-17	75	100
S-18	50	100
S-19	50	75
S-20	50	75
S-21	75	75
S-22	75	100
S-23	50	75
S-24	50	75
S-25	50	75
Total	$\sum X = 1400$	$\sum X = 2000$

B.1.2 Organization

Samples	Content	
	Pre-test	Post-test
S-1	50	50
S-2	50	50
S-3	50	50
S-4	75	100
S-5	50	50
S-6	50	50
S-7	50	100
S-8	50	50
S-9	50	75
S-10	75	75
S-11	50	75
S-12	50	75
S-13	50	75
S-14	50	50
S-15	50	50
S-16	50	50
S-17	50	75
S-18	50	75
S-19	50	50
S-20	50	75
S-21	50	50
S-22	50	50
S-23	50	75
S-24	75	75
S-25	50	50
Total	$\sum X = 1325$	$\sum X = 1600$

B.1.3 Language Use

Samples	Content	
	Pre-test	**Post-test**
S-1	25	50
S-2	25	75
S-3	25	75
S-4	50	75
S-5	25	75
S-6	75	100
S-7	50	75
S-8	25	75
S-9	50	75
S-10	25	75
S-11	50	75
S-12	50	75
S-13	50	75
S-14	25	75
S-15	50	75
S-16	25	50
S-17	75	75
S-18	50	75
S-19	25	75
S-20	25	75
S-21	50	100
S-22	75	75
S-23	25	50
S-24	50	75
S-25	25	50
Total	$\sum$ **X=1025**	$\sum$ **X=1825**

APPENDIX B.2
B.2 DATA ANALYSIS OF THE STUDENTS' SCORE
B.2.1 Data Analysis of Content

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2\text{-}X_1)$	$D(X_2-X_1)^2$
1.	50	75	2.500	5.625	25	625
2.	75	100	5.625	10.000	25	625
3.	75	75	5.625	5.625	0	0
4.	50	75	2.500	5.625	25	625
5.	50	75	2.500	5.625	25	625
6.	75	100	5.625	10.000	25	625
7.	50	75	2.500	5.625	25	625
8.	50	75	2.500	5.625	25	625
9.	50	75	2.500	5.625	25	625
10.	50	75	2.500	5.625	25	625
11.	50	75	2.500	5.625	25	625
12.	50	75	2.500	5.625	25	625
13.	50	75	2.500	5.625	25	625
14.	50	75	2.500	5.625	25	625
15.	50	75	2.500	5.625	25	625
16.	50	75	2.500	5.625	25	625
17.	75	100	5.625	10.000	25	625
18.	50	100	2.500	10.000	50	2.500
19.	50	75	2.500	5.625	25	625
20.	50	75	2.500	5.625	25	625
21.	75	75	5.625	5.625	0	0
22.	75	100	5.625	10.000	25	625
23.	50	75	2.500	5.625	25	625
24.	50	75	2.500	5.625	25	625
25.	50	75	2.500	5.625	25	625
Total	$\sum_{x_1}=1.400$	$\sum_{x_2}=2.000$	**81.250**	**162.500**	**600**	**16.250**

In the other to see the students' score, the following is t-test was statistically applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{600}{25} = 24$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{24}{\sqrt{\dfrac{16.250 - \dfrac{600^2}{25}}{25\,(25-1)}}}$$

$$= \frac{24}{\sqrt{\dfrac{16.250 - 14.400}{25\,(24)}}}$$

$$= \frac{24}{\sqrt{\dfrac{1.850}{600}}}$$

$$= \frac{24}{\sqrt{3,083}}$$

$$= \frac{24}{1,756}$$

$$t = 13,66$$

Thus, the t-test value is 13,66

The test of significance

Variable	T-test	T-table	Comparison
Content	13.66	2.06	t-test > t-table

B.2.2 Data Analysis of Organization

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2\text{-}X_1)$	$D(X_2 - X_1)^2$
1.	50	50	2.500	2.500	0	0
2.	50	50	2.500	2.500	0	0
3.	50	50	2.500	2.500	0	0
4.	75	100	5.625	10.000	25	625
5.	50	50	2.500	2.500	0	0
6.	50	50	2.500	2.500	0	0
7.	50	100	2.500	10.000	50	2.500
8.	50	50	2.500	2.500	0	0
9.	50	75	2.500	5.625	25	625
10.	75	75	5.625	5.625	0	0
11.	50	75	2.500	5.625	25	625
12.	50	75	2.500	5.625	25	625
13.	50	75	2.500	5.625	25	625
14.	50	50	2.500	2.500	0	0
15.	50	50	2.500	2.500	0	0
16.	50	50	2.500	2.500	0	0
17.	50	75	2.500	5.625	25	625
18.	50	75	2.500	5.625	25	625
19.	50	50	2.500	2.500	0	0
20.	50	75	2.500	5.625	25	625
21.	50	50	2.500	2.500	0	0
22.	50	50	2.500	2.500	0	0
23.	50	75	2.500	5.625	25	625
24.	75	75	5.625	5.625	0	0
25.	50	50	2.500	2.500	0	0
Total	$\sum x_1 = 1.325$	$\sum x_2 = 1.600$	71.875	108.750	275	8.125

In the other to see the students' score, the following is t-test was statistically applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{275}{25} = 11$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{11}{\sqrt{\dfrac{8.125 - \dfrac{275^2}{25}}{25\,(25-1)}}}$$

$$= \frac{11}{\sqrt{\dfrac{8.125 - 3.025}{25\,(24)}}}$$

$$= \frac{11}{\sqrt{\dfrac{5.100}{600}}}$$

$$= \frac{11}{\sqrt{8,5}}$$

$$= \frac{11}{2,915}$$

$$t = 3,77$$

Thus, the t-test value is 3,77

The test of significance

Variable	T-test	T-table	Comparison
Organization	3.77	2.06	t-test > t-table

B.2.3 Data Analysis of Language Use

No.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D(X_2-X_1)	D$(X_2 - X_1)^2$
1.	25	50	625	2.500	25	625
2.	25	75	625	5.625	50	2.500
3.	25	75	625	5.625	50	2.500
4.	50	75	2.500	5.625	25	625
5.	25	75	625	5.625	50	2.500
6.	75	100	5.625	10.000	25	625
7.	50	75	2.500	5.625	25	625
8.	25	75	625	5.625	50	2.500
9.	50	75	2.500	5.625	25	625
10.	25	75	625	5.625	50	2.500
11.	50	75	2.500	5.625	25	625
12.	50	75	2.500	5.625	25	625
13.	50	75	2.500	5.625	25	625
14.	25	75	625	5.625	50	2.500
15.	50	75	2.500	5.625	25	625
16.	25	50	625	2.500	25	625
17.	75	75	5.625	5.625	0	0
18.	50	75	2.500	5.625	25	625
19.	25	75	625	5.625	50	2.500
20.	25	75	625	5.625	50	2.500
21.	50	100	2.500	10.000	50	2500
22.	75	75	5.625	5.625	0	0
23.	25	50	625	2.500	25	625
24.	50	75	2.500	5.625	25	625
25.	25	50	625	2.500	25	625
Total	$\sum_{x_1}=1.025$	$\sum_{x_2}=1.825$	49.375	136.875	800	31.250

In the other to see the students' score, the following is t-test was statistically applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{800}{25} = 32$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{32}{\sqrt{\dfrac{31.250 - \dfrac{800^2}{25}}{25\,(25-1)}}}$$

$$= \frac{32}{\sqrt{\dfrac{31.250 - 25.600}{25\,(24)}}}$$

$$= \frac{32}{\sqrt{\dfrac{5650}{600}}}$$

$$= \frac{32}{\sqrt{9,416}}$$

$$= \frac{32}{3,069}$$

$$t = 10,42$$

Thus, the t-test value is 10,42

The test of significance

Variable	T-test	T-table	Comparison
Language Use	10.42	2.06	t-test > t-table

B.2.4 Hypothesis Testing of Content Based on IBM Statistics SPSS 24 Software

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Content	56.00	25	10.897	2.179
	Posttest of Content	80.00	25	10.206	2.041

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest of Content & Posttest of Content	25	.656	.000

Paired Samples Test								t	df	Sig. (2-tailed)
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pretest of Content - Posttest of Content	24.000	8.780	1.756	27.624	20.376		13.668	24	.000

B.2.5 Hypothesis Testing of Organization Based on IBM Statistics SPSS 24 Software

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Organization	53.00	25	8.292	1.658
	Posttest of Organization	64.0000	25	16.26602	3.25320

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest of Organization & Posttest of Organizatrion	25	.448	.025

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of Organization - Posstest of Organization	11.00000	14.57738	2.91548	17.01725	4.98275	3.773	24	.001

B.2.6 Hypothesis Testing of Language Use Based on IBM Statistics SPSS 24 Software

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Language Use	41.0000	25	17.50000	3.50000
	Posstest of Language Use	73.0000	25	12.33221	2.46644

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest of Language Use & Posstest of Language Use	25	.516	.008

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest of Language Use - Posstest of Language Use	32.00000	15.34329	3.06866	38.33340	25.66660	10.428	24	.000

APPENDIX B. 3

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N − 1= 25 − 1= 24, T- table = 2.06390

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

DOCUMENTATIONS OF RESEARCH

CURRICULUM VITAE

Ria Octavia is the second child of three siblings of her beloved parents Tahir Darisik and Sumarni. He was born in Benteng, Pinrang, on April 18th 1996. She began her education with finishing her elementary school in SD 128 Pinrang at 2008. She continued him junior school at SMP 1 Patampanua and finished at 2011; she then continued him Senior high school at SMAN 1 Pinrang and finished at 2014. She registered and she was accepted as a student of English Educational Department, Faculty of Teacher Training Education, Muhammadiyah University of Makassar 2014.