

**A GENRE-BASED APPROACH TO TEACHING WRITING
RECOUNT TEXT IN A JUNIOR HIGH SCHOOL
IN TANAH DATAR WEST SUMATERA**

A Research Paper

**Submitted to the English Language Education Study Program as a Partial
Fulfillment of the Requirements for *Sarjana Pendidikan* Degree**



FADHILA HERMAN

2005045

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
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Oleh:

Fadhila Herman

2005045

Sebuah skripsi yang ditujukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris
Fakultas Pendidikan Bahasa dan Sastra

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PAGE OF APPROVAL

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(A Research Paper)

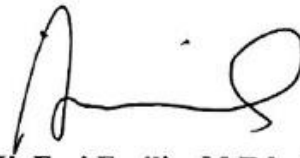
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Fadhila Herman

2005045

Approved by:

Supervisor

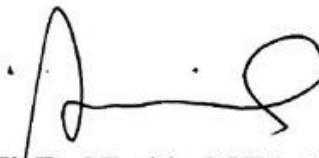


Prof. Hj. Emi Emilia, M.Ed., Ph.D

NIP : 196609161990012001

Acknowledged by:

Head of English Language Education Study Program



Prof. Hj. Emi Emilia, M.Ed., Ph.D

NIP : 196609161990012001

ABSTRACT

This study aims to investigate the values of applying the Genre-Based Approach in teaching Recount text writing to junior high school students in Tanah Datar, West Sumatra. This research is based on the theory of genre-based approach in teaching writing. The research used a qualitative case study design, and data were obtained using classroom observations, analysis of student texts, and interviews. Classroom observation in which the researcher acted as the teacher was conducted in four meetings with 26 students in the second grade of a junior high school in Tanah Datar, West Sumatra. This observation was conducted to investigate the activities at each stage of the Genre-Based Approach. Analysis of the students' texts was conducted using SFL Transitivity to investigate whether the texts could achieve their social purpose (Emilia, 2005). Interviews with students were conducted to find out students' opinions about the activities at each stage of GBA and to identify students' difficulties when writing texts. Data from classroom observations, student text analysis, and interviews were analyzed to answer the research questions. One of the findings from the classroom observations showed that students faced difficulties in learning English, especially in writing. However, teaching English using a genre-based approach helps them to overcome these problems. In terms of students' writing ability, the genre-based approach is beneficial in helping students to improve their writing ability because their final texts have fulfilled the three stages of the Recount text schematic structure and used various linguistic features relevant to the function of the text. In addition, the students' opinions showed a positive response to the teaching program using the genre-based approach. The students stated that their knowledge and vocabulary in English increased and they learned new things, especially in writing Recount texts. This study recommends implementing the genre-based approach in more schools in Sumatra, especially in Tanah Datar, West Sumatra.

Keywords : *Writing, Genre-Based Approach, SFL, Recount Text, EFL Students.*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki manfaat dari penerapan Pendekatan Berbasis Genre dalam pengajaran menulis teks Recount kepada siswa sekolah menengah pertama di Tanah Datar, Sumatera Barat. Penelitian ini didasarkan pada teori pendekatan berbasis genre dalam pengajaran menulis. Penelitian ini menggunakan desain studi kasus kualitatif, dan data diperoleh dengan menggunakan observasi kelas, analisis teks siswa, dan wawancara. Observasi kelas di mana peneliti bertindak sebagai guru dilakukan dalam empat kali pertemuan dengan 26 siswa di kelas 8 sekolah menengah pertama di Tanah Datar, Sumatera Barat. Observasi ini dilakukan untuk menyelidiki kegiatan di setiap tahap Pendekatan Berbasis Genre. Analisis terhadap teks siswa dilakukan dengan menggunakan SFL *Transitivity* untuk menyelidiki apakah teks tersebut dapat mencapai tujuan sosialnya (Emilia, 2005). Wawancara dengan siswa dilakukan untuk mengetahui pendapat siswa tentang kegiatan di setiap tahap GBA dan untuk mengidentifikasi kesulitan siswa ketika menulis teks. Data dari observasi kelas, analisis teks siswa, dan wawancara dianalisis untuk menjawab pertanyaan penelitian. Salah satu temuan dari observasi kelas menunjukkan bahwa siswa menghadapi kesulitan dalam belajar bahasa Inggris, terutama dalam menulis. Namun, pengajaran bahasa Inggris dengan menggunakan pendekatan berbasis genre membantu mereka untuk mengatasi masalah ini. Dalam hal kemampuan menulis siswa, pendekatan berbasis genre bermanfaat dalam membantu siswa untuk meningkatkan kemampuan menulis mereka karena teks akhir mereka telah memenuhi tiga tahap struktur teks Recount dan menggunakan berbagai fitur linguistik yang relevan dengan fungsi teks. Selain itu, pendapat para siswa menunjukkan respon yang positif terhadap program pengajaran dengan menggunakan pendekatan berbasis genre. Para siswa menyatakan bahwa pengetahuan dan kosakata mereka dalam bahasa Inggris meningkat dan mereka belajar hal-hal baru, terutama dalam menulis teks Recount. Penelitian ini merekomendasikan untuk menerapkan pendekatan berbasis genre di lebih banyak sekolah di Sumatera, terutama di Tanah Datar, Sumatera Barat.

Kata kunci: Menulis, Pendekatan Berbasis Genre, SFL, Teks Recount, Siswa EFL

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