

TABLE OF CONTENT

DECLARATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	ix
LIST OF FIGURES	xi
 CHAPTER I: INTRODUCTION	 1
1.1 Background of the Study	1
1.2 Purpose of the Study	4
1.3 Research Questions	4
1.4 Scope of the Thesis	5
1.5 Significance of the Study	5
1.6 Definition of the Key Terms	6
1.7 Organization of the Thesis	7
1.8 Conclusion	7
 CHAPTER II: LITERATURE REVIEW	 8
2.1 Genre-Based Approach	8
2.1.1 Definition of Genre	9
2.1.2 Basic Principles of GBA	10
2.1.3 Curriculum Cycle of GBA	11
2.2 Teaching Writing	14
2.3 Genre Based Approach to Teaching Writing	15
2.4 Types of Texts in Junior High School	20
2.4.1 An Overview of Descriptive Text	21
2.4.2 Social Function of Descriptive Text	21
2.4.3 Schematic Structure of Descriptive Text	21
2.4.4 Linguistic Features of Descriptive Text	22

2.5 Attitude	22
2.5.1 Definition of Attitude	23
2.5.2 Basic Components of Attitude	24
2.5.2.1 Affective (Emotional) Component	24
2.5.2.2 Behavioral Component	25
2.5.2.3 Cognitive Component	26
2.6 Previous Study	26
2.7 Conclusion	28
 CHAPTER III: RESEARCH METHOD	 29
3.1 Research Design	39
3.2 Research Site and Participants	33
3.3 Data Collection	33
3.3.1 Classroom Observation	35
3.3.2. Students' Writing Tests	36
3.3.3. Samples of Students' Texts	36
3.3.4. Questionnaire	37
3.3.5. Focus Group Interview	39
3.4 Data Analysis	40
3.4.1 Data from Classroom Observation	40
3.4.2 Data from Students' Writing Tests	41
3.4.3 Data from Samples of Students' Texts	42
3.4.4 Data from Questionnaire	42
3.4.5 Data from Focus Group Interview	43
3.5 Criteria of Success	43
3.7 Conclusion	44
 CHAPTER IV: TEACHING PROGRAM	 45
4.1 Problems of Teaching Writing in the Research Site	45
4.2 Solutions to the Problems	46
4.3 Implementation of GBA through CAR	51

4.4 Research Schedule.....	52
4.3 Conclusion	53
 CHAPTER V: FINDINGS AND DISCUSSION	 54
5.1 Preliminary Phase of the Teaching Program	54
5.1.1 Analysis of Students' Test Scores	55
5.1.2 Analysis of Students' Texts in Pre-Test	56
5.1.2.1 Low Achiever (Group 1).....	57
5.1.2.2 Middle Achiever (Group 2).....	58
5.1.2.3 High Achiever (Group 3).....	60
5.1.3 Reflection of Preliminary Phase	61
5.2 Implementation of the GBA: First Cycle	62
5.2.1 Planning	62
5.2.2 Action and Observation	64
5.2.2.1 Meeting 1: Building Knowledge	64
5.2.2.2 Meeting 2: Building Knowledge	66
5.2.2.3 Meeting 3: MoT	67
5.2.2.4 Meeting 4: JCoT	69
5.2.2.5 Meeting 5: ICoT	71
5.2.2.6 Meeting 6: ICoT	72
5.2.3 Analysis of Students' Test Scores	72
5.2.4 Analysis of Students' Texts in Post-Test 1	76
5.2.4.1 Low Achiever (Group 1).....	76
5.2.4.2 Middle Achiever (Group 2).....	77
5.2.4.3 High Achiever (Group 3).....	79
5.2.5 Reflection	80
5.3 Implementation of the GBA: Second Cycle	82
5.3.1 Re-Planning	82
5.3.2 Action and Observation	83
5.3.2.1 Meeting 7: Building Knowledge	83
5.3.2.2 Meeting 8: MoT	83

5.3.2.3 Meeting 9: JCoT	84
5.3.2.4 Meeting 10: JCoT.....	86
5.3.2.5 Meeting 11: ICoT	86
5.3.2.6 Meeting 12: ICoT	87
5.3.3 Analysis of Students' Test Scores	88
5.3.4 Analysis of Students' Texts in Post-Test 2	91
5.3.4.1 Low Achiever (Group 1).....	91
5.3.4.2 Middle Achiever (Group 2)	93
5.3.4.3 High Achiever (Group 3).....	94
5.3.5 Reflection	96
5.4 Post-Action Phase	97
5.4.1 Questionnaire Analysis	97
5.4.1.1 Affective Component of Attitude	99
5.4.1.2 Behavioral Component of Attitude	100
5.4.1.3 Cognitive Component of Attitude	100
5.4.2 Focus Group Interview Analysis	101
5.4.2.1 Implementation of GBA in the Teaching Descriptive Text Writing	102
5.4.2.2 Students' Attitude towards the Implementation of GBA ...	104
5.5 Discussion	104
5.5.1 Research Problem 1: Improvement of students' ability of writing descriptive text through GBA.....	105
5.5.2 Research Problem 2: Students' attitudes towards the implementation of the GBA in teaching descriptive text writing	108
5.6 Conclusion	111
 CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS	112
6.1 Conclusions.....	112
6.2 Limitation of the Study	113
6.3 Recommendations	114

REFERENCES	116
APPENDIXES 1 Letters	123
APPENDIXES 2 Lesson Plans	127
APPENDIXES 3 Observation Checklists	145
APPENDIXES 4 Rubric	148
APPENDIXES 5 Results of the Writing Tests	151
APPENDIXES 6 Map of Questionnaire.....	154
APPENDIXES 7 Questionnaire	156

LIST OF TABLES

Table 3.1 Research Questions and Data Collecting Techniques	34
Table 3.2 Data Sources	34
Table 3.3 Map of the Statements in the Questionnaire	37
Table 3.4 Data and Analysis Approaches	40
Table 4.1 Activities in the Implementation of GBA through CAR	52
Table 4.2 Research Schedule	53
Table 5.1 Activities in Preliminary Phase of the Teaching Program	54
Table 5.2. Descriptive Statistics of Pre-Test	56
Table 5.3 Analysis of Text 1 Written by Low Achiever	58
Table 5.4 Analysis of Text 1 Written by Middle Achiever	58
Table 5.5 Analysis of Text 1 Written by High Achiever	60
Table 5.6 Activities in the First Cycle	63
Table 5.7 Descriptive Statistics of Post-Test 1	73
Table 5.8 Paired Samples Statistics of Pre-Test and Post-Test 1	75
Table 5.9 Paired Samples Correlation of Pre-Test and Post-Test 1	75
Table 5.10 Paired Samples Test of Pre-Test and Post-Test 1	75
Table 5.11 Analysis of Text 2 Written by Low Achiever	76
Table 5.12 Analysis of Text 2 Written by Middle Achiever	78
Table 5.13 Analysis of Text 2 Written by High Achiever	79
Table 5.14 Activities in the Second Cycle	82
Table 5.15 Descriptive Statistics of Post-Test 2	88
Table 5.16 Paired Samples Statistics of Post-Test 1 and Post-Test 2	90
Table 5.17 Paired Samples Correlations of Post-Test 1 and Post-Test 2	90
Table 5.18 Paired Samples Test of Post-Test 1 and Post-Test 2	90
Table 5.19 Analysis of Text 3 Written by Low Achiever	91
Table 5.20 Analysis of Text 3 Written by Middle Achiever	93
Table 5.21 Analysis of Text 3 Written by High Achiever	94
Table 5.22 The Results of the Five-Point Likert-Scale Questionnaire	98
Table 5.23 The Results of Affective Component	100

Table 5.24 The Results of Behavioral Component	100
Table 5.25 The Results of Cognitive Component	101

LIST OF FIGURES

Figure 2.1 Cycles and Stages of Learning	12
Figure 2.2 Tri Componential View on Attitudes	24
Figure 3.1 Balanced Model of Action Research Design	31
Figure 3.2 Action Research Cycle	32
Figure 4.1 Cycles and Stages of Learning.....	47
Figure 5.1 Improvement of Mean Score of Students' Texts in First Cycle....	74
Figure 5.2 Improvement of Mean Score of Students' Texts in Second Cycle..	89
Figure 5.3 Improvement of Mean Scores of Students' Texts	107
Figure 5.4 Summary of Students' Responses to the Questionnaire	109