

**USING A GENRE-BASED APPROACH TO IMPROVE THE ENGLISH
WRITING COMPETENCE OF VIIIA STUDENTS OF SMPN 3
METRO LAMPUNG IN THE ACADEMIC YEAR 2011/2012**



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**The Thesis is Submitted in Partial Fulfillment the Requirements
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ABSTRACT

Aria Septi Anggaira : *Using A Genre-Based Approach to Improve the English Writing Competence of VIIIA Students of SMPN 3 Metro, Lampung in the Academic Year 2011/ 2012.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2012.

This research is an implementation of a genre-based approach in learning writing. The implementation of the genre-based approach is aimed to improve the writing competence of VIIIA students of SMPN 3 Metro, Lampung.

This research is a collaborative classroom action research, and the subject is VIIIA students of SMPN 3 Metro–Lampung in the academic year 2011/2012 and English teacher who teaches the eight grade of SMPN 3 Metro Lampung. The method of Kemmis & McTaggart was used in this research, consisting four steps: (1) planning, which prepared components of the cycle in genre-based approach including building knowledge of the field, modeling of text, joint construction of text, and independent construction of text; (2) action, which was the implementation of each cycle in the genre-based approach; (3) observation, observing which implemented the genre-based approach; and (4) reflection, which was a discussion between the researcher and collaborator about the findings in the observation and action phases. The research instruments were students observation guide, field note guide, and writing assessment guide. The data were qualitative and quantitative. The qualitative data were obtained from the results of classroom observation and field notes, and the quantitative data were the students' pretest scores, scores in the independent construction of text in each cycle, and posttest scores. The reliability of the data was obtained by using the triangulation technique which combined the result of the observation, field note, and the result of the students' writing.

The result of the research shows that the improvement was achieved in every cycle. At the building knowledge of the field phase, the students competence in expressing vocabulary improved, at modeling of text phase, the students were able to understand the teachers' explanation about genre, at the joint construction of text phase, the students were able to interact with their peers, and at the independent construction of text phase, the students were able to compose a text without the teacher's guide and friends' help. The result of the improvement can be seen from the comparison of the pretest result, each cycle result, and posttest result. The mean score of the students pretest result is 55.05, the result of the first cycle is 70.08, and the second cycle is 74.63, while the posttest result is 76.1. From those results, it can be concluded that the genre-based approach can improve the students' writing competence.

Keywords: genre-based approach, writing, cycle

ABSTRAK

Aria Septi Anggaira : *Penggunaan Pendekatan Berbasis Genre untuk Meningkatkan Kompetensi Menulis Bahasa Inggris Siswa Kelas VIIIA SMPN 3 Metro, Lampung Tahun Ajaran 2011/2012. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2012.*

Penelitian ini berupa penerapan pendekatan berbasis *genre* dalam pembelajaran menulis. Penerapan pendekatan berbasis *genre* bertujuan untuk meningkatkan kompetensi menulis pada siswa kelas VIIIA SMPN 3 Metro, Lampung.

Penelitian ini adalah penelitian tindakan kelas kolaboratif dan subjeknya adalah siswa kelas VIIIA SMPN 3 Metro Lampung tahun ajaran 2011/ 2012 dan guru bahasa Inggris kelas VIII SMPN 3 Metro Lampung. Langkah-langkah penelitian Kemis & McTaggart digunakan dalam penelitian ini, yang meliputi 4 langkah: (1) perencanaan, yang dalam penerapannya berupa persiapan yang akan dilakukan dalam tindakan yaitu dengan menerapkan setiap tahapan dalam pendekatan berbasis *genre*, yakni *building knowledge of field*, *modeling of text*, *joint construction of text*, dan *independent construction of text*; (2) tindakan, yang berupa penerapan setiap tahapan pada pendekatan berbasis *genre*; (3) pengamatan, yang berupa kegiatan mengamati tindakan yang menerapkan pendekatan berbasis *genre*; dan (4) refleksi, yaitu diskusi antara peneliti dan kolaborator tentang temuan yang didapat pada tahapan tindakan dan observasi. Instrumen penelitian adalah lembar pedoman observasi siswa, pedoman catatan lapangan, dan pedoman penilaian menulis. Data yang diperoleh berupa data kualitatif dan kuantitatif. Data kualitatif diperoleh melalui pengamatan, catatan lapangan, dan data kuantitatif diperoleh melalui hasil kemampuan siswa dalam menulis melalui *pre-test*, hasil akhir setiap siklus, dan *pos-test*. Reliabilitas data diperoleh menggunakan teknik triangulasi yaitu dengan memadukan hasil dari pengamatan, catatan lapangan, dan hasil menulis siswa.

Hasil penelitian menunjukkan bahwa pada setiap tahapan terjadi peningkatan. Pada tahapan *building knowledge of field*, kemampuan siswa untuk mengungkapkan kosa kata meningkat, pada tahapan *modeling of text* siswa lebih mudah memahami penjelasan guru tentang *genre* yang dipelajari, pada tahapan *joint construction of text* siswa sudah mampu mengadakan interaksi dengan teman kelompoknya, dan pada tahapan *independent construction of text* siswa telah mampu membuat *genre* tanpa bantuan dari guru dan teman. Hasil peningkatan tersebut dapat dilihat dari perbandingan hasil *pre-test*, hasil akhir setiap siklus, dan hasil *pos-test*. Hasil rata-rata *pre-test* siswa adalah 55,05, hasil siklus I adalah 70,08, siklus II adalah 74,63, sementara hasil *post-test* adalah 76,1. Dengan demikian dapat disimpulkan bahwa pendekatan berbasis *genre* mampu meningkatkan kompetensi menulis siswa.

Kata kunci: pendekatan berbasis *genre*, menulis, siklus

PERNYATAAN KEASLIAN

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Dengan ini menyatakan bahwa tesis ini merupakan hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar kesarjanaan disuatu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, 5 April 2012

Yang membuat pernyataan



Aria Septi Anggaira

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WRITING COMPETENCE OF VIII A STUDENTS OF SMPN 3
METRO LAMPUNG IN THE ACADEMIC YEAR 2011/2012**

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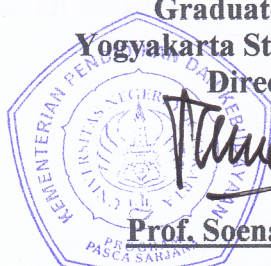
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Yogyakarta, April 2nd, 2012

Aria Septi Anggaira

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