



SNAP TO READ

GENRE - BASED APPROACH FOR WRITING RECOUNT TEXT AT MTS. DARUL ULUM KARANG PANDAN, PASURUAN

Ratih Wulandari Hidayat, Lestari Setyowati & Barotun Mabaroh
STKIP PGRI Pasuruan
ratieh96@gmail.com & lestari.setyowati@yahoo.co.id

First received: 14 April 2018

Final proof received: 05 Juni 2018

Abstract:

Among other skills, writing is often seen as a difficult skill for English as a Foreign Language (EFL) learners. In particular, writing seems to be a difficult subject for the students of MTS. Darul Karangpandan Pasuruan. It could be seen from the result of the preliminary study, which showed that the ability of the eight grade students of MTS. Darul Ulum Karangpandan in writing paragraphs was still poor. This research was aimed at improving the students' ability in writing recount text through Genre-Based Approach (GBA) at eight grade of MTS. Darul Ulum Karangpandan. The research design of this study was action research. The instruments used in this study were interview, observation checklist, and test. The results of the research demonstrate that the students' mean scores gradually improved from 56.51 in the pre-test to 71.31 in Cycle I and to 77.82 in Cycle II. These achievements prove that the implementation of genre-based approach was successful in improving the students' ability in writing recount text.

Keywords: *EFL Writing, Genre-Based Approach, Recount text.*

Writing is not only a tool for communication, but also serves as a means of learning, thinking, and organizing knowledge or ideas (Widodo,

2008:101). Masyitha (2015:11) further adds that writing is an activity to express ideas or feelings in written form by selecting appropriate words to make the message clear. It is a skill which is used to explore the idea and other communication activities (Saputri, 2014:2). Thus, learning how to write well is very important for the students. According to Saputri (2014), having good ability in writing is needed in this modern communication or high-technology era. It must be learned by students to communicate and to face the competition with other people in this global era.

However, writing is often seen as something difficult for English as a Foreign Language (EFL) learners to master (Setyowati, Latief, & Widiati, 2016). Kodoatie (2013:16) state that in Indonesian context, the main reason of the difficulty is because the writing system of English language differs from Indonesian. English has its own grammatical system that is different from Indonesian. For example, when the students want to tell their past experiences in English, they have to pay attention to the use of past tense. While in Indonesian, the students do not have to consider the tenses because there are no tenses in Indonesian. Writing is considered as the most difficult skill to be taught and learned since there are several variables that need control at once, such as grammar, vocabulary, sentence structure and cohesion (Sari, Zuraida, Fifinova, 2015:70; Setyowati, Sukmawan, Latief, 2017). In writing, students have to be able to cover their ideas in much greater detail because there will be no chance for readers to ask clarification as in speaking. Besides, to transfer and arrange ideas into a clear and understandable piece of writing take a winding effort (Setyowati&Sukmawan, 2016). It is an activity that cannot be finished only in one sitting.

In writing instruction, there are some of texts which students should learn. Based on school – based curriculum (KTSP) for Junior High School, students have to master various texts in the form of transactional, interpersonal, functional and short essay, as well as recount, narrative, procedure, descriptive and report (Depdiknas, 2006). In terms of writing skill, the students are expected to develop their basic competence in expressing

meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others (Depdiknas, 2006).

Recount text is one of the texts that have to be mastered by Junior High school students. This type of text is usually used to tell factual stories, experience, or events that happened in the past (Masyitah: 2015). The purpose of recount text is to give the readers or audiences a description of what and when it occurred (Maharani, Sriyono, Haryanti, 2016).

However, many students of eighth grade of Junior High School found some problems in writing recount text in English. Kadoatie (2013) draws the conclusion on her research that one of the problems of writing recount text in English is that the students have difficulties to produce a coherent and an understandable text. Based on the preliminary study which was conducted on April 23rd, 2016 in MTs. DarulUlum Karangpandan, the common problems faced by students of eighth grade students in writing recount text are 1) the students faced difficulties in developing the ideas, 2) they cannot arrange the words in order, 3) they have limited scope of vocabularies, and also 4) they are unable to use grammatical structure correctly.

Dealing with some problems faced by the students, the appropriate method or approach is very influential for students to be able to write. One of the relevant approaches to improve their writing skill is by using GenreBased approach (GBA). GBA is an approach which has four stages of learning phases. Agustine (2006 in Yuliana, 2012:3; Setyowati&Widiati, 2014) state the stages are BKoF (Building Knowledge of the Field), Modeling of text (MoT), Joint Construction of Text (JCoT), Independent Construction of Text (ICoT). GBA is very suitable to increase students' ability in writing recount text. It provides guided practice for students to make them get familiar with the text that they are going to produce (Setyoati&Widiati, 2014). According to Lee (2012: 4), GBA gives students opportunities to analyze linguistic feature and rhetorical structure in specific context. He also adds that the students can learn how the text is structured and how grammar and

vocabulary are combined to create meaning. From the benefits above, GBA is considered appropriate to solve the problems of eighth grade students in writing recount text.

During the last decade, there have been some studies on genre – based approach, especially in writing recount text. Most of the results show that genre based approach give better contribution to the improvement of students' writing skill, especially in writing recount text. An action research written by Ikawati (2010) in which the result shows that GBA could improve the students' ability in writing recount text. Secondly, a research conducted by Nurhayati (2014) which used case study design. The research proved that the activities at each stage of GBA could help students improve their writing ability. The improvement can be seen from the Independent Recount text (ICoT stage) which indicated their control of the schematic structure and linguistic feature of a recount text. He adds that the activities of each stage of genre – based approach could help students how to write a successful recount text. Based on the explanation and reason above, the researcher intended to conduct a research concerning with the implementation of genre based approach to improve students' ability in writing recount text at eighth grade of MTs. Darul Ulum Karang Pandan.

REVIEW OF RELATED LITERATURE

Recount Text

Writing is a process. Masitoh & Suprijadi (2015) state that writing is a thinking process of discovering ideas before it is written on the paper. Widodo (2008) argues that writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas. In other word, writing is an activity that expresses ideas or feelings in written form as a tool to communicate. One of the writing genre is recount text.

Recount text is a type of text that tell about factual stories/events happened in the past. Rojas (2010) states that recount text are to list and

describe past experiences by retelling events in the order in which they happened (chronological order). In the same opinion, Saragih, Silalahi, Pardede (2014:2) states that recount text gives audience a description of what occurred and when it occurred. He adds that recount text has expression of attitude and feeling, usually made by narrator about the events.

Similarly, Hyland (2006: 47) state that the purpose of recount text is to reconstruct past experience by retelling events in original sequence. He also adds that the generic structure of recount text consists of orientation (provides information about the situation); record of event (describing series of events in chronologically order); and reorientation (optional closure of events which states writer's personal impression).

Genre-Based Approach

Since the 1980s, there has been considerable attention toward the genre – based approach to teaching writing (Kim, 2006:33) as it was realized that students would benefit from studying various text types (Yan, 2005 as cited in Setyowati&Utami, 2014:21). Genre – based approach is defined as an approach to teach genres moving through certain stages including Building Knowledge of the Field, Modeling, Join Construction, and Independent Construction of the text (Nurviyani, 2013:2). In the same opinion, Nugroho&Hafrizon (2009:27) state that Genre – based approach is teaching and learning activities that consists of a number of stages which the teacher and students go through so that students gradually gain independent control of a particularly text – types.

Genre – based approach is an approach that gives more emphasize on the selected texts understanding and production during the process of teaching and learning in the classroom (Lin, 2006). Thus, the main goal of this approach is to successfully communicate the social purpose of each genre (Rahman, 2011:4). To achieve the goal, students have to be able to understand and produce a whole text as a unit rather than just a sentence (Khatibi, 2013:39). By applying Genre – based approach, students will be familiar with the social purpose, generic structure and language features of

various genres that make them have a clear understanding on how they are suppose to develop their text. According to Nurviyani (2013:3), there are some characteristic of the genre – based approach; a) language learning as social activity, b) explicit teaching, c) apprenticeship teaching.

Vygotsky (1978, as cited in Tuan, 2011) believes that learners will learn better if they work together to construct knowledge. Language learning is to do with social activity and the outcome of collaboration between the teacher and the students and between students and other students in a group (Feez& Joyce, 2000 inNurviyani, 2013:3). In this case, it is clear that social interactions and participation of group members play a key role in developing new knowledge.

Language learning should be explicit. Under this principle, the genre – based approach suggest that teachers should be more explicit in teaching several aspects, such as how language works to make meaning including how texts are grammatically patterned, the text organization and the linguistic forms that characterize different genres (Hyland, 2007:153). It is argued that the students cannot produce a particular text successfully if they do not have sufficient understanding of how the texts are structured and why they are written in the ways they are. This principle emphasize that teacher plays an important role in teaching learning process. In addition, according to Kim (2006: 34), the communicative purpose and the structural features should be indentified when genres are used in writing classes. Because of distinctive knowledge and different sets of skill in each text type, teacher should introduce a variety of genres to have students understand and practice different sets of skills (Kim, 2006:34).

As stated by Gee (2005) in Lana (2009 : 3) the activities of genre approach looks like a cycle or wheel, so that it is known as the curriculum cycle. As stated by Agustine(2006in Yuliana,2012:3) and Setyowati&Widiati, (2014) the four stages of GBA are BKoF (Building Knowledge of the Field), Modeling of text (MoT), Joint Construction of Text (JCoT), Independent Construction of Text (ICoT). The first stage is called BKoF in which

the teacher and students build some background knowledge by sharing experience, discussing vocabulary, grammar used in the text. The second stage is Modeling of text (MoT) in which the teacher demonstrate the text to the students to build up students' understanding of the purpose, structure and the linguistic features of the text. The third stage is Joint Construction of Text (JCoT) which allows the students to write a text together, either between students and teacher or between students and student. Finally, at Independent Construction of Text (ICoT) stage, the students write their own text about the topic discussed.

Previous Studies

A number of studies in improving writing skill in recount text through genre based approach had been carried out by several researchers. Firstly, the research study was conducted by Ikawati (2010). She improved the students' ability in writing recount text through genre – based approach. The subjects of this research were 24 students of the eighth grade students of SMP 1 Batu in the 2010 / 2011 academic year. The study was conducted in one cycle which was carried out in three meetings. The steps include the stages: 1) BKof and MoT are recount text followed by the exercise in terms of organization, grammar and mechanics, 2) JCoT is to invite the students in group work and group conference for feedback from the teachers by correcting and discussing organization, grammar, and mechanics, 3) ICoT is the last stage where the researcher let the students work individually to compose the text independently. Then, she asked them to write their ideas by themselves using clustering form and to continue writing their ideas into recount text. The result of the research showed that the genre – based approach could improve the students' ability in writing recount text

Furthermore, Sari, Zuraida & Fiftinova (2015) also conducted the same type of research. She improved the quality of the eight grade students' recount text writing of SMP N 11 Palembang through GBA. By using an experimental design, it was found out that there was a significant difference on the recount text writing achievement between the students who were

taught through GBA and those who were not. The students who were taught through GBA got better score than those who were not taught through GBA. In addition, spelling and grammar aspect were the aspects of writing which the students mostly improved after they were taught through GBA. Considering the results of previous research, it can be concluded that GBA is considered suitable to solve the students' writing in recount text.

METHOD

In this study, the researcher used an action research design, which focuses on a particular group of students in a certain classroom. According to Koshy (2005) and Chun (2011) action research is a research in evaluating the effect of action and practices, to seek opportunities to improve teaching. The use of this design was in line with the problems as the main objective of the study was to solve the classroom's problems in teaching writing, especially recount text. This research followed the action research procedure, namely planning, implementation, action, and reflection.

The research was conducted in MTs. Darul Ulum Karangpandan, Pasuruan. The subjects of this research were the students of grade VIII A of MTs Darul Ulum Karangpandan. This class consists of 36 students that all students were female. The students in class VIII A were selected to be the source of data collection considering the fact that the students in that class have problems in writing skill. In order to get the data of the study, the researcher used some instruments. The data was collected by using interview, questionnaire, observation checklist, test, and documentation. There were three criteria of success in this study, namely (1) the students' average achievement in writing recount text is equal or higher than minimum score established by the school standard which was 75, (2) seventy five percent (75%) of the students' were active in their learning writing recount text, and (3) seventy five percent (75%) of the students shows positive respond toward the implementation of GBA. To analyze the students' test in recount writing, the researcher used Jacobs ESL Composition profile (1981). The

elements of writing are content, organization, vocabulary, and language use. The students' composition were rated by the researchers and the teacher. Therefore, the scores which are used to determine the criteria of success are the average scores between the raters.

Procedures

The preliminary study was conducted to get data about the factual condition of students' problems in learning process so that the researcher could design the appropriate action plan to solve writing skill problems. The preliminary study was conducted on March 28th, 2016 in the form of interview the English teacher and students' writing score on pre test. Based on the result of this preliminary study, the researcher found that the students had some problems in writing process; 1) the students faced difficulties in starting and organizing the ideas, 2) they cannot differentiate the classification of verb, 3) they have limited scope of vocabularies, 4) they are unable to use grammatical structure correctly, and 5) the students were not active and less motivated in writing activity. The result of the pretest shows that the average of students' score fall below the school standard. The mean of the students' score was 56.51 in the pre-test.

Cycle 1

A lesson plan is developed by the researcher to guide the instruction. The planning was set for three meetings in the first cycle. The topic of the first cycle was *Holiday*. The instructional media used was pictures series. The meetings were held on 2nd, 3rd, 4th May 2016. The teaching phases follow the GBA approach which consisted of BKoF, MoT, JCoT, and ICoT. In the BKoF stage, the researchers prepared the students to get into the new topic by asking their experience in the past. Then, the students identified the topic related to past experience based on the picture given by researcher, then the vocabulary was given. In modeling stage, the researcher gave model of text, explained the text organization, structural pattern and language feature of the text to the students. Also, the researcher gave some exercise to deepen their understanding. To encourage the students' interest in doing exercise,

the researcher gave different technique such as jumbled paragraph, find the mistakes and make past sentences based on the picture. In the JCoT, the researcher showed the picture series to the students. It was aimed to help them to make the outline. Then, the students were asked to write a recount text based on the picture in group. They have to edit and proofread their writing before submitted to the researcher. Finally, in ICoT, the students write recount text independently. They did outlining and drafting to compose the recount text. They have to edit their writing before submitted to the researcher.

Cycle 2

The topic used in cycle 2 was still similar with cycle 1, which was about *Holliday*. The instructional media used was still picture series. Cycle 2 was conducted in 9th, 10th, 11th May 2016. The teaching phases still follow the GBA approach which consisted of BKoF, MoT, JCoT, and ICoT. To solve the problems in cycle 1, the proposed solutions were given. First, the revision was on the MoT (modeling section) the students were given an example how to develop the outline into complete recount text. This activity was also aimed to emphasize their knowledge about how to develop the outline/ideas clearly. Secondly, the revision was on JCoT stage. Before the students started to write, they would play the competitive games to keep their attention. This game would be given some drilling related to word order by arranging the words into a good sentence. Other revision was that the students not working with large group but in pair. It was aimed to avoid the dependence and make them more active in writing process. Moreover, the students were going to be drilled some vocabularies before they started to write. Then, in the independent construction stage, the students were given the worksheet for revision. The worksheet has columns to write the outline which would help the students in organizing the ideas.

FINDING AND DISCUSSION

Based on the data gained from interview with English teacher and pre-test, the researcher know there were some problems faced by the

students in learning writing, such as difficulties in developing the ideas, using grammatical structure correctly and applying proper vocabularies. The students could not develop their words, sentences and ideas as much as possible into good paragraphs. They could not create a good text which consists of at least 3 paragraphs. It seemed that the students needed to be taught how to organize the text and develop their ideas in a good order based on the generic structure of the recount text. The students' average score on the pre-test was 56.51. It was lower than criteria mastery of learning English in MTs.DarulUlum which was 75.

The Implementation of GBA

The result of cycle 1 shows that the students' mean was improving from the pretest. In the pretest, the mean was 56.51, while in cycle 1, the mean was 71.25. However, even though the mean is increasing, it has not reached the criteria of success. The criteria of success which was in the beginning of the research was the school standard, that was 75. The development of each cycle can be seen in the histogram in figure 1.

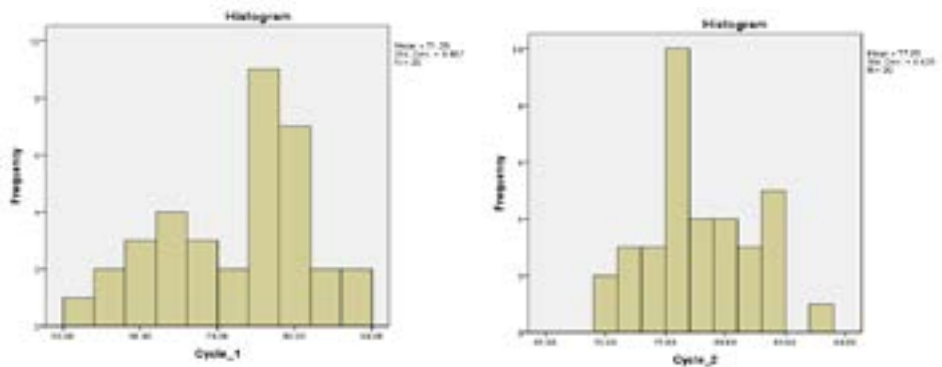


Figure 1. The development of each cycle

In cycle 1, only 15 students (46%) out of 35 students were able to reach the criteria of success while the rest of them have scores fall below the school standard. In cycle 1 some problems were found. First, although the students could write the recount text in a good chronological order, they still had difficulties in developing the topic, finding the appropriate diction,

and writing sentence in a good order. This problem probably caused by 1) the researcher mainly gave explanation during the MoT stage without proper example of creating the text with the students. Also, in the JCoT, the students worked in a large group, 4 person in one group, as a result the students mostly depend on other members of the group. Fortunately, the result of the observation also shows that 80% of students (28 of 35) were active and fully concentrated to join the teaching and learning process. Similarly, they also shows positive respond on the use GBA for writing recount text (80%). Looking at this data, it can be seen that only two criteria of success were achieved. However, since the primary criteria of success has not been achieved, the researcher decided to continue the research into cycle 2. Having learnt about the data, it was considered necessary to continue the cycle to cycle 2.

In cycle 2, the students' improvement on writing recount text was more significant. It could be seen from some aspects. First was related to improvement of students' ability in writing recount text. There were some improvements in the five of aspect of writing. The students' writing was better in the organization and content aspect. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Moreover, they made fewer mistakes in language use, vocabulary and mechanics. Based on the data from cycle 2, it can be concluded that all three criteria of success have been reached.

Based on the reflection of cycle 1, in cycle 2, some revisions in the method were made. Firstly, during the MoT, the students were not only explained how to make a good recount text, but the students were also shown how to make the text well. The students were give a model how to develop an outline into a good recount text. Secondly, during the JCoT, some games and drilling activity were given to the students. The main purpose was to make them engaged in learning and to enrich their knowledge in relation to sentence arrangement. The students also worked in smaller group which consist of two persons. The purpose was to share them equal responsibility

between the member of the group so that they would not depend on one another. As a result of the revision, the students' score in writing has some improvement in cycle 2. This can be seen in figure 2.

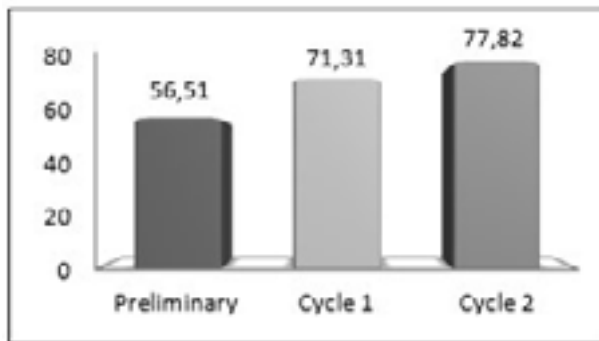


Figure 2. The improvement of mean scores

The students' mean score improved from the preliminary study to cycle 2, from 56.51 in preliminary, to 71.31 in cycle 1, to 77.82 in cycle 2. The data also shows that the median of the score in cycle 2 is 76 which was obtained by ten students (29%). The range of the students' score in cycle 2 is also decreasing, which means that the distance between the highest score and the lowest score was minimized. The average of students score in this cycle has reached the criteria of success. In addition, in cycle 2, the observation checklist showed that there were 91.4% who participated well in teaching and learning process. It means that students' activeness was great and higher than 75% of total students in this research. The data suggest that GBA was able to improve the students' ability in writing recount text for the junior high school level, particularly for the students of grade VIII A of MTs. Darul Ulum Karangpandan, Pasuruan.

DISCUSSION

In this research, the implementation of GBA was successful in enhancing the students' ability in writing recount text. GBA is appropriate for teaching writing since the mastery of text types is absolutely required. This approach allows the teacher to present the material with explicit and

systematic explanation including how texts are grammatically patterned, the text organization, and the linguistic form. It can help the students to have enough background knowledge to write a particular text. Furthermore, through GBA, students have the opportunity to improve all of their language skills. The teacher can give various task in BCoF stage, such as reading or listening. Besides, the teacher can build students' self confidence before they start to write individually. Through JCoT stage, the teacher can give opportunity to the students to cooperate in pair or in small group. So, they can learn from others and enrich their knowledge as much as possible.

The success of this classroom action research perhaps laid in the modeling stage (MoT). In the modeling stage, the students were given clear picture about how to organize and develop their ideas in a good order not only through explanation but also through giving example how to make a text well. This activity was aimed at helping the students to develop the topic in pair so that they would know what to write and how to write it well. In modeling stage, more vocabularies were also presented. The second factor that cause the success of this research might be laid also in the joint construction stage (JCoT). During the JCoT, the students were asked to mention some objects or action verb based on instructional media used in the study. This activity helped the students to select the appropriate diction in their writing.

Furthermore, in JCoT, the students to work in pair to finish the task. It could make the students more active and did not depend on other students. So, Join construction stage was really important as it could give the experience for the students to learn to write in pair. They could share their ideas and knowledge in developing the text. This is in line with what Vygotsky' argument (1978, as cited in Tuan 2011: 1472) that when learners work together, they can construct knowledge better. In addition, feedbacks were also given to the students. The feedbacks were given in the students' writing and were discussed with whole class. It was aimed to give the students a clear understanding of what to do next so that they can improve the quality of their writing. This research also used picture series as instructional media in

JCoT stage. The use of pictures helped learners to write the topic. According to Kasihani (2008:100), the use of instructional aid can become a tool to increase the interest and motivation. Thus, it can be said that media have the ability to add concreteness to any learning situation.

From the explanation above, it can be concluded that the implementation of GBA enable the students to write recount text for grade VIII A of MTs. Darul Ulum Karangpandan, Pasuruan. This finding support the previous studies which had been conducted by previous researchers, such as by Ikawati (2010), Setiadi (2014) and Sari, Zuraida, Fiftinova (2015). As stated by Setiadi (2014), the steps of GBA enabled the learners to write better as these steps decrease the students' writing problem. In short, with its step by step procedures, GBA becomes a very helpful approach to help solve the students' problems in writing recount text.

CONCLUSION

Some conclusions can be made based on the result of the study. Firstly, GBA is proven to be an effective way to improve the students' ability in writing, especially in writing recount text. The improvement in cycle I was from 56.51 becomes 71.31. Then, the result of cycle 2 was higher than previous cycle. It improved from 71.31 to 77.82. These achievements proved that the implementation of genre-based approach was successful in improving the students' ability in writing recount text. As target planed, students' average achievement in writing recount text is equal or higher than 75. In addition, the improvement was also shown in students' behavior aspect. The students joined the activities in the classroom with enthusiasm. They engaged and paid better attention during teaching and learning process. Based on the observation checklist, there were 91.4% who participated well in teaching and learning process. It means that the second criteria of success had been achieved.

Secondly, if a teacher wishes to implement GBA in a language class, he/she should know and understand the text types, functional linguistics,

and the basic principles of genre based approach. Moreover, in a genre-based class, the teacher should actively participate in the teaching and learning process. The teacher should recognize what students need and help them to improve their writing. The teacher should introduce many well-written sample reading texts which contain the feature of the specific texts types to the students. It can help the students to realize the purpose, language features, and schematic structure of the text and they can use this knowledge to produce their own texts. Moreover, the teacher has be especially cautious with the time management if he/she wants to accomplish all the GBA stages activities well. And thirdly, to have the maximum result of the implementation of GBA, the teacher needs to use some instructional aids to help him/her to deliver the materials, such as slides, pictures, and worksheet.

To have better information about the effect of GBA for writing in EFL context, further studies need to be conducted to find out its effectiveness. Firstly, future research needs to find out the effect of GBA if it is used for different types of texts, such as narrative, expository and argumentative texts. Secondly, since most of the use of GBA focuses on the junior and senior high school level, future studies need to investigate the implementation of GBA for primary education, and higher level education. And thirdly, further studies need also to be conducted to investigate the effectiveness of GBA if it is used for teaching different skills, such as listening, reading, and speaking, as well as the teaching of language components, such as vocabulary and grammar.

REFERENCES

- Chun, Dorothy. (2011). *Classroom-Based Action Research*. Retrieved from http://nflrc.hawaii.edu/prodev/si11olc/Day4_action_research_2011.pdf.
- Depdiknas, (2006).; *Standar Kompetensi dan Kompetensi Dasar Mata Pelajaran Bahasa Inggris untuk SMP/MTs*. BNSP. Jakarta
- Hyland, K. (2006). *English for Academic Purpose: An Advanced Resource Book*. Retrieved from <http://www2.caes.hku.hk/kenhyland/files/2010/08/English-for-academic-purpose1.pdf>
- Hyland, K. (2007). *Genre pedagogy: Language, literacy and L2 writing instruction*. Retrieved from <http://www2.caes.hku.hk/kenhyland/files/2010/12/Hyland-genre-teaching.pdf>
- Ikawati, W. (2010). *Genre – Based Approach to Improve the Students' Ability in Writing a Recount Text*. S2 Thesis, Post Graduate Program: Universitas Negeri Malang. Retrieved from <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/17450>
- Kasihani, K.E Suyanto. (2008). *English for Young Learners*. Jakarta: PT Bumi Aksara
- Khatibi, M. B. (2014). The effect of Genre – Based Teaching on EFL Learner's speaking performance. *IJRELT*, 2 (1): 38-52. Kim, M. (2006). Genre-Based Approach To Teaching Writing. *TESOL Working Paper Series*, 4 (2)
- Kodoatie, L. H. M. (2013). *Improving Students' skills Of Writing Recount Texts By Using Picture Series For The Eighth Grade Students Of SMPN 1 Seyegan In The Academic Year Of 2012/2013*. Thesis. English Education Department, Faculty of Language and Arts: Yogyakarta State University. Retrieved from <http://eprints.uny.ac.id/22577/>
- Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. Great Britain: TJ International Ltd.
- Lana. (2009). *Genre Based Approach*. Retrieved from <http://lanacometorich.blogspot.com/2009/06/genre-based-approach.html>
- Lin, B. (2006). Genre Based Teaching and Vygotskian in EFL: The Case Of a University Writing Course, *ASIAN EFL Journal*, 8 (3): 2017-225.

- Maharani, S., Srijono, D., & Haryanti, D. (2016). *Teaching Recount Text At The Tenth Grade Of Office Administration Department Of SMK N 1 Banyudono In 2015/2016 Academic Year*. S-1 Thesis. School of Teacher Training and Education: Muhammadiyah University of Surakarta. Retrieved from <http://eprints.ums.ac.id/40387/17/ARTIKEL%20FIX%20PERPUS.pdf>
- Masitoh, S & Suprijadi, D. (2015). Improving Students Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at Eighth Grade Students of SMP Islam TerpaduFitrahInsan. *ELTIN Journal*. 3 (1): 38-52.
- Masyitah, BM. (2015). *The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang*. Undergraduate Theses. UT Faculty of Teacher Training and Education: UniversitasJember. Retrieved from <http://repository.unej.ac.id/handle/123456789/70807>
- Nugroho, T. & Hafrizon. (2009). *Introduction to Genre Based Approach*. Jakarta: Ministry of National Education. Retrieved from <https://mmursyidpw.files.wordpress.com/2009/05/introductiontogenrebasedapproach.pdf>
- Nurhayati, D. T. (2014). *Applying a Genre Based Approach to Teaching Writing a Recount Text A Case Study at a Junior High School in Bandung*. S2 thesis, UniversitasPendidikan Indonesia. Retrieved from <http://repository.upi.edu/17637/>
- Nurviyani, V. (2013). The English Teachers' Understanding Of Genre Based Approach. *JOEPALLT*, 1, 1-12.
- Rahman, M. M. (2011). Genre Based Approach Instruction: Implication InESP Classroom. *English for Specific Purposes World*. 33 (11): 1-12.
- Rojas, V. (2010). *Language Features of Seven Writing Genres*. Education Consultant (732) 940-860. Retrieved from <http://portal.hallco.org/portal/wp-content/uploads/2014/07/GenreOverview.pdf>
- Saputri, I. W. (2014). *Improving The Writing Skills Of Recount Texts By Using Picture Series For The Eighth Grade Students Of SMP Muhammadiyah 2 Kalasan In The Academic Year Of 2013/2014*. S1- Thesis. English education Department, Faculty of Language and Arts: UniversitasNegeri Yogyakarta. Retrieved from <http://eprints.uny.ac.id/18441/1/Intan%20Wahyu%20Saputri%2010202244066.pdf>
- Saragih, N., Silalahi, R., Pardede, H. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of

Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal Of Humanities And Social Science*, 19 (1): 56-64), accessed on March 14th, 2016

- Sari, P P., Zuraida, Fiftinova. (2015). Improving recount text writing achievement of the eighth grade students of SMP N 11 Palembang through Genre Based Approach. *Journal of English Literacy and Education*. 2 (1): 69-78.
- Setiadi, Asep. (2014). Improving Students' Writing Skill Through The Genre-Based Approach In Grade Xi/S3 Of Sman 1 Pleret. *English Language Teaching Journal*. 3 (2).
- Setyowati, Lestari & Widiati, Utami. (2014). Integrating Environmental Education into a Genre – Based EFL Writing Class. *English Teaching Forum*. 52 (4): 20-27(
- Setyowati, L., Latief, M.A., Widiati, U. (2016). The Implementation of pLanning and Its Effect on the EFL Students' Writing Performance. *Jurnal Ilmu Pendidikan*, 22 (1): 26-35
- Setyowati, L & Sukmawan, S. (2016). EFL_ Indonesian Students' Attitude toward Writing in English. *Arab World English Journal (AWEJ)* .7 (4): 365- 378.
- Setyowati, L., Sukmawan, S., Latief, M.A. (2017). Solving the Students' Problems 87 in Writing Argumentative Essay through the Provision of Planning. *Celt: A Journal of Culture, English Language Teaching and Literature*, 17 (1): 86 – 102
- Tuan, L T. (2011). *Teaching writing through Genre –Based Approach. Theory and Practice in Language Studies*, 1 (11): 1471-1478
- Widodo, H.P. (2008). Process – Based Academic Essay Writing Instruction in An EFL Context. *Jurnal Bahasa Dan Seni*, 36 (1): 101-111.
- Yuliana, A. (2014). *Improving Students' Ability in Writing Recount Text Through Process-Genre Based Approach at First Grade Students of SMAN 1 Ngunut*. Retrieved from <http://repo.iain-tulungagung.ac.id/384/>

