

**THE IMPLEMENTATION OF GENRE BASED APPROACH TO TEACH  
WRITING SKILL ON NARRATIVE TEXT  
(A Case Study at 11 Grade of Senior High School 1 Beber Cirebon  
in Academic Year 2015/2016)**

**THESIS**

**Presented as Partial Fulfillment of the Requirements for getting  
Magister Degree of Language Education Programme**



**By**

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APPROVAL

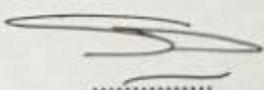
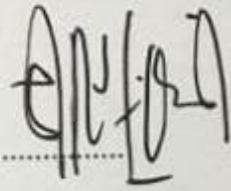
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(A Case Study at 11 Grade of Senior High School 1 Beber Cirebon  
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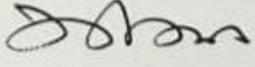
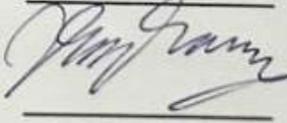
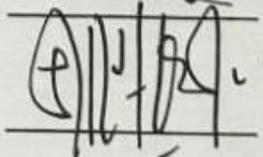
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Study at 11 Grade of Senior High School 1 Beber Cirebon in  
Academic Year 2015/2016).**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, October 13 nd, 2016

The writer,



Ine Silviyanti

## **DEDICATION**

This thesis is dedicated to:

1. Roni Iryadi, M. Kes, my beloved husband, my best motivator, thanks for giving me inner and outer happiness.
2. Alm. Johar Arifin, my beloved father, may Alloh SWT bestov favors the grave for him.
3. Hj. Suciati, S. Pd, my beloved mother who always prayed for and encouraged me.
4. Dra. Hj. Yayah Zuhaeriyah, my beloved mother in law, thanks for praying me everytime.
5. My beloved children, M. Rafa Habiburrohman and Raifa Imtiyaz Almahira, who always longed for when I was in Klaten.
6. My Big family, brothers and sisters, thanks for supporting me.
7. Mrs. Susi Mustika Sari, S. Pd, my best partner.
8. The big family of Senior High School 1 Beber Cirebon.

You are my reasons to survive and struggling to finish my collage.

## MOTTO

Allah will exalt some degree for those who believe among you and those who were given knowledge (Al-Mujadalah: 11)

"Say (O Prophet Muhammad) add science to me." (Thaaha: 114)

"Say, do the same among people who know people who do not know?" (Az-Zumar: 9)

"If a child of Adam (men) died, all deeds cut off except from three things; Shetekah jariah, useful knowledge and Salih child who always pray" (H.R. Muslim)

"Not allowed envy except in two things: A man that Allah give the gift of treasure and then he spend it in the right way and one that Allah gave wisdom (science) and then he practiced with his knowledge and taught it." (H.R. Bukhari & Muslim)

Seeking knowledge is obligatory for every Muslim" (H.R. Ibnu Majah)

"Whoever is on a journey in order to study God will make it easy for him the path to heaven. (HR.Ibnu Majah and Abu Dawud)

## ACKNOWLEDGEMENTS

My praise belong to Alloh SWT, The Almighty, who has granted me all the mercy and for blessing me in everything especially in finishing this thesis entitled **“THE IMPLEMENTATION OF GENRE BASED APPROACH TO TEACH WRITING SKILL ON NARRATIVE TEXT (A Case Study at 11 Grade of Senior High School 1 Beber Cirebon in Year Academic 2015 / 2016).”** However, this success would not be achieved without the help of many individuals and institutions. Thus, on this occasion, the writer would like to thank and to give deep appreciation to:

1. Prof. Dr. Triyono, M. Pd, as Rector of Widya Dharma University Klaten who has given the facilities to conduct a research and accomplish the study at Magister Programme of the Language Education Programme.

2. Prof. Dr. Herman J. Waluyo, M. Pd, as Director of The Graduate Programme of Education Language Widya Dharma University Klaten.

3. Dr. Sudaryanto, as the first advisor, who have provided me with knowledge, support, direction, guidance, valuable advices to finish this thesis.

4. Dr. Hj. Hersulastuti, M. Hum, as the second advisor, who has guided me and advised me in this thesis writing. I thank her for the endeavour in helping me to write better, invaluable support and comments during this thesis writing.

5. Mr. Tedi, M. Pd the Headmaster of Senior High School Beber Cirebon, who always supports and a change to do this research.

6. Susi Mustika Sari, S. Pd, the English teacher at grade XI of Senior High School Beber Cirebon, who has allowed the writer to carry out the research in her class and has given some contribution for this research.

7. My family who always give me the best love, support, spirit, materials and prayed me continuously.

8. All my friend who always support me in every time.

9. Everybody who has supported me in complementing this thesis.

In writing thesis, the writer realizes that this thesis is not perfect, therefore, the writer gratefully accepts every suggestions, criticisms, and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Cirebon, October 7st, 2016

The writer

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## **ABSTRACT**

Ine Silviyanti, NIM. 14PSC01612. THE IMPLEMENTATION OF GENRE BASED APPROACH TO TEACH WRITING SKILL ON NARRATIVE TEXT (A Case Study at 11 Grade of Senior High School 1 Beber Cirebon in Year Academic 2015/2016). Thesis. Graduate of Language Education Programme, Widya Dharma University Klaten, 2016.

The objectives of this research are: 1) To know how the implementation of GBA to teach writing skill on narrative text in Senior High School 1 Beber Cirebon; 2) To know the reason why the teaching learning process conducted as it was observed.

The underlying theories of this research are: 1) Writing Skill; 2) Techniques in Teaching Writing And Assessment of Writing Skill; 3) Teaching Writing Narrative using Genre Based Approach, and supported by some other related theories.

The methodology in this research is case study that observed of the implementation of Genre Based Approach to teach writing skill on narrative text at 11 Grade of Senior High School 1 Beber Cirebon in Academic Year 2015/2016. For collecting data the researcher used classroom observation ( doing observation, making transcription of monocolumn, making transferring data into the multicolumn, making segment durative identity, organizing data depend on the theme, formulating data, reducing data ), interview, and documents (Syllabus and Lesson Plan). And for analyzing data reseracher used the five steps as follows: analyzing, interpretating, summarizing, concluding and implementing, recommending.

Based on the data analysis found the summaries such as: 1) The teacher implemented the stages of teaching learning that planned on Lesson Plan by using Genre Based Approach well; 2) Generally the students gave attention and involved in the process actively; 3) The method used by teacher variously to create the meaningful teaching learning process; 4) The materials could be delivered well as stated in the Lesson Plan; 5) Some medias used to make students enjoy the process and easily to understand the materials; 6) The evaluation that conducted were writing assessment by scoring rubric, peer assessment, and peformance assessment of narrative text.

The conclusion of this research could be formulated as follows: 1) The implementation of Genre Based Approach in teaching writing narrative texts at grade 11 Social 3 of Senior High School 1 Beber Cirebon Academic Year 2016/2017 is excellent, ran well and in general can achieve the learning objectives have been determined in the Lesson Plan; 2) The teaching learning process is very good because of several reasons based on the observation. The implication based on those conclusions are : Firstly, it is possible for teacher to develop the methods and strategies to learn better using the GBA in the next learning process or to other materials; secondly, the students' writing skill is possible to increase maximally by using GBA; thirdly, it is possible to conduct the improvement and enchancement efforts of students' writing skill intensively and sustainably by applying various methods and approaches. The recommendations proposed by the

researcher for: 1) The teachers; 2) The policy makers; 3) The other relevant researchers.

Keywords : Genre Based Approach, Writing Skill, Narrative Text.

## ABSTRAK

Ine Silviyanti, NIM. 14PSC01612. PENERAPAN PENDEKATAN BERBASIS GENRE UNTUK MENGAJAR KETERAMPILAN MENULIS TEKS NARATIF (Studi Kasus di kelas 11 SMA Negeri 1 Beber Cirebon Tahun Akademik 2015/2016). Tesis. Program Magister Pendidikan Bahasa, Universitas Widya Dharma Klaten 2016.

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui bagaimana pelaksanaan Pendekatan Berbasis Genre untuk mengajar keterampilan menulis teks naratif di SMAN 1 Beber Cirebon; 2) Untuk mengetahui alasan mengapa proses belajar mengajar dilakukan seperti yang diamati.

Teori yang mendasari penelitian ini adalah: 1) Keterampilan Menulis; 2) Teknik Pengajaran Menulis dan Penilaian Keterampilan Menulis; 3) Pengajaran Menulis Naratif menggunakan Pendekatan Berbasis Genre, dan didukung oleh beberapa teori terkait lainnya.

Metodologi dalam penelitian ini adalah studi kasus yang diamati dari pelaksanaan Pendekatan Berbasis Genre untuk mengajar keterampilan menulis teks naratif di kelas 11 SMAN 1 Beber Cirebon Tahun Akademik 2015/2016. Untuk mengumpulkan data peneliti menggunakan observasi kelas (melakukan pengamatan, membuat transkripsi monocolumn, mentransfer data ke multicolumn, membuat segmen identitas duratif, pengorganisasian data berdasarkan tema, merumuskan data, mengurangi data), wawancara, dan dokumen (Silabus dan Rencana Pelaksanaan Pembelajaran). Dan untuk menganalisis data peneliti menggunakan lima langkah sebagai berikut: analisis, menginterpretasikan, meringkas, menyimpulkan dan menerapkan, merekomendasikan.

Berdasarkan analisis data diperoleh ringkasan sebagai berikut: 1) Guru menerapkan tahapan belajar mengajar yang direncanakan pada Rencana Pelaksanaan Pembelajaran dengan menggunakan Pendekatan Berbasis Genre dengan baik; 2) Umumnya siswa memberi perhatian dan terlibat dalam proses aktif; 3) Metode yang digunakan oleh guru bervariasi untuk menciptakan proses belajar mengajar yang bermakna; 4) Materi disampaikan dengan baik sebagaimana tercantum dalam Rencana Pelaksanaan Pembelajaran; 5) Beberapa media digunakan untuk membuat siswa menikmati proses dan mudah memahami materi; 6) Evaluasi yang dilakukan dalam penilaian menulis melalui rubrik penskoran, penilaian sejawat, dan penilaian penampilan tentang teks naratif.

Kesimpulan dari penelitian ini dapat dirumuskan sebagai berikut: 1) Pelaksanaan Pendekatan Berbasis Genre dalam mengajar menulis teks naratif di kelas 11 SMAN 1 Beber Cirebon Tahun Akademik 2016/2017 sangat baik, dan secara umum dapat mencapai tujuan pembelajaran yang telah ditentukan dalam Rencana Pelaksanaan Pembelajaran; 2) Proses belajar mengajar dapat disimpulkan sangat baik karena beberapa alasan berdasarkan pengamatan. Implikasi berdasarkan kesimpulan tersebut adalah: Pertama, ada kemungkinan bagi guru untuk mengembangkan metode dan strategi belajar lebih baik dengan menggunakan GBA dalam proses pembelajaran berikutnya atau untuk materi lain; kedua,

kemampuan menulis siswa mungkin saja meningkat maksimal dengan menggunakan GBA; ketiga, adanya kemungkinan untuk melakukan perbaikan dan upaya peningkatan keterampilan menulis siswa secara intensif dan berkelanjutan dengan menerapkan berbagai metode dan pendekatan. Rekomendasi yang diajukan oleh peneliti adalah untuk: 1) Para guru; 2) Para pembuat kebijakan; 3) Para peneliti lain yang relevan.

**Kata kunci:** Pendekatan Berbasis Genre, Keterampilan Menulis, Teks Naratif.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

In the Law of the Republic of Indonesia Number 20 of 2003, on the national education system stipulates that education is conscious and deliberate effort to show the atmosphere of teaching and learning process, so that learners are actively developing her potential to have spiritual powers, religious, self-control, personality, intelligence, noble character, and skills needed her, community, state and nation. In line with efforts to develop the potential of each learner, the learning process is required from initial level to a higher level.

English is a tool to communicate orally and writing. Understanding the purpose is to understand and to communicate disclose information, thoughts, feelings, development of science or knowledge, technology, and culture of the English language. Communication skills meaning of the whole is the ability discourse. The function and purpose of teaching English, in educational context, English serves as a tool for communicate in order to access information, and in the context of day-to-day, as a means to foster interpersonal relationships, exchange information as well as enjoy the aesthetic of language in British culture. English subjects has the following goals: Develop the ability communicate in English, in the form of oral and written. Communication skills include listening, speaking, reading and writing. Foster awareness of the nature and importance of the English language as one foreign language to become a major tool of learning.

Develop an understanding of the interrelations between languages and cultures as well as expand cultural horizon. Thus, students have a cross-cultural insight and engage in cultural diversity.

By reading and writing students will acquire knowledge which is very beneficial for growth and social development, power reason and emotion. Because of the importance of reading and writing, how teachers must teach true. A teacher must be precise in choosing the method.

English proficiency in writing is one aspects of language skills need to be taught to students on a regular basis and sustainable. Because learning to write with regard to learning to think creatively. Students in learning to write will be required to continue to improve and knowledge, both related to the theme, the content of essays and good writing techniques (Akhadiyah, 1997: 24). Judging from its essence, through writing student learning is expected to grow and to improve the writing skills through understanding and training within the class.

Teaching English as a foreign language in senior high schools is aimed at providing the students to achieve communicative competence in skills such as listening, speaking, reading and writing.

Writing skill is important skill for the learners to master science and technology. So, the students will get so many difficulties when they do not master English well. The problem of Indonesia students in learning writing skill is they have a little chance to practice writing in English. They still think that writing is not more important than the other skills.

The teachers' task is to help the students achieve the communicative competence; teachers are required to have professional competence in order to be

able to teach English well. Student's participation is based on how the teacher tries to encourage them. It means that the teacher should try to make use of appropriate teaching method in the process of teaching and learning activities. The method used determines the activities in the process of teaching and learning in the class room. To make the students participate in the classroom, the teacher has to be able to conduct a well situated condition and strategies that make the students feel pleasant in the classroom. The use of methods, approaches, and strategies are important, but these three factors are not the key to gain the goals. The teacher is a pilot point in leading the process of teaching and learning activity. Educators try to adopt methods, approaches from western countries to make the teaching of English as a foreign language communicable. One of the approaches adopted now is Genre Based Approach (GBA), GBA refers to the type of communicative event and offers the following examples: jokes, stories, lectures, greetings and conversation (Saville-Troike in Swales, 1998: 39). It was a communication-oriented method. When the teacher designs a task in a GBA course, s/he should create an appropriate environment which the task is called for. It was used to make the process of teaching and learning activities of English communicable.

As we know that in the next years all schools in Indonesia will use the 2013 curriculum. The 2013 curriculum is a development of the previous curriculum in which there are development of student competence which includes attitudes, knowledge, and skill.

In the previous curriculum there are three competences are formulated separately for each subject, but in the 2013 curriculum applying competency definitions set for thin the Law on National Education System is the integration of the dimensions of

attitudes, knowledge, and skills. Changes in the formulation of these competencies, of course, have an impact on the change in all aspects of learning. For subjects of English, dimensional changes are in fact actually provides a way to apply a genre-based approach with more correctly.

Beside that, 2013 curriculum emphasizes the scientific approach that includes Observing, Questioning, Associating, Experimenting, and Networking. That five things is suitable with the stages that are applied in learning by using the GBA which includes BKOF (Building Knowledge of Field), MOT (Modelling of Text), JCOT (Joint Construction of Text), and ICOT (Individual Construction of Text). There is a match between the GBA with the curriculum in 2013, so that in preparing for the implementation of the 2013 curriculum nationally, GBA is one correct approach used in learning.

According to Martin (2000:22), the purpose of education is to form a genre-based language competence carry out social functions by using text structure and linguistic elements proper and correct in accordance with the objectives and communicative context. Because the text quality is determined by the purpose and context of its use, the language activity is not just a habit of using the words, but it is a complex ability to determine and choose the step communicative, linguistic elements, as well as the right attitude and be accepted by their social environment.

Based on genre, means based on the terms and detailed formulation of the social function, the structure of the text, and linguistic elements that need to be achieved in accordance with the purpose and context of use. In order to prepare to implement the curriculum in 2013, very precise genre-based approach is implemented to day in the subjects of English.

The use of GBA in the teaching of English as a foreign language in Indonesia was aimed to make the students expand their communicative competence, especially in writing skill. Senior High School 1 Beber Cirebon is one of the senior high schools in Cirebon regency that apply GBA in the teaching and learning of English. In implementing the GBA, teachers should understand the text type first. The text types suggested in the curriculum such as: recount narrative, procedure, descriptive new item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review. Each of the text types has its own characteristics, social function, linguistic feature, and generic structure.

In line with the situation above, it is essential to conduct a research focused on how the teachers prepare to teach, what the process of teaching writing narrative text looks like in using Genre Based Approach (GBA) in Senior High School 1 Beber Cirebon.

In Cirebon regency, every year always conducted some contest for Senior High School Students. The kinds of contest such as: reading poem, speech, story telling, dancing, sports, and debate contest. But there isn't any contest to develop the students ability in writing skill. According to the researcher's survey to some schools in Cirebon Regency, shows that there aren't any English wall magazines. Most of wall magazines were found made in bahasa. But in few classes in Senior High School 1 Beber, is found wall magazine in English. They could be the students' worksheet in the form of invitation card, poster, advertisement. The contests in Senior High School 1 Beber Cirebon that almost hold were speech, sing a song, reading poem, telling the story, those contests only have the aim to develop reading and speaking skill. It doesn't support the student writing skill.

Based on the interview between the researcher and 2 English teachers in Senior High School 1 Beber Cirebon (Mrs. Herdiningsih and Mr. Sugianto) that hold on January 18nd, 2016 about the process of teaching writing skill, found that 2 teachers still focus on teaching grammar and they said that the interest and the motivation of the students in writing skill are low. Other teacher from Senior High School 1 Plumbon Cirebon (Mrs. Suharni) in the interview on January 22nd, 2016 about the same thing said that students' mastery of English vocabulary is most important thing to teach writing skill. The students are impossible to write a text without the mastery of English vocabulary. And she added that generally her students's motivation in writing skill are low. It could be caused by there is not any chance to develop students writing ability such as English wall magazine in the school.

The results of observation to the English teachers in Senior High School 1 Beber Cirebon that hold on January 19nd and 22nd, 2016 about the teaching learning process in the class showed that most classes of English especially at 10 and 11 grade most of the teachers still focus on teaching grammar and the class seem to be the teacher centered method, so that the students are passive as the listeners. This condition is caused by the teacher's assumption that it is difficult to teach language skill such as writing skill to the beginners without to teach of English grammar it self.

In the interview to some students of Senior High School 1 Beber Cirebon that hold on January 19nd, 2016 they said that their English teacher usually didn't use any instructional media in teaching and learning process especially in teaching writing skill, so they think that English lesson are not interesting. Most of the students said that the hardest material in the English lesson is to write the text. That

is caused by they are not familiar to do that. Their reason why writing skill is considered difficult is they feel hard to translate their ideas in English words. It means they don't have adequate mastery in vocabulary. They also said if they get some English task in writing they usually do not do the task, they just copy their friend's work. They don't have any intention to do the writing task, because they think that writing English is very difficult. It means that the students' motivation in writing English is very low.

Another reality is based on the student's score in writing skill on narrative text of 11 grade students Senior High School 1 Beber Cirebon in the first semester (December 2015) as follows:

**Table 1.1 The Scores of 11 grade Students Senior High School 1 Beber Cirebon on Narrative Text**

No	Class	The number of students' score that less than KKM	The number of student in the class	Perentation ( % )
1.	11 A. 1	17	32	53,12
2.	11 A. 2	20	32	62,5
3.	11 A. 3	16	32	50
4.	11 A. 4	19	32	59,37
5.	11 S. 1	20	32	62,5
6.	11 S. 2	23	32	71,87
7.	11 S. 3	24	33	72,72
8.	11 S. 4	21	32	65,62

The above table shows that the majority of students in each class have not reached the Minimum Completeness Criteria (KKM) in narrative text writing skills. Even though writing narrative texts is taught in each semester since Junior High School. This fact is very ironic. The problems are found above, made the researcher was interested to research it deeply. And the research entitled **THE IMPLEMENTATION OF GENRE BASED APPROACH TO TEACH**

## **WRITING SKILL ON NARRATIVE TEXT (A Case Study at 11 Grade of Senior High School 1 Beber Cirebon in Academic Year 2015 / 2016).**

### **B. Identification of the Problem**

Based on the back ground on the research, the researcher identified some problems as follows:

1. The implementation of GBA by the teacher of Senior High School 1 Beber Cirebon is not maximum, they still focus on teaching grammar and vocabulary in teaching learning process of writing skill on narrative text.

2. The approach used by the teacher is teacher centered approach. It means that the teaching and learning process in the class is still dominated by the teacher.

3. The instructional media used by the teacher is less varied.

4. The students do not have any chance to develop students writing ability.

5. The students still have problems in writing skill on narrative text showed by their score in writing skill on narrative text mostly are less than the KKM.

6. The student's motivation and creativity in writing English are still low.

### **C. Limitation of the Problem**

Because of the problems are very complicated, it is impossible to find out the solving of all problems, so to focus on the main problem the researcher made the limitation of the problem as follows:

1. The teaching learning process of writing skill is not maximum to achieve the objectives, the teachers of Senior High School 1 Beber Cirebon still focus on teaching grammar and vocabulary, the approach used by the teacher is Teacher Centered Approach. It means that the teaching and learning process in the class is still dominated by the teacher.

2. The students still have problems in writing skill on narrative text showed by their score in writing skill on narrative text mostly are less than the KKM.

The researcher choosed those problems because they related to the research's topic and the researcher wants to know the teaching learning process in writing skill on narrative text that causes the students' score mostly are less than the KKM.

#### **D. Problem Statement**

Based on the limitation of the problem above, the problems of this research can be formulated as follows:

1. How is the implementation of GBA to teach writing skill on narrative text in Senior High School 1 Beber Cirebon?

2. Why is the teaching learning process conducted as it was observed?

#### **E. Objective of the Research**

Based on the problem statement above, the objective of the research are as follows:

1. To know the implementation of GBA to teach writing skill on narrative text in Senior High School 1 Beber Cirebon in academic year 2015 / 2016.

2. To know the reason why the teaching learning is conducted as it is observed.

#### **F. Significance of the Research**

1. For the English teacher.

a. To encourage the teachers to develop their understanding about the implementation of GBA to teach writing skill on narrative text.

b. To improve the quality of teaching learning process especially in writing skill on narrative text using of variety strategies by the teachers.

2. For the MGMP (Musyawarah Guru Mata Pelajaran) / Teachers Association of Cirebon Regency.

a. The results of this research can give valuable input about the factual condition of the teaching and learning process especially in writing skill on narrative text at the 11 grade Senior High School 1 Beber Cirebon.

b. To encourage the policy to improve teachers' competence, ability, and professionalism related to teaching and learning process.

c. To motivate the policy to give more change to the students to develop their writing ability through many activities so that the students will be interested and motivated in writing English.

3. For the other researchers.

a. To increase the knowledge and experience about teaching and learning process especially in implementation of GBA to teach writing skill on narrative text.

b. The results of this research can give valuable input to other related research.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

#### **A. CONCLUSIONS**

To answer the problem statements on Chapter 1 based on the reseacher's observation, can be concluded that :

1. The implementation of Genre Based Approach in teaching writing narrative texts at grade 11 Social 3 of Senior High School 1 Beber Cirebon Academic Year 2016/2017 is excellent, ran well and in general can achieve the learning objectives have been determined in the Lesson Plan.

2. The teaching learning process is very good because of several reasons such as:

a. The teacher implemented the stages of teaching learning that planned on Lesson Plan by using Genre Based Approach well.

b. Generally the students gave attention and involved in the process actively.

c. The method used by teacher variously to create the meaningful teaching learning process.

d. The materials could be delivered well as stated in the Lesson Plan.

e. Some medias used to make students enjoy the process and easily to understand the materials.

f. The evaluation that conducted were writing assessment by scoring rubric, peer assessment, and peformance assessment of narrative text.

## **B. IMPLICATIONS**

Based on the above conclusions, the researcher makes some logical or potential consequences that could arise, as follows: Firstly, it is possible for teacher to develop the methods and strategies to learn better using the GBA in the next learning process or to other materials; secondly, the students' writing skill is possible to increase maximally by using GBA; thirdly, it is possible to conduct the improvement and enhancement efforts of students' writing skill intensively and sustainably by applying various methods and approaches, including to increase frequency of writing practice for students, exploring the students' writing skill furtherly, giving a various experience for students to write by creating an atmosphere of competition at the school level or wider, provide the opportunity or media to display students' writing (wall magazines or bulletin), etc.

## **C. RECOMMENDATIONS**

Based on the conclusion of the research on Chapter 1, there are some recommendations that researcher can propose as follows :

1. For the teachers in schools that have condition students' writing skill are still low, can use the Genre Based Approach as an alternative in learning process. Teachers must increase the ability and skill in using strategies, methods and media to deliver the materials.

2. For the policy makers, the results of this research can be valuable input to encourage the policy to improve teachers' competence, ability, and professionalism related to teaching and learning process, and to motivate the policy to give more change to the students to develop their writing ability.

3. For the other relevant researchers, the results of this research can give valuable input as an reference, so that can be conducted the similar research better.

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