

## THE IMPLEMENTATION OF SCAFFOLDING IN IMPROVING STUDENTS' ACTIVENESS IN WRITING

Kasmaini\*

### ABSTRAK

Ada beberapa masalah yang dihadapi siswa SMA 15 Padang dalam belajar menulis bahasa Inggris. Masalah pertama berkaitan dengan teknik guru yang tidak bisa mendorong siswa untuk menulis. Masalah ini menyebabkan masalah kedua muncul yaitu kepasifan siswa. Siswa tidak tertarik dan termotivasi untuk menulis. Dengan kata lain, siswa tidak aktif. Untuk menyelesaikan kedua masalah di atas, peneliti telah melaksanakan penelitian tindakan kelas dengan menerapkan teknik *scaffolding (temporary support)*. *Scaffolding* ini akan berkurang seiring dengan kemajuan yang dimiliki siswa dalam belajar menulis. Hasil penelitian menunjukkan bahwa penerapan *scaffolding* ini bisa memperbaiki proses belajar dan mengajar menulis. Kesimpulan ini bisa dilihat dari hasil pengamatan dengan menggunakan *checklist*, hampir semua siswa suka dengan cara guru mengajar dan sebagian besar dari siswa sudah aktif. Hasil dari angket menunjukkan bahwa 96% siswa telah tertarik dengan cara guru mengajar dan 98.8% dari siswa tersebut sudah aktif dalam belajar. Data-data tersebut juga diperkuat oleh hasil interview yang direkam dari 10 siswa pada tiap siklusnya. Dari interview diketahui bahwa sebagian besar siswa mengatakan mereka tertarik dengan cara guru mengajar dan termotivasi untuk aktif menulis dalam bahasa Inggris. Dapat disimpulkan bahwa *scaffolding* bisa meningkatkan keaktifan siswa dalam menulis dalam bahasa Inggris pada siswa SMA 15 Padang. Hasil penelitian ini diharapkan bisa menjadi masukan bagi guru dan peneliti lainnya untuk melaksanakan pembelajaran dan penelitian lain, khususnya yang berhubungan dengan mengajar menulis.

Kata kunci : scaffolding, activeness, writing

Writing is one of the four major language skills that should be learnt by any language learners. This skill is regarded as the most difficult one. In line with this, Richard and Renandya (2002) say that writing is the most difficult skill for second language learner to master. Many writing conventions will remain a mystery unless teachers are able to bring these forms and patterns of language use to a conscious awareness. It means it is not easy to produce a good writing even more for the second and foreign language learners since

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\* Kasmaini, Dosen FKIP Universitas Bengkulu

there are many conventions or social rules of a certain language. Zheng (in Yan, 2005) report that in EFL teachers and students face certain problem in the process of teaching and learning writing.

The difficulty above also emerges in the teaching and learning English as a foreign language in Indonesia. Many writing teachers are not so successful in teaching this skill. As it is Emilia (2005) that the teaching of English writing in Indonesia need improvement for two reasons. They lack of time and lack of practice in writing a complete coherent text in various genres.

Based on the researcher's pre observation an unstructured interview, there were still problem found in teaching in the classroom especially writing. The first problem was related to the teacher's technique. Some teacher still asked the students to write a certain topic and then collect it. The students did the writing individually not in a group. In other words, the teacher's technique was not interesting for the students and not encouraged them to write. Meanwhile, theoretically, before asking the students to write, the teacher should give a model first because by giving a model, the students get an impression what kinds of writing they will produce. After giving the model the teacher should assist the students through discussion about what are needed in this kind of writing and then ask them to do it in a group to check each other before they submit it to the teacher.

The second problem was about the students. The students were still passive. They were not interested in writing. They were not active to ask if they got difficulties in writing. They kept going writing although they got problem or confused about the text being written. As the result, they got difficulties in developing their ideas as well as organizing the opinion coherently and cohesively.

Diagnosing the problems above, the researcher concluded that the causes of the problems are a lot. Two of them are the teacher's technique and students' passiveness. These problems might happen in many senior high schools. It happened at SMA 15 Padang, where this study was carried out.

To solve those problems, from the side of teaching techniques, the researcher think that scaffolding is a possible way to overcome them because the teacher's technique influents much on the students' activities in the learning. This is in line with the current approaches of teaching which are now used in Indonesia. As it is stated in Department Pendidikan Nasional, (2003), the Genre-Based Approach (GBA) inherently includes in the new curriculum, called the *Competency-Based Curriculum*. In this approach, scaffolding is one of technique that is used in classroom activities.

The scaffolding derived from genre based approach is a classroom activity in teaching which underpinned by a principle that a text can not be taught directly. There must be steps or support from the teacher before the students are independent ( Bruner in Paltridge, 2001). In other words, during the writing, there will be an assistance or scaffolding from the teacher. The students would not feel that writing a piece of writing is a one- off writing task which should directly write and collect without any systematic guidance from the teacher. The students would feel comfortable and enjoy in writing because the teacher work together with them. The teacher is not only a teacher, who teaches, explains and asks the students to do some activities but the teachers are team workers. The teachers and the students collaborated in discussing about something to write. The students would not feel alone and inferior in the class and the success is possible to be reached.

Based on the theory and problem above, the research problem was formulated as follow: to what extend the scaffolding could improve the activeness in writing?

The purpose of this research is to investigate the improvement of the students' activeness in writing at SMA 15 Padang. This research is hopefully worthwhile for the teaching and learning writing. Practically, this research can help teachers in teaching writing in term of technique to encourage students to write and activate students' experience to be used as the content of their writing. For the students, this research can get new knowledge of how to write naturally as it is happen in real life. So, they enjoyed writing. Theoretically, it could enrich and widen the theories of teaching and learning writing. The research results were important input for English teacher in teaching writing in solving students' problems.

## **RESEARCH METHODOLOGY**

The study was conducted through Action Research. In this research, the researcher collaborated with the teacher. This action research followed the spiral model which was developed by Kemmis and Taggart (1998). This model consists of four steps namely plan, action, observation and reflection.

This research was conducted at SMA 15 Padang in class XI IPA2. From observation, it was known that the class consists of 41 students. The reason of choosing this class as the participants because from the class activities observed that the students are not active.

The major instrument in this action research was the researcher herself. She keeps involved in every step of action in the three cycles. These three cycles chosen by an assumption that at the first cycle, the influence of scaffolding is not yet improve significantly. At the second cycles, it hopes that the scaffolding improve most of the problem. At the last cycles, it is hoped

that there would be fully change to a better condition of the students' activeness in writing. The student would enjoy writing.

She used three kinds of data collection technique. They were observation, interview and questionnaire. The researcher used also indicator of students' activeness (Questionnaire and Interview) to measure the progress got in every cycles. The indicator was taken from Anderson, C.R and Faust, G.W (in Yusmalinda, 2006) who suggested the characteristics of the students who have interested as follow:

1. Having motivation in learning( item no 1.11.14)
2. Being persistent in facing learning difficulties (item no 6,13)
3. Having self-confident in learning (item n0 8)
4. Not being easy to be satisfied with the learning results (item no 10)
5. Wanting to get feedback and assessment on task (item no 9)
6. Competing positively with themselves and others to get the best results (item no
7. Having high discipline in using time in learning facilities (item no 7, 12)
8. Having willingness to work ( item no 4)

In additions, Felder and Solomon (2006) say the characteristics of active learner are as follow:

1. Active learners tend to retain and understand information best by doing something active with it-discussing or applying it or explaining to others (item no 2)
2. Active learners tend to like group work more. (item no 3)

Further, the researcher used indicator of good teaching writing based on theory of Rinvolucry (2007) and Ur (2000) as the followings:

1. Classroom technique should be unleashing writing creativity in students.
2. Task should stimulate writing
3. Feedback is needed
4. Rewriting is important
5. Peer correction is good

The techniques of collecting data were direct observation, questionnaire and interview. The direct observation was done to get direct information about the actual teaching activities. In other word, the researcher directly monitored and got involved in the teaching activity, she directly observed the time the teacherwas teaching and at the time the researcher was teaching the teacher is observing. So the researcher saw the physical aspect of teaching process, the people engaged in class, classroom athmosphere, and the attitude influenced the teaching process and any significant activities. To collect all the data,

checklist was used to help the observer in the observation. In other words, the checklist was an assessment for the teacher and the students.

Moreover, to add complete data, the researcher used questionnaire and interview in collecting the data. The data got from questionnaire used as the guidance to interview the students. In interviewing, the students, the teacher used tape recorder to record the interview. These techniques are providing information about respondents' attitude and point of view due to the the strength and weaknesses during implementing scaffolding.

The data was analyzed by using inductive approach. Johnson (2005) points out that the group of data should be induced or created orderly by organizing the data into group or defining and describing, categories such as items, and themes. The data gathered from the observation, questioners and interview were analyzed by listing themes that have been seen to emerge. Item refer to any symptom which appears in the data such as the students' interest in writing can be seen from the students' frequency in asking or answering question. The themes refer to the students' activeness in writing in this occasion was hortatory exposition. The other way can be done by asking advise from a critical friend or other lecturer or refer to the theory. This is done in order to complete more accurate data, so the data is trustworthy.

## FINDING AND DISCUSSION

### A. Findings

The research was divided into three cycles. Each cycle consisted of four phrases: plan, action, observation and reflection. The result of each cycle would be used to make any changes in the next cycle both to improve and keep doing the activities done in the previous cycle and they could be found in the reflection stage of each cycle. The three cycles would be explained below:

#### 1. First cycle

Knowing the problem from observation and interview the teacher's techniques and students' passiveness in writing, the researcher started the first cycle with the four phases.

##### a. Plan

In this planning stage, the researcher had known the problems namely teacher's technique and students' passiveness. Based on the problems, the plan activities were:

**Table 1. The schedule of Teaching Writing of Cycle I**

Meeting	Date	Activities
1	15 <sup>th</sup> of February 2007	Giving the first text which entitles " <i>what a crazy world</i> " and building the context about the text (sosial activities, role and relationship of the people in the text)



**Table 3. Teacher's Technique in Teaching Writing of Cycle 1**

No	Activities
1	Activite the students' background knowledge to built the context of the text
2	Distributing the text as a model of hortatory exposition text type
3	Asked the students to write by monitoring them and gave any scaffolding to the students
4	Asking the students to sit in group to discuss about the text and asked them to write and corrected their writing
5	Giving other text as comparison to hortatory text to check or give feedback to the students' writing

The other point to be observed was students' passiveness by using the criteria of motivated students by Anderson, C.R and Faus, G.W and characteristics of active learner by Felder and Solomon (2006). There were ten items. All the questions would be described in table 4.

**Table 4. Students' Activeness in Learning Writing of Cycle 1**

No	Criteria
1	Students have motivation in writing in English
2	Students sustain of what they have got
3	Students are active in group's discussion
4	Students are willing to do the tesks
5	Students are competitive to get best result
6	Students' are persistent in facing difficulties
7	Students do effectively in using the facilities
8	Students have self confidence in writing
9	Students want to get feedback
10	Students are satisfied with learning result

#### **d. Reflection**

From the observation, it was known that the first problem, teacher's technique, had almost been solved because most of the students seemed enjoy the teacher's way of teaching. This was concluded from the observation checklist done by the teacher relted to the teacher' technique based on the criteria of the teaching and learning cycle derived from genre based approach.

Generally, the teacher taught in good way in building context, modeling, collaboration, scaffolding and giving feedback but at monitoring and grouping she needed to revise or redesign her way. The teacher needed to check all students by walking to all group and find the reason hy they were

still afraid to talk and not actively involved in the group discussion. The teacher also needed to mix the member of the group among the active and passive student.

**Table 5. The Result of Students' Interest toward Teacher's Technique in Teaching Writing of Cycle 1**

No	Items	Always	Often	Rarely	Never
11	Students are interested in teacher's technique	11 (27%)	19 (46%)	11 (27%)	-
12	The technigue helps the students in writing	23 (56%)	14 (34%)	3 (7%)	1 (2%)
13	The students are persistence in using the technique	16 (39%)	18 (44%)	7 (17%)	-
14	The students have motivation in writing	11 (27%)	18 (44%)	10 (24%)	2 (5%)

**Table 6. The Result of Students' Activeness in Learning Writing of Cycle 1**

No	Items	Always	Often	Rarely	Never
1	Students have motivation in writing in English	10 (24%)	(46%)	17 (42%)	4 (10%)
2	Students sustain of what they have got	30 (73%)	11 (27%)	-	-
3	Students are active in group's discussion	5 (12%)	7 (17%)	10 (24%)	19 (46%)
4	Students are willing to do the tasks	25 (61%)	9 (22%)	1 (2%)	15 (37%)
5	Students are competitive to get best result	10 (24%)	25 (61%)	6 (15%)	-
6	Students are persistent in facing difficulties	7 (17%)	10 (24%)	24 (59%)	-
7	Students do effectively in using the facilities	17 (42%)	19 (46%)	5 (12%)	-
8	Students have self confidence in writing	5 (12%)	9 (22%)	6 (15%)	21 (51%)
9	Students wish to get	12 (29%)	15 (37%)	7 (17%)	7 (17%)





still afraid to talk and not actively involved in the group discussion. The teacher also needed to mix the member of the group among the active and passive student.

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2	Students sustain of what they have got	30 (73%)	11 (27%)	-	-
3	Students are active in group's discussion	5 (12%)	7 (17%)	10 (24%)	19 (46%)
4	Students are willing to do the tasks	25 (61%)	9 (22%)	1 (2%)	15 (37%)
5	Students are competitive to get best result	10 (24%)	25 (61%)	6 (15%)	-
6	Students are persistent in facing difficulties	7 (17%)	10 (24%)	24 (59%)	-
7	Students do effectively in using the facilities	17 (42%)	19 (46%)	5 (12%)	-
8	Students have self confidence in writing	5 (12%)	9 (22%)	6 (15%)	21 (51%)
9	Students wish to get	12 (29%)	15 (37%)	7 (17%)	7 (17%)

	feedback				
10	Students are satisfied with learning result	7 (17%)	14 (34%)	10 (24%)	10 (24%)

Note : Always and Often = active  
Rarely and Never = passive

From the ten items to know students' passiveness or having motivation in learning, generally, their motivation were still low because only few students who chose always criteria.

From the questionnaire and interview above, there were some problems left, those problems related to the teacher's technique wa almost finish since there were 10% of the students who were still not interested much on the way the teacher taught them. The problems were about how to make sure that all students had understood all the instruction to the task and in joint and independent construction.

Related to the students' passiveness there were many problems that could not be solved yet. Knowing those problem above, the team (the teacher researcher and the teacher of SMA 15) discussed together to arrange steps or redesign the plan in the previous cycle to be done in the seconf cycle.

## Second Cycle

### a. Plan

Based on the problems above, the seconds problems related to the students' passiveness was focused on this cycle since there were still some problems related to this problem. However, the first problem would also be solved. There were another two problems related to teacher' technique. The plan activities were described in table 7.

**Table 7. The schedule of Teaching Writing of Cycle 2**

No	Date	Activities
1	1 <sup>st</sup> of March 2007	Giving the first text which entitles "Bullies at school" and building the context about the text (social activities, role and relationship of the people in the text).
2	2 <sup>nd</sup> of March 2007	Modeling and reconstructing the text by <b>discussing more about the tense (grammar and vocabulary)</b> , the linguistic features and structural pattern of the text

3	8 <sup>th</sup> March 2007	of	Asking students to write and <b>grouping the students by putting the active learners in each group</b> to discuss their writing and correcting each other while the teacher <b>focused more on monitoring all student for all groups to increase students' motivation in learning</b>
4	9 <sup>th</sup> March 2007	of	Asking the students to write independently and comparing the students' writing with the second text "Weight Problem" and then collecting the students' writing

### b. Action

This cycle was the same with the first cycle which consisted of four meetings.

### c. Observation

The teacher os SMA 15 Padang (Gusfatmawati) as the observer observed the process of teaching writing.

### d. Reflection

After redesigning the teaching and learning cycle suggested by genre base approach and giving any emphasizes on certain point to solve the problems that were still left, the following was the result of observation (check list), questionnaire and interview.

**Tabel 11. The Result of Students' Interest toward Teacher's Technique of Cycle 2**

No	Items	Always	Often	Rarely	Never
11	Students are interested in teacher's technique	30(73%)	10(24%)	1(3%)	-
12	The technique helps the students in writing	35(85%)	4(10%)	2(5%)	-
13	The students are persistence in using the technique	30(73%)	9(22%)	2(5%)	-
14	The students have motivation in writing	30(73%)	10(24%)	-	1(3%)

The table indicated the most of the students were interested, felt, helped, persistence, and motivated by the teacher technique. From direct observation also showed the class was active. The table also showed that there was 1 student who was not interested much in teacher technique, 2 students

were not felt helped much and 2 students who were not persistent much and 1 student who was not motivated in writin. From the interview known that the teacher could not find the exact reason from hose student. These students perhaps were afraid to give the reason frankly. There might be external factor that the teacher could not ask from the student. So, the teacher researcher think there was no problem anymore related to teacher technique since percentage had represented the success.

**Table 12. The Result of Students' Activeness in Learning Writing of Cycle 2**

No	Items	Always	Often	Rarely	Never
1	Students have motivation in writing in English	15(37%)	18(43%)	6(15%)	2(5%)
2	Students sustain of what they have got	33(78%)	9(22%)	-	-
3	Students are active in group's discussion	19(46%)	5(12%)	15(37%)	2(6%)
4	Students are willing to do the tasks	30(73%)	6(15%)	5(12%)	-
5	Students are competitive to get best result	15(37%)	26(63%)	-	-
6	Students are persistent in facing difficulties	10(24%)	28(68%)	3(7%)	-
7	Students do effectively in using the facilities	27(66%)	14(34%)	-	-
8	Students have self confidence in writing	16(39%)	12(29%)	12(29%)	1(2%)
9	Students wish to get feedback	17(42%)	13(32%)	11(27%)	-
10	Students are satisfied with learning result	17(42%)	20(49%)	3(7%)	1(2%)

After analyzing all the data gotten, the team sat together to discuss what problems that were still unsolved anf arranged th design for the next cycle. The problems related to technique had been solved until this cycle since the students have been motivated by the teacher' ways of teaching in this occasion, by teaching and learning cycle suggested by genre based approach. It means that the quetioannaire and interview related to this problem would not be asked anymore.

However, the problems relatedo students' passiveness still needed further treatment bby using the technique above. The problems that were still

left were known from questionnaire no 1, 2, 3, 4, and 8. The problems were as follows:

1. They still sometimes confuse to write because they still lack of vocabulary and tenses, present tense, needed for text (HE)
2. They were not sure or not confident yet to share the right information in group discussion.

Those two problems would be put on the first priority in the cycle 3.

### Third cycle

There were two problem left behind related to students' passiveness. Actually, the two problems were also been appeared in the first cycle and revised in the second cycle, however the problem still needed further action to solve them.

#### a. Plan

Based on the two problems above, the following plan was set up.

**Table 13. The Schedule of Teaching Writing of Cycle 3**

Meeting	Date	Activities
1	15 <sup>th</sup> of March 2007	Giving the first text which entitles "Problem with lesson" and building the context about the text (social activities, role and relationship of the people in the text).
2	16 <sup>th</sup> of March 2007	Modeling and deconstructing the text by <b>discussing more about the tense (grammar and vocabulary) internalized</b> , the linguistic features and structural pattern of the text
3	22 <sup>th</sup> of March 2007	Asking students to write and grouping the students by putting the active learners in each group to discuss their writing and correcting each other and motivate them how to share ideas in group
4	23 <sup>th</sup> of March 2007	Asking the students to write independently and comparing the students' writing with the second text "Hello, people of world" and then collecting the students' writing

#### b. Action

In this phase, the focus of the action was much on the students' passiveness, problem related to the teacher' technique had been solved

already. In the words, the actions showed related to the students' passiveness only.

### **c. Observation**

Just like the second cycle, the criteria were based on the criteria of motivated students by Anderson, C.R and Faust, G.W (in Yusmalinda, 2006) and characteristics of active learner by Felder and Solomon (2006).

### **d. Reflection**

after the fourth meeting of this cycle, the students were given a questionnaire like other two previous cycles to know how far the first and second problem has been solved. Then based on the result of the questionnaire, ten students were interviewed.

As it was stated in the reflection of the second cycle. The first problem related to teacher' technique has been solved. In other words, this cycle would discuss about the second problem, students' passiveness, only. The results of the questionnaire which was based on the criteria of motivated and active learners as the previous cycles were as in table 16.

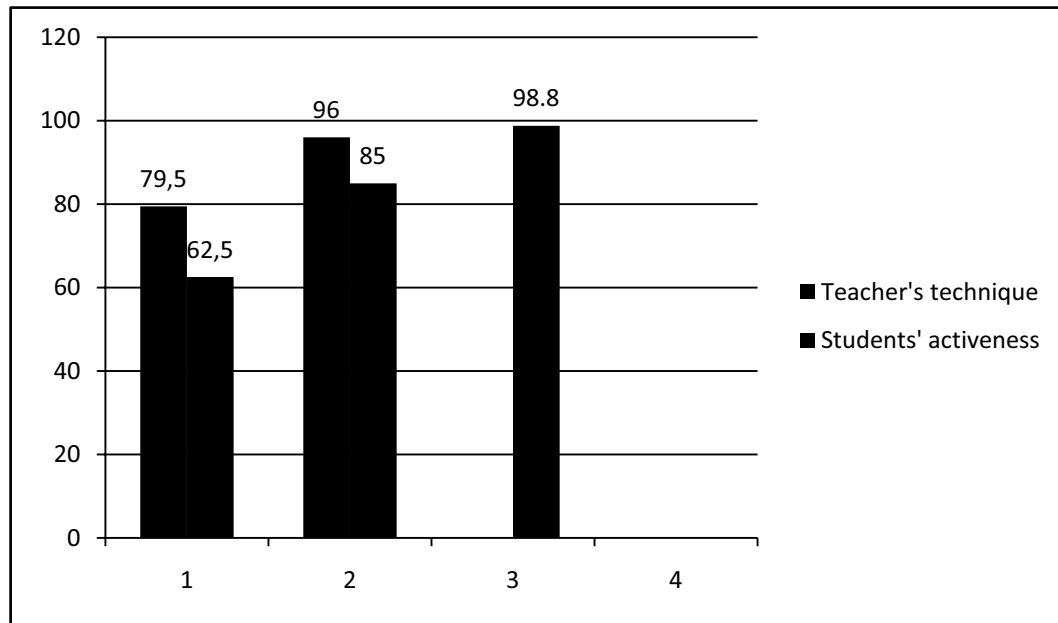
Related to the second problem described from item no 1 in table 16, there were 20 students were glad very much and 21 students were glad. It means that all of the students were glad to write. In other word, there were 5 more students who were glad very much to write compared to cycle two.

## **B. Discussion**

Based on the observation, questionnaire and interview in the three cycles which were held in twelve meeting at the second year of SMA 15 Padang, there were some strengths and weakness in every cycle.

In implementation the scaffolding in teaching writing, there were two urgent problems should be solved as stated in the first chapter. The problems had been solved in the three cycles. The results could be seen in figure 5.

**Figure 5. The Result of Teacher's Technique and Students' Activeness in Cycle I, II and III**



The two problems above were solved by focusing much on defining the topic to write. The topic was chosen as familiar as with the students' knowledge and explain more about the context of the topic. As stated by Christie (1997) the more teachers can aware of the ways their teaching practices and their students' learning are structured in language, the better they will be in a position to direct and guide their students as they learn. The topic was also closely related to the real life of the students. Related to this Yan (2006) state that introducing authentic text enhance student's involvement and bring relevance to the writing process.

The next focus was on discussing the content of the text. Here, the students still confused about two steps in writing. As stated by Feez and Joyce (1998) scaffolding is a description of teacher's role in learning collaboration. In other words, the student needed help in this process. That's why the teacher should guide the students to write well. Then, it increased students' awareness of what is needed in writing. These improvements brought significant progress in the second style. There were 96% of the students were interested in teacher technique. This success would result students' motivation in learning writing and made the students active in writing. It meant that there was progress 29% of students' interest toward the teacher technique in teaching writing and almost all students were active in the class' activities. So, the number of 96% was considered as a success and the problem of teacher' technique was solved until this cycle.



Related to the second problem, students' passiveness, there were significant progress from cycle I, II, and III. In the first cycle, there were 62.5% of the students were active in learning. There were some problems left namely about the grammar, being afraid of making mistake, working in group, and motivation in facing difficulties. Those problems could be solved by explaining the grammar, vocabulary internalized, rearranging the group and monitoring to each group intensely. At the end of the second cycle, there was significant progress of students' activeness. There were 85% of the students were active.

Still related to students' passiveness, there were still problems at the end on second cycle. They were related to the content (grammar and vocabulary) and working in group. There were actions done namely by giving more exercise about the content of the text and come closer to every group to monitor every students. The improvements showed group progress at the end of the third cycle. There were 98,8% of the students were active or motivated in writing in English. It meant there was progress 16% from cycle 2. So, the highest progress among the there cycles held between the first and the second cycle namely 36%. In other words, the second problem could be solved in three cycles and reached n98,8% of students' activeness in learning writing. The number was considered as the second success in this research after the success of increasing students' interest toward the teacher's technique.

The success in improving the process of teaching writing relating to the teacher's technique and students' passiveness above proved that scaffolding could increase students' activeness and motivation in writing.

In conclusion, scaffolding succeeded to increase the students' activeness in writing in English. This success was also appropriate with the criteria of good teaching writing in which the teaching let the student creative in writing, gave feedback, asked the students to rewrite and did peer correction. So, the scaffolding had fully success in improving the students' activeness in writing at SMA 15 Padang.

## **CONCLUSION AND RECOMMENDATION**

### **A. Conclusions**

Generally, the implementation of scaffolding in teaching writing has been successful to improve the students' activeness at the second year or class 11 of SMA 15 Padang. In other words, the scaffolding could improve the teaching writing at the second year of SMA 15 Padang.

## B. Recommendation

Based on the results of the research, the researcher recommends the followings:

1. The teacher who teach writing could be use scaffolding technique that it can make the students active and they will be more motivated to learn.
2. The teachers need to be sensitive to certain students in the class and creative to find other technique which is appropriate for their student.

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