

ABSTRACT

Hasbun Rahayu: The Use of Genre-Based Approach to Teaching Writing Text Explanation in Senior High School 8 Ternate. Thesis of English Language Education Study Program, Teacher Training and Education Faculty of Khairun University, Advisor: Naniek Jusnita S.Pd, M.Pd., (advisor I). Asrul M. Syawal, S.Pd., M.Pd. (advisor II).

This study aims to find out whether genre-based approach can significantly improve student writing in SMAN 8 Ternate. This study uses quantitative methods with pre-experimental designs through pretest and posttest. The subject of this study consisted of 28 students in class XI-IPS2 students. This research was conducted by giving a test to students by asking students to write an explanation text about the "life cycle of frogs and butterflies". The results of their writing proved their ability. Data analysis shows that genre-based approaches can improve student writing. This is evident from the posttest average score (80) is higher than the pretest average score (55). The t-test shows that the statistical t-score (5.19) is higher than the t-table score (2.473) at a significant level of 0.01 and the degree of freedom 27. It means that the null hypothesis (H₀) which states that teaching writing using genre-based approach cannot improve the writing of students in SMAN Ternate 8 is rejected and alternative hypothesis (H_a) which states that teaching writing using genre-based approach can significantly improve student writing in SMAN 8 Ternate. This shows that there is a significant increase in writing students after using the genre-based approach in the teaching and learning process is accepted.

Keywords: genre-based approach (GBA), writing, explanation text