

Text-Based Approach & The Students' Writing Skill: Case at Different Proficiency Levels

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Abstrak

Tujuan penelitian ini adalah untuk menemukan permasalahan siswa, apa yang dilakukan siswa untuk mengatasi permasalahannya, dan pengaruh TBA dalam menulis. Metodologi yang paling efektif untuk menerapkan silabus berbasis teks. Permasalahan dalam menulis adalah penggunaan huruf kapital, tanda baca, pengorganisasian, ejaan, dan tata bahasa. Metodologi dalam penelitian ini dalam bingkai penelitian deskriptif kualitatif. Peneliti mengambil 32 siswa SMP sebagai objeknya. Untuk menganalisis data peneliti menggunakan rumus Kuartil dan tampilan data. Itu dicatat menggunakan program Excel. Hasil penelitian menunjukkan bahwa ada lima aspek dalam tulisan mereka. Untuk tingkat atas, pada aspek isi skornya meningkat 1,3 poin, pada aspek organisasi 1,2, pada aspek kosakata 1,3, pada aspek bahasa 1,5, dan pada aspek mekanik 0,6. Untuk tingkat bawah dalam aspek isi skor meningkat 1,1 poin, dalam aspek organisasi 0,1, dalam aspek kosa kata 0,2, dalam aspek bahasa 1,5, dan dalam aspek mekanik 0,2. Efek TBA bermanfaat bagi siswa untuk meningkatkan kemampuan menulis teks recount. Kesimpulannya, permasalahan yang paling dominan dalam menulis teks recount adalah mekanika. Sarannya bagi peneliti lain untuk menyelidiki teks lain dengan menggunakan TBA atau teks yang sama dengan menggunakan pendekatan lain.

Kata Kunci: *Text Recount, TBA, Menulis*

Abstract

The purpose of this research is to find students' problems, what students do to overcome their problems, and the influence of TBA on writing. The most effective methodology for implementing a text-based syllabus. Problems in writing are the use of capital letters, punctuation, organization, spelling and grammar. The methodology in this research is in the frame of qualitative descriptive research. Researchers took 32 junior high school students as objects. To analyze the data, researchers used the Quartile formula and data display. It is recorded using the Excel program. The research results show that there are five aspects in their writing. For the high level, in the content aspect, the score in the content increased by 1.3 points, in the organizational aspect by 1.2, in the vocabulary aspect by 1.3, in the language aspect by 1.5, and in the mechanical aspect by 0.6. For the low level in the content aspect, the score increased by 1.1 points, in the organizational aspect by 0.1, in the vocabulary aspect by 0.2, in the language aspect by 1.5, and in the mechanical aspect by 0.2. The TBA effect is useful for students to improve their ability to write recount text. In conclusion, the most dominant problem in writing recount text is mechanics. The suggestion is for other researchers to investigate other texts using TBA or the same text using other approaches.

Keywords: *Recount text, TBA, Writing.*

INTRODUCTION

Writing is a valuable tool for learning, communicating, and self-expressing (Graham *et al.*, 2012). Then, Graham *et.al* added that writing is an essential part of professional, social, community, and civic communication. It is an important skill that supports students' learning competency in

mastering the target language. Writing is thinking on paper. It requires students to think about the ideas, the word choices, the text structure, punctuation, and some other fundamental factors.

Therefore, teaching writing is important in a language class. As writing is aimed at learning, mentioned some reasons why teachers should teach writing in a language class (Harmer, 2007). First, writing enables more thinking time than spontaneous speaking activities for students.

In Indonesian Junior High School, learning writing in English is a must. Starting from the eighth grade, students learn some writing materials. One of the materials is recount text. The purpose of recount text is to retell a series of events, commonly in the sequenced time order. The text organization starts from orientation, sequenced of events, and reorientation (Anderson & Kathy, 1997). Orientation consists of the introduction of the story including who is the subject, where is the place, and when did the experience happen.

On the syllabus recount text is taught twice in junior high school, in the first semester and second semester. In this case, recount text introduced in the first semester and then thought again in the second semester. The students should understand the generic structure, language features, and social function of recount text. Thus, the students are able to write recount text which is appropriate with the objective of teaching writing.

Based on the teaching experience related to students' writing, it can identify the problems as follows: 1) The students' writing skill is still low. 2) The students' vocabulary mastery is still low. 3) The students' grammar mastery is still low. Concluded in her research that Text-Based Approach evidently improved students' writing performance (Gupitasari, 2013). Students were able to implement the writing process steps, acknowledge the purpose of the text, and construct the text based on its structure. Another researcher is Rhea she stated that the approach helped students perform better in writing text compositions (Mujiyanto, 2015). Moreover, Azhar *et. al*, explained the effectiveness of Text-Based Approach in various levels: from learners' target language lexicon learning to the formulation of correct syntactic patterns and structures (Lim et al., 2020). Using the approach, learners were more autonomous in using various writing techniques creatively and productively.

The transformation of language teaching approaches and text-based approaches for learners is presented with "Text-Based Approach which is an EFL teaching and learning approach developed from Haliday's Functional Linguistics" (Arimbawa, 2012). This approach is concerned with providing information about the development of effective texts for particular purposes within the context of real, purposeful language use. Hammond & Derewianka define a text-based approach as a way of language and literacy education that combines genre understanding and genre teaching simultaneously in the EFL classroom (Tangpermpoon, 2008). Another opinion is that a text-based approach is the most effective methodology in implementing a text-based syllabus. (Nugroho et al., 2009). Text-based teaching and learning seek to develop communicative competence by mastering different types of text. A different text has different purposes. And every text is organized in different ways with different language features e.g. a sort message telling one's absent from class to a friend and to a principal will use different languages. The note to a friend will use informal language while the note to a principle may employ a polite and formal language.

It shows that to communicate means to be able to use different kinds of the spoken and written text in a specific context of their use. A text-based approach to teaching and learning use 'texts' as the basis for developing a teaching and learning program. This approach is based on the idea that learning use English is improved when, the teacher introduce students to complete spoken and written text within an appropriate situation; teachers help students to develop an awareness of linguistic features of spoken and written text and how they are structured; teachers and students construct text together before students work on their own (Gultom, 2015).

Genre

The word genre comes from the French (and originally Latin) word for "kind" or "class". The term is widely used in rhetoric, literary theory, media story, and more recently linguistic, to refer to a distinctive type of "text". Then translated into text types Gerot and Wignell said that the meaning of genre was also explained by Martin and Engkedan, that Genre is how something is done when a language is used to achieve it. The forms vary from literary to distant literary forms: poetry,

narrative, exposition, lecture, seminar, recipe, manual, appointment making, service meeting, news flash, and so on. The term genre is used here to encompass every type of linguistically embodied activity that pervades a large part of our culture (Ide & Veronis, 2008).

In addition, Belcher and Liu stated that genre represents how a writer expresses repeated situations using language (Casanave, 2013). Genre is almost the same with register but we can still differentiate genre from the register. Couture in genre as a complete text that details a situation from beginning to end, while register represents the stylistic choices in the text (Swales, 1990). The scope of the genre as a traditional category in literary studies, includes a short story, novel, play, autobiography, diary, sonnet, epic, and fable. Object genres are social processes when members of a culture interact to achieve them, they are goal-oriented because they are involved in the achievement of something, they are staged because meaning is created in steps and usually require the author more than one step to achieve their goal (Hyland & Tse, 2004). Every text has meaning because every sentence in a text has a relation between text and context. Text and context connected in a text from both of context of culture and context of the situation. The relationship between texts and context is central to this framework as Interactions can only be understood by seeing them against their social setting. The following stages of teaching and learning:

1). Building Knowledge of Text

The aims of this stage are: To help students understand the type of text they are studying or focusing on, the audience of the particular text, the context in which the text appears; to activate students, schemes (O'Malley & Pierce, 1996). Schemata refers to knowledge that is already stored in memory and distinguishes two types of schemas, namely content schemas and formal schemas (Brown, 2001a). This is done to familiarize students with the topic in general; To increase students' interest and create hope. Examples of activities are: developing vocabulary; exchange ideas; predict, group related words; eliciting or pre-teaching key vocabulary, matching key vocabulary with pictures; predict text content from visuals (images, videos); and reviewing the genre/type of keywords, expressions, and discourse markers.

2). Modeling

If children want to write in a particular genre, they must first become acquainted with its purpose and characteristics through studying that genre and by exploring example texts (Derewianka, 1995). Some typical activities are: providing examples of texts that will later be created/written by students. Examples can be spoken or written texts; discuss the purpose of the text's use in British society (e.g. the purpose of the recount is to tell what happened); indicate certain features of the text type.

3). Joint Construction of Text.

Before students write independent texts, it is a good idea for them to participate in text writing groups in their chosen genre (Derewianka, 1995). A text may be composed jointly by the whole class, by small groups, or by a teacher and several students during a conference. A typical activity in this stage is: the teacher and students develop a certain type of text together. This can be done by the whole class, small groups. The teacher acts as a guide and students participate more actively in learning to write; Before writing, students can gather information by observing something, interviewing someone, taking notes, reading various sources, discussing something with friends, visiting certain places.

4). Independent Construction of the Text

Once students have read and studied example texts in their chosen genre, and have had experience co-composing similar texts, they can now choose to write their own texts on related topics (Menteri Pendidikan Nasional, 2007). In other words, at this stage students are expected to be able to work independently (independently). They, either as a group or individually, develop or write a text; they may consult with their teacher to create a first draft; and they use knowledge from previous stages/phrases, text structure, linguistic features, and social function. In terms of process standards, it can be seen that exploration is carried out at the knowledge building and modeling stages. Elaboration is carried out at the joint construction stage, and confirmation at the independent construction stage. The terms exploration, elaboration and confirmation can be stated or implied by the Widyaaiswara Team in character formation. For

example, "cooperatives" were developed in the shared construction phase; 'critical thinking', 'hardworking', and creativity' are developed during composing the text.

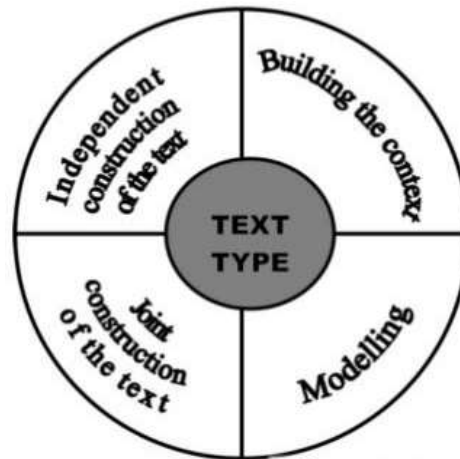


Figure 1. Stages of Teaching/Learning Cycle (Nugroho & Hafrizon, 2009)

5). Writing

Writing is functional communication, which allows learners to create imaginary worlds of their own design. This means that through writing, students can express thoughts, feelings, ideas, experiences, *etc.* to convey a certain purpose (Kern, 2000). Another understanding is that writing is an action (Heap, 1989). This means that when we first write something, we already think about what we are going to say. Then after finishing writing, we read back what we have written and make changes and corrections.

Writing is one way to transfer ideas or opinions into feelings to other people. Through writing, students can share ideas. Opinions about feelings towards other people, that writing is a way to transfer ideas or opinions into feelings for other people. Through writing, students can share ideas (Liu, 2008). The opinion of feelings towards other people, that writing is a way of communicating messages to readers for a purpose. The aim is to express ideas or opinions and provide information.

Writing is considered a difficult language skill that students must learn to convey their ideas (Babala, 2012). Writing is a productive skill that contains symbols (orthographic) and involves complex processes. Writing well can help us get clearer definitions. One of them was stated by Celce and Muria, "writing is the writing process of producing written words that produce a text but the text must be read and understood so that communication can take place" students can share ideas. Opinions about feelings towards other people also say that writing is a way of communicating messages to readers for a purpose (Liu, 2008). The aim is to express ideas or opinions and provide information.

Writing Purpose

Writing has the aim of providing information to someone (Grenville, 2001). "According to Grenville, there are three purposes of writing: to entertain, to inform, and to persuade."

1) Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their activity. It must not make the reader laugh but engage their feeling in some ways. It is a personal or imaginative expression in which the writing is a person in with the writer produces a story or essay. This type of writing often used for entertainment, pleasure, discovery, poem, or short play.

2) Inform

Writing to inform has a purpose to tell the readers about something. This kind of informative writing can focus on object, place, procedure, and events it can be seen in newspapers and articles.

3) Persuade

In persuasive writing, writers attempt to influence others and initiate action or change. Such kinds of evaluation of books, movies, consumer products, or controversial issues. The writer tries to convince the reader of something that a point of view is valid by presenting the fact or data so that reader follow writer opinions and act upon it

Writing Process

As English learners, writing is an important skill to improve their language. Students can increase vocabulary and improve grammar through writing. To write well, students must know the stages of writing, especially for beginners. The subsequent writing process includes several structural stages. Another definition is that the stages of the writing process are planning, drafting, revising and final drafting (Caulfield, 2020). The writing process as a classroom activity that combines the four basic stages of writing is seen as a recursive process. This means that it has a unified cycle between stages. It can be seen as a process that clearly shows the direction that writers may take during their process of writing English. There are four steps to writing young learners:

1). Planning

Planning or prewriting is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thoughts to get started. It affects students' purposes to write in terms of language the text they wish to produce, and also the information they choose to include. Besides in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the pieces. It is how best to order the fact, ideas, or arguments which they have decided to include.

2). Drafting

Students get much of their knowledge through written materials like books, magazines, and newspapers. They must quote some important statements of experts to support their ideas. It is a process of writing an idea, organizing them into a sequence, and providing the reader with a frame for understanding the ideas. The result from this process is a composition or "first draft" of the ideas.

3). Revising

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4). Final Drafting

The final draft is the stage when the students have edited their draft it might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing. Through the stages of the wheel process, students can move around one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing as a process, especially, as a processing wheel which provides the students to work flexibly as they find ways to improve their writing.



Figure 2. The Wheel Process Of Writing Taken From (Grenville, 2001)

The Component of Writing

There are five writing components that must be considered when writing text (Roza, 2011), as follows:

1). Grammar

Grammar is the employment of grammatical form and syntactic pattern. It means that sentence is one aspect of writing that should be considered.

2). Form (organization)

Form means the organization of the content. We should clarify their idea and make it clearly. So the reader can deduce some organization well. Organization means that there is a communication between the reader and the writer.

3). Vocabulary

That is an important aspect of teaching a language. It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4). Mechanic

Mechanic refers to use of conventional graphic of language, i.e. the step of arranging letters, words, paragraphs, by using knowledge of the structure and some others related to one another. We have to pay attention to the use of the punctuation and applying the word of sentences.

- Mechanic (punctuation) plays an important role in helping the reader to establish intonation. In order words, punctuation is a command for the reader to raise his /her voice or drop his/her speech because he/she is going to stop. Punctuation can also help the readers to understand the state of mind of the writer.
- Capitalization rules are as follows: a) capitalize the first word of a sentence, for example, We live in an apartment. b) Capitalize the pronoun I example: you will not know what I am supposed to do. c) Capitalize the titles of composition. In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction, for example, Name of specific organization (business, clubs, schools) d) Capitalize all of the proper nouns. e) Capitalize of detail: God, Allah, etc. f) Capitalize people and their title: Dr. Jhon, Mc. Donald, etc. g) Capitalize on specific places: Lake Maninjau, River Nil. H) Capitalize of day, month, and special day: Sunday, January, Lebaran day, etc. i) Capitalize of specific group of people, etc. (nationality, races, groups), language, and religion: Asian, America, Moslem, Aborigine, English, etc. j. Capitalize of geographic areas: The Middles East, The North, etc. k) Capitalize of specific structure such as buildings and bridges: Golden Gate Bridge.

5). Content.

Content is how the writer develops his/her idea related to the topic. Based on the description above, it can be concluded that in writing a text there are five components that must be considered, they are organizing ideas, grammar, vocabulary, mechanics (punctuation and capitalization), and content.

Writing problems are content, organization, language, vocabulary, and mechanics (Toba et al., 2019). Apart from that, writing problems are categorized into four parts (Teaching English As A Foreign Language, 2003), as follows: 1) Mechanical problems in English manuscripts. 2) The problem of accuracy of English structure and lexis. 3) Problems that relate the way of writing to the demands of certain circumstances. 4) The problem of creating ease and comfort in communicating what you want to convey.

Permasalahan dalam menulis juga merupakan masalah penggunaan huruf besar, masalah tanda baca, ketidakjelasan/ketidajelasan, pengorganisasian/urutan logis yang buruk, masalah ejaan, dan kesalahan tata bahasa (Msanjila, 2005). Penelitian lain mengungkap bahwa masalah menulis (Mojica, 2010), adalah: 1) Penggunaan kata dan ekspresi bahasa Inggris, 2) kebingungan dalam kontras yang tidak mencolok di antara kata-kata perbandingan karena kurangnya informasi budaya, 3) leksikon yang terbatas, 4) kesalahan linguistik, 5) pengorganisasian, 6) kesalahan pada kata-kata relasional. 7) Dampak L1 dan 8) pemikiran bebas-mulai dari tingkat leksikal, sintaksis hingga tingkat penjelasan dan sosial.

Based on the explanation above, the researcher only focused on student's problems according to Kim. Because it is more detailed and covered all aspects of the writing problem such as content, organization, language, vocabulary, and mechanics.

RESEARCH METHODOLOGY

Method

A case study is an observation of the characteristics of an individual unit such as a person, social group, class, school, or community or other contemporary phenomenon that has been completed (Eidin & Shwartz, 2023). Qualitative descriptive methods were used to investigate students' problems in writing recount texts (Sugiyono, 2010). The use of qualitative research has a natural setting as a direct data source and researchers as key instruments, dynamic in looking at objects, based on real objects, holistic, and without the influence of other parties.

The research design of this research is a qualitative case study. The approach of this research was qualitative. The researcher took information about 13 male students and 19 female students from a Junior high school in Kalijati. The research subject was 32 students of eight grades in one of junior high school in Kalijati. It was chosen because they were appropriate for the variable of this research and that class is the researcher's students. The site of this research was in one of the junior high schools in Kalijati Subang West Java.

The researcher used three data collection techniques. They are tests, interviews, and document analysis. In scoring the students' written test, the researcher used inters rater. In this case, the researcher derived rater 1 and rater 2. Rater 1 was the researcher, and rater 2 was the other English teacher in that school. They corrected students' written test based on five aspects of the problem in writing.

Research Participants

The researcher took information about 13 male students and 19 female students from a Junior high school in Kalijati. The research subject was 32 students of eight grades in one of the junior high schools in Kalijati. It was chosen because they were appropriate for the variable of this research and that class is the researcher's students. The site of this research was in one of the junior high schools in Kalijati Subang West Java. Respondent 8 students in high level and 8 students in the low level of Junior high school in Kalijati.

Data Analysis

In order to know the students' problem in writing by using Text- Based Approach at difference proficiency levels, the researcher used three data collections techniques. They are test, interview and document analysis. They discuss bellow:

1. Test.

The writer uses a test in this research to decide the different proficiency level of the students. The kinds of test is written test about recount text to know their capability in writing. The researcher gives to the students writing test based on the research question and give them an answer sheet. The instruction of the question is clearly enough.

2. Interview.

It is the way to get supporting data face to face between subject and interviewer. The writer uses an interview the 32 students in order to see some important points in which the researcher need to explain about using Text-based Approach in writing recount text. The writer gives the students 24 questions in a sheet of paper and their answer write as a note on it. In this research, researcher used semi-structured interview.

A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. They ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. The interviewer may prepare a list of questions but does not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the interviewer will prepare only a list of general topics be addressed, called an interview guide.

RESULTS AND DISCUSSIONS

Results

Research Questions

Based on the background above the writer wants to present the research questions. They are:

1. What are the problems faced by the students in writing using TBA?
2. What do the students do to overcome the problems in writing using TBA?
3. What are the effects of TBA on students' writing skill?

Objectives of the Research

1. To find out the problems faced by the students in writing using TBA
2. To find out what the students do to overcome the problem in writing using TBA.
3. To find out the effects of TBA on Students' writing skill.

The Results and Discussions of Students' Works on Recount Text

A written test was the first data collecting technique used by the researcher to decide the different proficiency level of the students or to know the high and low achiever students and to know the students' problems of writing recount text. Written test was conducted twice:

The first written test or pre-test was conducted in September 2019. The students were asked to write a recount text before getting the learning process of writing a recount text by using Text-Based Approach. The following table was the high-level pre-test results.

Table 1. Students' score in Writing Recount Text

Score	Total
35-44	2 Students
45-54	2 Students
55-64	5 Students
65-74	6 Students
75-84	12 Students
85-94	5 Students
Total	32 Students

From students' test result the researcher known that 17 students did not have problem in writing because their score were ≥ 75 . It is from criteria minimum of mastery (KKM), where KKM in a junior high school in Kalijati is 75. From that table above the researcher had known that 15 students still have problem in their writing recount, caused their score still under the criteria of minimum mastery.

Table 2. The result of proficiency levels

Quartile	Score of Quartile	Number of students
Q1	60,625	8 students
Q3	80,00	8 students

From the table above proficiency levels divided Q1 as low level and Q3 as high level. The writer was counted using an EXCEL program.

RQ1. What are the problems faced by the students in writing using TBA.

Table 3. The result of the percentage

ASPECT	%LOW Level	%HIGH Level
Content	41%	31%
Organization	41%	25%
Vocabulary	31%	28%
Language Use	25%	28%
Mechanics	63%	34%

The result of the low student written test show that the students' problem in writing recount text by using Text-Based Approach as follows: 41% students who got problem in content, 41% who got problem in organization, 31% who got problem in vocabulary, 25% who got problem in language and the last, 63% who got the problem in mechanics. In summary, the most dominant problem in writing recount text is mechanics.

The result of the high level student written test show that the students' problem in writing recount text by using Text-Based Approach as follows: 31% students who got problem in content, 25% who got problem in organization, 28% who got problem in vocabulary, 28% who got problem in language and the last, 34% who got the problem in mechanics. In summary, the most dominant problem in writing recount text is mechanics.

RQ2. What do the students do to overcome the problems in writing using TBA? The students use several ways to overcome their problem in English writing. For instance, (1) Do many exercises (2) Learn more about improving English skill (3) Reading English books (4) Increase new vocabularies (5) Learn more about grammar through YouTube (6) Practice writing in English such making sentences When they knew what problem that they faced in English writing they did not ignore with it. They usually find the way to solve it by trying to do many exercise, listening to a song, reading English book, learning about grammar and practicing writing in English, learn about English through YouTube and Google.

RQ3. What are the effects of TBA on students' writing skill? The researcher found significant change in the students' behavior towards writing. They got more enthusiastic to write and they were able to follow the lesson well. The students also only made few mistakes after they learned using TBA. The improvement was also felt by the students, they had more confidence to write their own text and enjoy to write.]

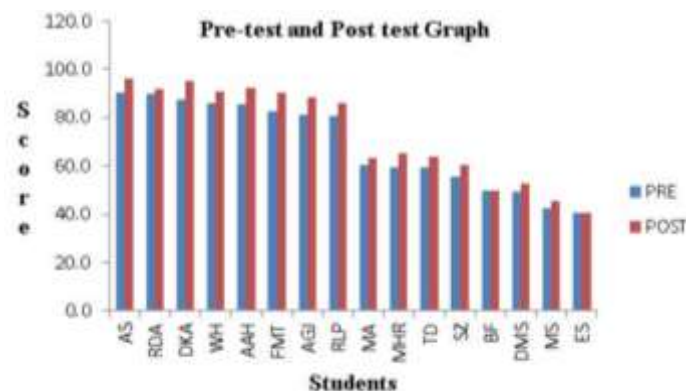


Figure 3. students' pre-test and post-test score

From figure 1 the researcher explained that the students' post-test score of high level and low level were improve from 0 point up to 6 point.

Discussions

Students' works on Recount text

Judging from the five aspects of writing problems, namely Content, Organization, Vocabulary, Language, and Mechanics, the pre-test and post-test results for high and low levels of proficiency show a significant increase (Toba et al., 2019). In figures 2 and 4 it is concluded that applying a text-based approach in student writing can improve students' writing skills. Apart from the difficulties above, vocabulary is another difficulty faced by students in writing.

Vocabulary is "a core component of language proficiency, and provides much of the foundation for enabling learners to speak, listen, read, and write well" (Toba *et al.*, 2019). Vocabulary is "a core component of language proficiency, and provides much of the foundation for enabling learners to speak, listen, read, and write well" (Afzal, 2019). Without mastery of vocabulary, students will have fewer opportunities to use the language learning around them such as listening

to the radio, listening to native speakers, using the language in different contexts, reading or watching television, and especially in writing, students will find it difficult to present what is on their mind. The vocabulary aspect refers to the number of variations of words written in written products and students' ability to consider word choices to express their ideas effectively (Afzal, 2019).

One of the best ways to convey ideas accurately in an essay is to choose the right words. "By doing this, students can ensure readers understand what they are writing about. So, by using the right words, the author can convince and attract readers' interest in reading. Readers will continue reading when they find words that can provide meaning and make them always remember these words. On the other hand, if the writer uses wrong and ambiguous words, it will make the reader feel confused in understanding the content of the recount text he wrote.

One of the best ways to accurately convey ideas in an essay is to choose the right words (Starkey et al., 2004). By doing this, students can ensure the reader's understanding of what they have written. So, by using the right words, the author can convince and attract readers' interest in reading. Readers will continue reading when they find words that can provide meaning for them and make them always remember these words. On the other hand, if the writer uses wrong and ambiguous words, it will make the reader feel confused about understanding the contents of the recount text he wrote.

The problems in writing encounter by the students in TBA implementation

Interview responses from problems of high level proficiency and low level proficiency in writing recount text using TBA can be described in numbers 1, 2, 3, 4, 5, 6, 7, and 8, namely: content, organizing ideas, vocabulary, layout language, and mechanics. Writing organization can be assessed through the use of a schematic structure (schematic structure) and their coherence. For coherence in writing, sentences in the essay must connect. The arrangement of one sentence after another must be smooth and not there may be a leap (Oshima & Hogue, 2006). This coherence can be achieved through repeating key words, using consistent pronouns, use transition signals to connect ideas, and organize ideas in logical order (logical idea).

Organization means that there is a communication between the reader and the writer. The arrangement or organization in writing that shows the whole arrangement of the proper writing structure on the type of text being written (Brown, 2001). Heong *et al.* stated that "students' difficulty in writing is in generating their ideas". Students are not able to transfer their ideas when they have to put them into concrete form (Syarifah et al., 2018). The students are not able to transfer their ideas when they have to put it into the concrete one. This was supported in a study, finding that students were unable to organize their ideas and arguments using an appropriate writing style, and then express their thoughts clearly in English (Bitchener & Basturkmen, 2006). In short, the difficulty in writing is not just developing the idea, but also how to make the idea understandable. This means that when students want to convey their ideas, they must think about how to organize their ideas well so as not to confuse the reader.

The Students Solution to Overcome The problems in Writing Using TBA

High and low level interview responses about what students do to overcome problems in writing using TBA can be explained in items number 9, 10, 11, 12, 13, 14, 15, 16, and 17. They are content, organizing ideas, vocabulary words, grammar, and mechanics. According to Byrne, there are five writing components that must be considered when writing texts (Roza, 2011b). Most of the content is relevant to the subject of writing.

One of the writing components is the Nurgiantoro mechanic. This means how students write. A paragraph is a combination of several sentences that require good spelling and punctuation. If punctuation is used incorrectly, the paragraph will not be read.

4. The Effects of a TBA on Students' Writing Skills

Fun learning is important for students to carry out activities (Harmer, 2007). Fun learning is important for students to carry out activities. It further suggests that teachers should organize students to carry out various activities that are fun, interesting or useful. From their comments, it can be shown that the Joint Construction of the Text (JCOT) step can help them in writing recount texts easily because they can share ideas and write texts collaboratively. The use of JCOT writing

increases student motivation because they can share knowledge and there is no tension during the writing process if they want to convey questions to their friends. The use of Collaborative Writing increases students' enthusiasm because they have many pairs of eyes to correct their writing (Utami, 2014). Different points of view really help them when proofreading, so that if more than two students see what they have written, their mistakes will be covered by other people.

CONCLUSIONS

From analysis data, in writing recount text, students felt difficult to organize their ideas. They did not understand about how to develop their imagination and expressed idea into good content. The students also did not understand about grammar and sentence structure of recount text. They did not compose sentence into past form verb. The example of the student written test was taken from the test document analysis. It could be seen the explanation. Students' problem before implementation as followed:

- a. *Content writing problem* had no knowledge and did not understand the components, the purpose and the language feature of recount text.
- b. *Organization writing problems*. The students could not identify parts (generic structure) of a recount text whether it was the orientation, event, or reorientation.
- c. *Vocabulary writing problems*. Vocabulary mastery of the students was still low. They had limited vocabulary to be used in sentences and it was still inappropriate.
- d. *Language writing problem*. The students found difficult to write a sentence in simple past tense and to make it use English grammar.
- e. *Mechanic writing problems*. Students' hand writing did not meet the rule of punctuation. Most of them failed to put full stops, commas, and capital letter on their writing.

After implementation of TBA in students' writing skill for high levels as followed:

- a. *Content of their writing* All students had greater knowledge of the components, the purpose and the language features of a recount text.
- b. *Organization of their writing*. All students could identify and recognize each part of generic structure on a recount text.
- c. *Vocabulary of their writing*. Students' vocabulary mastery increase. Some of the students could use appropriate words when they wrote sentences.
- d. *Language of their writing*. All Students were able to produce sentences using the simple past tense and make the sentence in a good structure.
- e. *Mechanic of their writing*. Most students could use correct punctuation when they wrote sentences.

After implementation of TBA in students' writing skill for low levels as followed:

- a. *Content of their writing*. Some students could get the point of the components and the purpose of recount text.
- b. *Organization of their writing*. Some students were able to identify the generic structure of recount text.
- c. *Vocabulary of their writing*. Students' vocabulary mastery increase. Almost all of them could write the appropriate words when they made sentences.
- d. *Language of their writing*. Some students could produce sentences in simple past tense and wrote the sentences in right structure.
- e. *Mechanic of their writing*. Some students could reduce the amount of mistakes.

ACKNOWLEDGEMENT

Praise and gratitude to the presence of Allah SWT for all His Grace and Grace, finally, the writer can complete the thesis entitled: TEXT-BASED APPROACH & STUDENTS 'WRITING: A CASE AT DIFFERENCE PROFICIENCY LEVELS.

The researcher had written this research in order to fulfill the requirements to obtain a Master's degree (S.2) at the Open University. The researcher realized that this thesis cannot be completed without any support and assistance of those who directly or indirectly. I would like to thank to:

1. Mr. Prof. Ojat Darajat, M. Bus, Ph, D. as the rector of the Open University.

2. Mr. Drs. Enang Rusyana, M.Pd. - as the head of UPBJJ-UT Bandung.
3. Mr. Fazri Nur Yusuf, S.Pd., M.Pd, Dr, as the supervisor I who directed and guided the writer during the preparation of this thesis.
4. Mrs. Dr. Juhana, M.Pd. - as supervisor II who has directed and guided the writer during the preparation of this thesis.
5. All UPBJJ UT Bandung lecturers and staff who have assisted the author in thesis completion.
6. All colleagues in the Master Program in English Language education, who have supported each other to go through everyday struggles together so that the writing of the thesis can be completed.
7. Hopefully, it can be useful for the researcher as well as to other parties.

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