

## Improving Students' Writing through Genre Based Approach at SMP Negeri 7 Kota Ternate

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**Abstract:** The purpose of this research was to find out whether the teaching of recount text through a genre-based approach can improve students' ability to write recount text. This research was conducted on students of class VIII-H at SMP Negeri 7 Kota Ternate. This study used quantitative methods in collecting and analyzing data. The number of research samples were 20 students of class VIII H selected through simple random sampling technique. The instrument used in this study were pre-test and post-test to collect data. The researcher analyzed the students' writing on the pre-test, the first cycle test and the second cycle test. To evaluate students' results in writing recount text, the researcher used a writing rubric. The results showed that the average score of the students on the first test was 53 and the average score on the second cycle test was 73.75, the results of the t-test (12) exceeded the t-value (1.729) at a significant level of 0.05 and degrees of freedom (19) using one tailed test. Therefore, the alternative hypothesis (H<sub>i</sub>) is accepted while the null hypothesis (H<sub>0</sub>) is rejected. It was concluded that there were differences between students who wrote recount text during the pre-test, and after applying the genre-based approach during the post-test.

**Keywords:** *Improving writing, recount text, genre-based approach*

### I. INTRODUCTION

Writing is very important not only in educational world but also in daily life demands. Writing is a process of how to generate letters, words and sentences. There are some significance of writing for our life. Writing is used to train students' motoric ability, the ability related to restraint and concentrated attention. Writing is used to develop new knowledge and thoughts through expressing ideas and opinions in a systematic written form that is expected to be understood by the reader. Nunan (2003) stated that writing is the mental work of inventing ideas, thinking and expressing ideas, and organizing them into statements and paragraphs to be understood by reader. For students, writing is necessarily important as stated by Harmer (2002) writing is often used to reinforce language that has been thought. Students practice writing skill to make a note about what they have learnt when learning process happens.

Harmer (2004) further added that the skill of writing is crucial in this industrialized society in order to guarantee success in career and organization involvement. This means that the ability of writing is vital for people who are involved in an organization or company. Barras (2005) further emphasized on the importance of writing related to future jobs. People need to master not only writing in general but also creative writing to be able to function in jobs for many purposes such as writing business letters, composing work related emails, making business presentations, and so on.

To produce a piece of writing, students must follow through writing process in general. Harmer (2004) stated that there are four main elements in writing process, those are planning, drafting, revising, and making final version. For those who are not familiar with writing techniques and steps, the process of writing can be quite challenging. There are also several elements which students need to focus in order to produce a good piece of writing such as text organization, language use, vocabulary, and mechanic. Writing task poses great challenge since students need to organize contents of the text and ensure the paragraph are all connected in a reasonable flow.

Teachers' role play a great part in classroom writing tasks. Hammer (2004) described five roles of teachers in guiding a writing activity; demonstrating, motivating, supporting, responding, and evaluating. Without proper teachers' support, writing can be a very confusing task. Feedback is one the way to evaluate students' writing. It is a crucial element in teaching and learning process to monitor students' progress especially in writing. Nation described two major benefits of feedback for students. First, feedback gives view of readers' evaluation on students' performance. Students can acquire information on which part of their work is lacking for the purpose of improvement. Second, feedback given to students' writing can significantly upgrade their quality of writing in many aspect and avoid them from making the same mistake. In observations made by the researchers to class VIII students of SMA Negeri 7 Kota Ternate the researcher found several difficulties experienced by the students in learning to write, such as: students lack of vocabulary so they have difficulty collecting interesting ideas, students have difficulty composing sentences well and also lack of self-confidence often makes them nervous.

In teaching writing, finally teachers need to decide which approach to use to help students improving their writing skill. One of the solution to improve the students writing skill is through genre based approach. This is also said by Setiadi (2014) that the genre based approach was able to improve students' writing skill. Then, applying the genre based approach can be diminished students' problem in writing. Further, The first, genre based approach used to teach English especially in writing a text. With genre based approach the students is more interested in an active and innovating teaching. Further, to improve their writing ability when they wrote something such as journal, article, and another written. Then, with various genre-based approaches in teaching will increase students' enthusiasm in learning English, especially in writing skills. Second, this genre-based approach can help students master English. Not only that, but also able to develop their knowledge and skills in dealing with spoken and written texts in a social context.

Slamet, (2012) States that the genre-based approach aims to prepare students to enter the real world of language use by focusing on how language is used to achieve various goals, for example making experiments, telling stories, or explaining things. In addition, genre-based learning also aims for students to understand science through texts that are presented in accordance with certain social goals and understand their mental development to solve real-life problems by thinking critically. This genre-based learning is seen as having advantages compared to other language learning methods because this learning allows students to learn the language explicitly. In addition, genre-based learning is able to develop students' critical thinking skills because this learning is very thick with speaking, reading, and writing which are the most powerful ways to develop critical thinking skills.

## II. METHODS

In order to get deep understanding about the implementation of GBA in the teaching of English and how this approach influences the students's proficiency, the researcher uses pre-experimental research. Pre-experimental research is a study that strictly adheres to a scientific research design. It includes a hypothesis, a variable that can be manipulated and compared. Most calculated and compared. Most importantly, pre-experimental research is completed in a controlled environment. Pre-experimental research was qualified to be used in order to see the improvement of students' recount text writing through Genre Based Approach. It was expected by using action research, the improvement of students' writing would be achieved. To improve the students' writing ability.

The subject in this research, the researcher involved subject in tenth grade students of SMP Negeri 7 Kota Ternate of academic years 2022/2023. Setiyadi (2006) said that subject is all individual who becomes a research target. The subject in this research consisted of 20 students. Researcher chose this class because of the students' ability in writing recount text still needs to be improved. According to Sugiyono (2013) simple random sampling technique is a technique of taking members samples from the population are carried out randomly regardless of the existing strata in that population.

This one group pretest-posttest design consists of one predetermined group. In this design, the test was carried out twice, namely before being given treatment it was called pre-test and after treatment it was called post-test. The instrument used in this study was a test. There were two types of tests, pretest and post-test. Pretest is used to determine the extent of students' abilities before using the through genre based approach to improve students' paragraph writing skills. Then, the post-test is used to see the students' abilities after learning through genre based approach in writing.

### III. RESEARCH RESULTS

#### Research Findings

The findings consisted of the students' pre-test and post-test scores, the results of data analysis, the mean and standard deviation of the students' pretest and post-test t-test scores on writing competence

#### 1. Student pre-test scores

At this stage the researcher gave a recount text to the students and then students were asked to write a story that happened in the past. After that, the students' scores will be given by the researcher based on the students' results in writing a paragraph. Below is a table of the results of the students' pre-test.

Table 1. Students' Pre-test Score

No	Respondents	Pretest	Categories
1	IWS	60	Fairly Good
2	SA	60	Fairly Good
3	MFA	60	Fairly Good
4	NSJ	50	Poor
5	NR	60	Fairly Good
6	RFD	45	Poor
7	TUAS	60	Fairly Good
8	NA	60	Fairly Good
9	NSH	50	Poor
10	HI	55	Poor
11	LY	60	Fairly Good
12	SSB	40	Poor
13	SQB	40	Poor
14	PRMI	50	Poor
15	SD	60	Fairly Good
16	SS	60	Fair
17	NWK	60	Fair
18	MWU	40	Poor
19	MNS	55	Poor
20	ASSM	35	Very Poor
<b>T = 20</b>		<b>∑T<sub>1</sub>=1060</b>	

Table 1 above showed the students' scores on the pretest, namely the thirteenth and eighteenth students scored less well, the twentieth student got very bad scores, and some students got quite good scores, and no student got very good scores. The pre-test data showed that the students of class VIII-H were still low in writing recount texts, this was evidenced by the results found when the researchers did the pre-test, so that students got different scores. The problems faced are the lack of vocabulary, grammar, placement of

punctuation marks, the use of capital letters, and the use of various media that can affect students in learning to write.

## 2. Post-test

There were fifteen students who scored well on the post-test, and five students who scored fairly well, there were no students who scored very poorly on the post-test. From the post-test data, there was an increase in students' writing recount text. This happened because the researcher did the treatment before the post-test, in the treatment process the researcher taught six times. At each meeting, the researcher taught writing recount text with exercises that included giving vocabulary, grammar, and the structure of recount writing. In addition, researchers also apply or use a genre-based approach learning model in the learning process so that students are able to write even though there are still some shortcomings in student writing, for example students are still wrong in writing capital letters and confused in writing. Write to gather their ideas.

**Table 2. Students' Post-test Scores**

No	Respondents	Post test	Categories
1	IWS	75	Good
2	SA	70	Good
3	MFA	75	Good
4	NSJ	70	Good
5	NR	85	Very Good
6	RFD	70	Good
7	TUAS	80	Very Good
8	NA	75	Good
9	NSH	70	Good
10	HI	80	Very Good
11	LY	70	Good
12	SSB	70	Good
13	SQB	70	Good
14	PRMI	70	Good
15	SD	83	Very Good
16	SS	75	Good
17	NWK	70	Good
18	MWU	70	Good
19	MNS	80	Very Good
20	ASSM	70	Good
<b>T=20</b>		<b><math>\Sigma T_2=1633</math></b>	

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**Table 3. The mean score standard deviation between pretest and post-test**

Test	Mean score	Standard Deviation	Standard Error of Mean
Pretest ( T <sub>1</sub> )	53	7.11	1.6
Post-test (T <sub>2</sub> )	73.75		

Table 3 data showed that the average pretest score of students is 53 of the total student pretest score (T<sub>1</sub>) divided by the total student (N), post-test is 73.75 of the total student post-test score (T<sub>2</sub>) divided by total students (N). The standard deviation between the pretest and the post-test is 7.11 and the mean standard error is 1.7 which can be calculated by dividing the value of the standard deviation and the square root of the total sample (N-1)  $20-1 = 19$ . In order to know whether the difference between pretest and post-test is statistically significant, the t-test statistical analysis for non-independent sample is employed. The result of the t-test was  $t=12$ . Since the Df is 19, then the t-critic ( $\alpha=0.05$ ) at t-table is 1.729. It shows that the value of t-test (12) is higher than the t-critic ( $12 > 1.729$ ). It means that there was a significance difference between the result of students' pretest and posttest. With the data above, that the  $t > t$ -table ( $12 > 1.729$ ) alternative hypothesis is accepted that the use of The use of genre based approach can significantly increase the recount text in class VIII-H at SMP Negeri 7 Kota Ternate. So in conclusion, the alternative hypothesis (H<sub>i</sub>) is accepted while the null hypothesis (H<sub>0</sub>) is rejected.

**Table 4. SPSS Data**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 POSTTEST - PRETEST	20.90000	7.31905	1.63659	17.47458	24.32542	12.770	19	.000

#### IV. DISCUSSION

The results of the research were supported by previous researchers conducted by Mustika(2016) comparison with the results of the researcher the difference between the post test and the pre test of this study was higher than the research of Mustika, this study was disputed between Pre Test 25, 67 and 53 while Post Test 27, 15 and 73.75.

The results of this present research were supported by previous researchers conducted by Setiadi (2014). The improvement in students' writing is a positive implication which can be implemented in classroom learning. Genre based approach is effective to use as alternative of teaching writing to students. Haryanti & Sari (2019) implemented genre based approach in writing, comparing two classes in pre-experimental design found significant difference in writing scores between two classes. The experimental group who were taught using genre based approach improved in all aspects of writing. The highest-achieved writing score was style and quality expression. It is assumed that students' use of words, phrases, sentences, and paragraphs were more clearly as well as their ideas development in writing.

It turned out that in this study the use of a genre-based approach can improve, this means proven what was conveyed by (Kim and Kim, 2005) that the genre based approach is a merging of the product and approach process, which means the merging of two strategies can help students writing skills. While according to (Hasan and Akhand, 2010) tis also found that the genre based approach effectively in teaching student writing skills. By paying attention to problems exposed above and the suitability of the strategy chosen to overcome the existing problems.

#### V. CONCLUSION

Based on the results of data analysis and discussion in the previous chapter, the researcher concludes that there is an increase in students' recount text writing after being taught the direct method in class VIII - H SMP Negeri 7 Kota Ternate is good. This can be seen from the results of the students' pretest and posttest scores after learning to write recount texts through the direct method were lower than the scores before treatment. Before the treatment was given to students who were less able to write recount text, but after the researchers gave treatment, the researchers saw an increase in students writing recount texts using a genre based approach.

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