

The Effect of Genre Based Approach For The Students Writing Skill

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Abstrak

Penelitian ini difokuskan pada siswa yang menghadapi kesulitan dalam menulis secara efektif. Pendekatan Berbasis Genre (GBA) digunakan di SMP BM 2 MEDAN untuk mengatasi masalah ini. Tujuan dari penelitian ini adalah untuk memfasilitasi pemahaman siswa tentang teknik menulis yang benar. Temuan ini menunjukkan bahwa pendekatan GBA mempunyai dampak yang signifikan terhadap kinerja menulis siswa. Peningkatan tersebut dibuktikan dengan meningkatnya nilai 17 siswa di kelas eksperimen pada saat pre-test. Pada post-test nilai tertinggi mencapai 82 dan terendah 65. Rerata pre-test sebesar 54,41 dan rerata post-test sebesar 75,06. Nilai t hitung sebesar 15,474 melebihi nilai t kritis sebesar 1,691 untuk tingkat signifikansi 5% dan derajat kebebasan 1%. Tabel 4.4 menunjukkan bahwa signifikansi (0,000) berada di bawah signifikansi α (0,05) yang berarti hipotesis nol (H_0) ditolak dan H_a diterima. Tabel 4.4 menunjukkan bahwa signifikansi (0,000) berada di bawah signifikansi α (0,05) yang berarti hipotesis nol (H_0) ditolak dan H_a diterima. Tabel 4.4 menunjukkan bahwa signifikansi (0,000) berada di bawah signifikansi α (0,05) yang berarti hipotesis nol (H_0) ditolak dan H_a diterima. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan yang signifikan pada kemampuan menulis siswa sebelum dan sesudah diberikan Pendekatan Berbasis Genre untuk mendorong kemampuan menulisnya.

Kata Kunci: *Pendekatan Berbasis Genre, Keterampilan Menulis, Penelitian Eksperimen*

Abstract

This study focused on students who faced difficulties in writing effectively. The Genre Based Approach (GBA) was utilized at SMP BM 2 MEDAN to tackle this issue. The aim of this research was to facilitate students' comprehension of proper writing techniques. The findings demonstrated that the GBA approach had a significant impact on students' writing performance. This improvement was evidenced by the rising scores of the 17 students in the experimental class during the pre-test. In the post-test, the highest score reached 82 and the lowest was 65. The pre-test mean was 54.41, while the post-test mean was 75.06. The calculated t-value was 15.474, which exceeded the t-critical value of 1.691 for a significance level of 5% and degrees of freedom of 1%. Table 4.4 displays that the significance (0.000) was below the significance α (0.05), indicating that the null hypothesis (H_0) was rejected and H_a was accepted. Table 4.4 displays that the significance (0.000) was below the significance α (0.05), indicating that the null hypothesis (H_0) was rejected and H_a was accepted. Table 4.4 displays that the significance (0.000) was below the significance α (0.05), indicating that the null hypothesis (H_0) was rejected and H_a was accepted. Therefore, it can be concluded that there was a significant difference in the students' writing skills before and after they were given the Genre-Based Approach to encourage their writing ability.

Keywords : *Genre Based Approach, Writing Skill, Experiment Research*

INTRODUCTION

Writing can be interpreted as an effort to express the thoughts, knowledge, ideas and life experiences of the writer in written language. In order for the writing to be easy to

understand and able to evoke emotion, the writer must write coherently, easy to read, expressive, and easily understood by others.

Writing skill is a language skill that is used to communicate through written text. For that purpose, a good writer must have a completely understanding of writing skill. This writing skill will not come automatically, but must go through lots and regular practice. Writing activities require extensive knowledge and a logical mindset (Sismulyasih, 2015 : 30). Writing skill can be categorized as a complex skill. This is because in writing, the writer is expected to be able to accumulate their knowledge in form of writing. Accumulating means that the writer thinks continuously to make his writings to be connected from one to another (Boardman, Cynthia. A, 2002 ; 10).

In writing students often experience various obstacles. Based on the author's experience during an internship on August 15th 2022 - August 14th 2022 at SMP Budi Murni 2 Medan, the obstacles that students often experience are; 1.) The students were difficult to find ideas to start writing, this made students asked where they should start their writing, 2.) The students had lack of vocabulary mastery, this could be seen from the students who asked about the translation of the text they wrote. 3.) Students were lazy in writing, this made students did not complete their writing assignments.

From the problems which have been identified above, there are several things that should be considered. The first is teacher must give directions to students to read more in order to find lots of ideas or references for their writing. By reading, students will increase their vocabulary. The second is teacher is expected to motivate students to write more.

One of the approaches that suit to overcome the problems that arose in this research is Genre Based Approach. Genre Based Approach is a learning approach that combines process and product approaches. According to Joyce and Feez (1998 : 15), Genre-Base Approach sees language learning as the result of collaboration between teachers and students. He implies that both parties have an equally important role in the learning process, this approach will make students more active in class because this approach has learning stages that are not boring. Martin(1993 : 25) explained that Genre-based approach is believed that, in order to master the written genres, students need direct instruction. Genre forms should therefore be explicitly taught through the analytic study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars.

There are some previous research that support the idea of applying Genre Based Approach in writing. The first research is conducted by Wy. Dirgeyasa in 2016 entitled Genre-Based Approach: What and How to Teach and to Learn Writing. The result of this research is Genre-based approach to teaching and learning writing seems to be relevant for the students with low competencies and low motivation. It really guides the students to write from the very simple or dependent steps to independent steps. It also promotes and facilitates the student finally to learn in autonomous learning way. Genre-based approach then is suitable not only for academic setting but also professional setting. The key point is that genre then views the writing from different perspective and different point of view.

The second research by Ibrahim Elshirbini in 2013 entitled The effect of Genre Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students Writing Skills and their attitudes towards writing. The result of this research is using the Genre Based Approach has helped develop a positive relationship between students attitudes and their writing performance. Students who displayed low attitude scores towards writing displayed low writing performance and vice versa. There are several facts and research that support the success of the application of Genre Based Approach in writing.

METHOD

Research method that the writer used was a quantitative method. Quantitative method is officially about collecting numerical data to explain particular phenomenon.¹ Besides, the writer also used experimental study for this research which was helping the researcher to know the cause and effect between independent variables and dependent variables.² Fraenkel et.al on their book stated "the experimental research enables researchers to go beyond description

and prediction, beyond the identification of relationship, to at least a partial determination of what causes them.”

The writer used quasi-experimental study as the design. It is one of many types of experimental design study. Quasi-experimental design is very common in educational research field. Because the researcher of experimental study frequently use intact group in educational field, it makes the quasi experimental study easy to be found in educational research area. It also means that the writer will select the sample from the classes already in the school. There would show the general overview of quasi-experimental design.

RESULT AND DISCUSSION

The data shown in this part were collected from students' score in pre-test and post-test of both experimental class and controlled class. From the normality test used with SPSS in the table above, it can be seen the results of the normality test in the Kolmogorov-Smirnov table, post-test data for the Experiment class and Control class > 0.05 , which means the data is normal. The results of the pre-test data for the experimental class and control class are < 0.50 , which means the data is not normal. So it can be concluded that the data is normally distributed.

Table 1 The Result of Normality Test

Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
	Statistic	df	Sig.	Statistic	df
Hasil Belajar Siswa					
Pre Test Experiment	.156	17	.200 [*]	.948	17
Post Test Experiment	.146	17	.200 [*]	.967	17
Pre Test Control	.193	17	.092	.898	17
Post Test Control	.138	17	.200 [*]	.962	17

Based on the data, it can be seen that the Significance (Sig) Based on Mean value is $0.000 > 0.05$ so that it can be ascertained that the variance for the experimental class data and the controlled class is homogeneous. This can be interpreted that the two classes have homogeneous abilities. The data obtained during the pretest and posttest of the experimental class and the control class have the same or homogeneous variance.

Table 2 The Result of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa				
Based on Mean	2.162	3	64	.101
Based on Median	1.845	3	64	.148
Based on Median and with adjusted df	1.845	3	51.383	.151
Based on trimmed mean	2.150	3	64	.103

In this part, the writer calculates the data to test the hypothesis whether there is a significant difference between students' writing performance in the experimental class by genre based approach and students' writing performance in the controlled class without genre based approach. The writer uses the t-test formula. Two classes, namely the experimental class and the controlled class, were compared. The writer uses SPSS to test the data hypothesis where the test used is the t-test. The hypothesis of statistic that used in this research is:

Ha: There is a significant effectiveness of applying emphatic communication to encourage students writing performance.

H0: There is no a significant effectiveness of applying emphatic communication to encourage students writing performance.

The assumption of the hypothesis as follows:

1. If the *t* score is above the score of *t* table then Ha is accepted and H0 is rejected
2. If the *t* score is below the score of *t* table then H0 is accepted and Ha is rejected

The score of $t = 15.474$ and the score of $t_{table} = 1.691$. Based on these data, the score of t score is above the score of t_{table} .

Table 3 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hasil Belajar Siswa	Equal variances assumed	191	.665	15.474	32
	Equal variances not assumed			15.474	31.989

From the calculation of the data, it can be concluded that there is a significant difference in the achievement of students' listening skills between the experiment and the controlled class based on the results, the results of t_0 are higher than t_{table} which is determined by the t -table significance level of 5% and degrees of freedom of 1% ($15.474 > 1.691$). sig (2-tailed) it also shows that sig (0.000) is lower than sig α (0.05). This shows that the null hypothesis (H_0) is rejected and H_a is approved, in other words that there are significant differences before and after giving the Genre Based Approach to encourage students' writing skill.

In the description of the data, it can be seen that the number of students in the experimental class was 17 students and in the controlled class there were 17 students. It can be seen that the scores obtained by the experimental class both at the pre-test and post-test. From the scores of the experimental class shown, the mean for the pre-test was 54,41 and the post-test was 75,06. The median for the pre-test is 53.00 and the post-test is 75.00. The lowest score for the pre-test was 48 and the highest was 64. For the post-test, 65 was obtained for the lowest score and 82 for the highest. It can be concluded that the lowest and highest scores on the post-test are higher than the pre-test.

As for the control class data can be seen in Table 4.2 From these data, the mean for the pre-test was and the 44,12 post-test was 49,82. The median pre-test was 45.00 and the post-test was 50,00. For the highest pre-test score, it was 47 and the lowest was 41. And for the post-test, the highest score was 60 and the lowest was 41. It can be concluded that the scores for the post-test and pre-test experienced a not very significant increase.

The first step to analyze the data is to test the normality of the data. The author uses SPSS to carry out the normality test and finds that the normality test is in the Kolmogorov-Smirnov table, the post-test data for the Experiment class and the Control class are > 0.05 which means the data is normal. The results of the experimental class and control class pretest data < 0.50 , which means that the data is not normal. So it can be concluded that the data is normally distributed.

If the data is normal, then continue to do a homogeneity test to be used to find out the variance of the data population, whether between two or more data groups have the same or different variants. It can be seen from table 4.2.2 the results of the homogeneity test obtained from the SPSS d test results found that the results were > 0.05 , it can be concluded that the data is homogeneous.

The final test is a hypothesis test, this test aims to find out whether there is a significant effect after applying emphatic communication to encourage student writing performance in the experimental class. The writer uses the -t test at a significance level of 5%. The results of this study show $T_{count} > T_{table}$ ($15.474 > 1.691$). This means that the null hypothesis (H_0) is rejected. This means that the alternative hypothesis (H_a) is accepted that there is a significant difference between students' writing abilities using a Genre Based Approach and without using a Genre Based Approach. These results indicate that the Genre Based Approach gives a significant effect to the students' writing skills.

This significant effect explains other facts that were discussed in this study, namely, looking at student responses to the application of GBA in the teaching and learning process. Based on the results of the scores obtained by the students through their writing, the writer concluded that the students' response to the application of the Genre Based Approach in the teaching and learning process was that they liked the application of the Genre Based Approach method. This was evidenced by the increased student writing results when the writer as well as the teacher applied this method in class.

After the Genre Based Approach method is applied the significant comparison between the scores of students in the experimental class and the control class was described in the following figure.

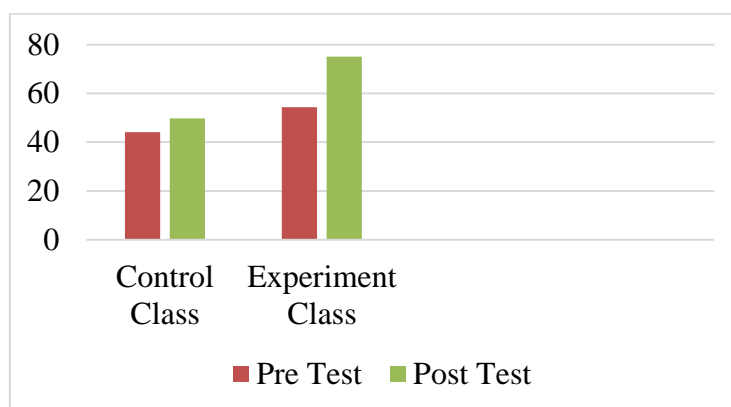


Figure 1 Result Comparison

CONCLUSION

The sophistication of this research is presented based on data that has been analyzed in the previous chapter. From all the analysis of data about the effect of applying GBA on students' abilities, it can be concluded as follows:

1. The results of the study show that the GBA approach has a significant effect on students' writing abilities. This can be seen from the increasing student scores, that is, from a total of 17 students in the experimental class during the pre-test, the highest score is 64 and the lowest is 48. For the post-test, the highest score is 82 and the lowest is 65. The mean for the pre-test was 54,41 and for the post-test was 75,06. The results of t_0 are higher than t -table which is determined by the t -table significance level of 5% and degrees of freedom of 1% ($15.474 > 1.691$). sig (2-tailed) in Table 4.4 also shows that sig (0.000) is lower than sig α (0.05). This shows that the null hypothesis (H_0) is rejected and H_a is approved, in other words that there are significant differences before and after giving the Genre Based Approach to encourage students' writing skills.

2. Based on the implementation of GBA by the author for approximately 2 weeks after the GBA method was applied for 8 meetings, the authors concluded that the average pretest score of the experimental class students was 54,41 and for the post test was 75,06. Meanwhile, the average score of the control class students for the pre-test was 44,12 and for the post-test was 49,82. The percentage improvement comparison of the class experiment with class control is 50.66%. From these findings, it can be concluded that the students who taught by using GBA showed significant improvement.

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