THE USE OF GENRE BASED APPROACH ON STUDENTS' WRITING RECOUNT ACHIEVEMENT

Mufida Fatmawati

Iyan Irdiyansyah

Deddy Sofyan

Article Info	Abstract
	Writing is one of language skills that students learn in the class, and based on the pre-research observation, students still have difficulty in determining the correct grammar to write. An appropriate approach can be applied in the class to help students to overcome their difficulty in determining the grammar. This research was conducted to prove the effect of Genre Based Approach on students' writing recount text. This research uses pre-experimental method and one group pretest-posttest design. The sample was chosen by random sampling technique. The sample in this research is the second-grade students of Cibungbulang Junior High School. To collect the data, the researcher uses pre-test and post-test of their writing recount product. After collecting the scores of pretest and posttest, then they were analyzed using t-test. The result of the analysis shows that the null hypothesis is rejected (H0) whereas alternative hypothesis is accepted (Ha). It means, the use of Genre Based Approach significantly affect and effective to train students in writing.

INTRODUCTION

Teachers have to think first how to conduct the effective teaching to achieve better result of teaching process. One of factors that affects the quality of teaching learning activity is students' participation in teaching and learning process that indicates the quality of teaching and learning activity. Students' can share their knowledge or share ideas, because they have earned input from previous education level or other lessons. Therefore, to achieve the goal of teaching, teachers have to know which approach will be used based on students' need. There will be created the expectation of teaching learning process when teachers and students' synergies each other.

Students' contribution is based on how the teachers encourage the students to participate. In this point, the teachers' duty is catching students' attention by using appropriate teaching approach. To build students' confidence the teachers should create warm and well-situated atmosphere. By changing

negative interaction patterns into positive interaction, the climate of the classroom can dramatically improve. In conclusion, positive atmosphere in the class affects students' confidence to try their communication competence.   One of those approaches is Genre Based Approach.

Teacher as the teaching designer should master the teaching approach and method to conduct the class and reach the goal of the lesson also controls different characteristics of students. One of the approaches is Genre Based Approach. This approach was designed to help students who have difficulty in the lexical and grammatical features and being a tool to bridge the communicative purpose. The use of GBA is to help students understand the use of language for communicative purpose with the context of culture that can be divided into several types of text. The use of GBA is not only overcome the missing of grammatical use, but can also see the difference of culture in social life.

RESEARCH METHODOLOGY

This research was conducted in Cibungbulang Junior High School, Bogor, Indonesia. Quantitative approach with pre-experimental method used in conducting this experiment. The design of this research is as follow;

$$O1 \ X \ O2$$

O1 = pre-test

O2 = posttest   X = Treatment (GBA)
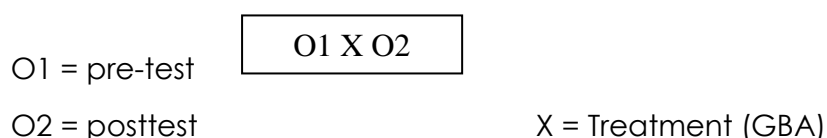
There are nine classes population in this research, there are VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, and VIII.9. From the classes chosen only one class randomly by a lottery system as the requirement of quantitative research.

This research use test technique to collect the data from respondent.
1.Test
Test is all questions or exercises and other tools that used to measure skill and knowledge, intelligent knowledge, skill or aptitude that someone or a group has (Arikunto, 2010). In addition, the instrument that the writer uses in this research contains of pre-test and post-test. Pre-test will be conducted to know students' writing ability in constructing recount text. The experiment applied Genre Based Approach as the treatment. After applying the treatment and getting the data, the writer analyzed the result and compared it with the pre-test result.
2.Lesson Plan
Before conducting research, the researcher has to arrange lesson plan first. It purposes to make learning activity more systematic and well-planned. This research used only one lesson plan that applies Genre Based Approach for the treatment.
The data analysis used in this research are normality test and t-test. Normality test used to find out that the data distributed normally or not. The kind of normality test that used in this research is Lilliefors test. T-test used to know the effectiveness of Genre Based Approach.

DISCUSSION

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Teaching of any language has purpose to understand others and the culture. It becomes crucial thing in educational rationales because people live in different culture and background. It is teacher's duty to build students' communication skill so that students can understand others from different cultures. In addition, culture develops following the globalization and it affects how people communicate and the language used in many ways. According to (Richards, 2015) nowadays language teaching becomes pedagogical problem and organizational one. It means that language teaching is crucial and profound thing in educational purpose. As cited from (Liddicoat, 2013) one of challenges to recognizing intercultural focus in language education to the practice. It means that the content used in the teaching should bridge the intercultural focus to educational purpose. The expectation is the students can practice what they have learned in the class.

One of language skills that students need to develop is writing skill. Approach that teacher may choose to enhance students writing skill is genre-based approach. It uses kinds of various texts that have social and linguistic value so that the students not only learn the language but also the social context that can be applied in their real life. This approach deals with context, semantics, lexico-grammar, and phonology. Genre based approach views that the language must be related with social function (Dirgeyasa, 2016). The expectation of genre based is students can get the social function to be applied in the real life, so it is important to make sure that students are familiar with the topic.

In this approach Haliday believes that there are three steps in the process of language product (1976). The steps are meaning, wording, sounding/writing. In the meaning step in contains of semantic system. In the second step there are lexico-grammatical system and vocabulary. The last step is the product of language sounding and writing, it contains of phonological and orthographic system. It means that in the wording step human tries to arrange sentence grammatically.

There are four sequence steps of Genre Based Approach called curriculum cycle, it is also well known as Hyland's model. Those are building knowledge, modeling of text, joint text construction, and independent text construction.

1.   Building Knowledge of Field

It is the first step which students will be introduced with the content or background that discussed in the text. Teachers have to make sure that the students are familiar with the discussion, of the teacher explain it first because the students come from different background.

2.   Modeling of Text

This is the important step in this approach. In this step teacher explain about the generic structure, language feature, and something they get from the text that they can relate with their real life. Dirgeyasa (2016) mentioned that there are four practical steps in modeling step, there are: a) The teacher chooses a type of genre of writing to develop class activities. The genre must match with students' need. b) The teacher and the students discuss together about text's construction. c) The students are situated to understand the purpose or the communicative function of the text. d) Students studies about vocabularies used in the text, grammatical feature and the structural pattern of the text.

3.   Joint Construction of The Text

In this step students will be given the instruction to construct text together in group. They discuss about the content, grammar, or anything they need to construct a text. The students are still guided and helped by the teacher before they make the text individually. There are three practical steps how joint construction stage is developed. a) The students reconstruct certain given genre writing. They may revise the vocabularies usage, grammatical feature, or the generic structure. b) The teacher guides the students to discuss and instruct them to remember the features so they understand about type of given genre. c) Before the students move to independent construction, modeling text is important to review.

4.   Independent Construction of The Text

This is the last step that can measure students' ability and understanding individually after they discuss with the group. The teacher has to make sure that students understood the feature of given genre such as grammatical patterns usage, communicative purpose, structure of the text, and relevant vocabulary usage.

After obtaining the data of pre-test and post-test score there are some points that were calculated. The score of pretests is 2449 which the average is 68. The score of post-tests is 2887 with the average 80.

The researcher has done normality test with Lilliefors formula by using SPSS application. The table below is the result of calculation.

One-Sample Kolmogorov-Smirnov Test

		Posttest
N		36
Normal Parametersa,b	Mean	79.00
	Std. Deviation	8.156
Most Extreme	Absolute	.146

Differences	Positive	.146
	Negative	-.087
Test Statistic		.146
Asymp. Sig. (2-tailed)		.052 c
Monte Carlo Sig. (2-tailed)	Sig.	.383 d
	99% Confidence Interval	Lower Bound .371
		Upper Bound .396

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Based on 10000 sampled tables with starting seed 334431365.

Based on the data above the result of Asymp Sig is 0.052 or .,052 ≥ 0.05. The result shows that Asym. Sig is higher than 0.05, it means H0 is rejected and Ha is accepted. In conclusion is the data are distributed normally.

Before calculating the t-test to test the hypothesis, the researcher did normality test first. The formula used to do normality test is liliefors. This test did by using SPSS and the result shows that Asymp Sig is 0.052 whereas the significant is 0.05. It can be concluded that Asymp Sig is 0.052 ≥ 0.05. It means that the data are distributed normally.

The researcher obtained the data from the pretest and posttest score, then the score were calculated by using the t-test formula. After scoring the pretest and posttest, the next step is testing the hypothesis. According to the calculation the result of t-test is 21.25 and the result of t-table with level significant 0.05 is 2.042. It can be concluded that the value of t-test is higher than t-table (21.25 > 2.042). It shows that the null hypothesis is rejected (Ho) whereas the alternative hypothesis is accepted (Ha). It means that Genre Based Approach can help students to improve their writing recount ability. It is proven because the score after students given the treatment is higher than before given the treatment.

CONCLUSION AND SUGGESTION

After conducting the research to the second-grade students in SMP Negeri 1 Cibungbulang, it can be concluded that the use or genre-based approach is proven that affects students' writing recount achievement. Based on the calculation result of t-test, it shows that t-test value is higher than t-table value. The

result of t-test is 21.25 meanwhile the t-table value is 2.042. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It is proven that Genre Based Approach improves students' writing recount achievement. Therefore, Genre Based Approach can be offered as alternative way to improve students' writing recount achievement.

Based on the conclusion above, the researcher offers some suggestions for the next researcher and the teacher. The first suggestion is for the teacher, if the teacher wants to give text fored video it is better to choose the video that can stimulate students' imagination or their dream. An interesting and inspiring video can be absorbed easier. When choosing the video, it is better to select the video with clear subtitle. It can help students to mark the difficult vocabulary. The teacher has to make sure that the video is clear and interesting.

The next suggestion is for the next researcher. The next researcher has to be careful to choose video for students, make sure that the content is still appropriate for middle school students. Another important thing is to make sure that the vocabulary.

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