THE INFLUENCE OF GENRE BASED APPROACH ON STUDENTS’ PROCEDURAL WRITING TEXT SKILLS

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ABSTRACT

The present research aims to analyse the influences of the application of Genre Based Approach for teaching procedural writing text. The present research uses a quantitative method with true-experimental study to obtain its data. The participants were 66 ninth grade students of SMPN 11 Kota Serang. The participants were divided into two groups, experimental and control group. Each group consists of 33 students. The experimental group was taught writing skills using Genre Based Approach while the control group taught using a conventional teaching method. The test of writing instrument was administered in two sections; pretest and post-test. The data were counted with content validity, reliability, normality test, homogeneity test, and hypothesis test (t-test). The results suggest that the application of Genre Based Approach has positive influences toward students as they were shown to be more enthusiastic during the process of learning and it facilitated students’ needs in mastering students’ writing skill. The results show that the score of the average of post-test was bigger than pre-test and the result of analysing in independent t-test showed that $t_{count} \geq t_{table}$ with level significance 0.05 % was $8.289 \geq 1.997$. It means that the ninth grade students’ writing text skill increased.

Keywords: Genre Based Approach, Students’ Writing Skill, Influence.
INTRODUCTION

English is considered as one of global languages (Rahmasari, 2018; Yusup, 2019). Thus, mastering it seems important. However, it may not be an easy task as to master English, one needs to be able to use four English skills (speaking, listening, reading, and writing) In this regard, writing can be considered as one of the most difficult forms of communication (2011, p. 140). It is because writing requires skill that deals with creativity. Such difficulty was noticeably found during PPLK (field teaching service program) from September to October at SMPN 11 Kota Serang. The direct observation suggested some problems in students’ writing. Firstly, there was lack of knowledge on vocabulary and grammar. Secondly, students showed difficulties in arranging writing texts since most of the time they were only taught reading skills. Thirdly, teachers did not teach students how to formulate the text. To help improving students’ procedural writing text skills, Genre Based Approach as an innovative method to facilitate students in understanding the steps in writing structurally and finding the information easily was intended to be applied to students.

Related to the above point, Ian (2008, p. 5) states that Genre Based Approach is an appropriate basis for teaching the writing skill and thereby developing a discourse competence in language learners. It is a typical model of writing having different features and characteristics. By using Genre Based Approach students can write down what they think in their mind and state it on paper by using a generic structure and language features.

There are several methods related to Genre Based Approach and Procedural writing text (Destri, 2015; Yusnida, 2015). However, the present study will a demonstration method (beneficial for teachers for teaching writing a procedure text) to the experimental group. Because the researcher believes that with the GBA method students will get the factual information and can help the teacher in teaching how to write a procedure text. Thus the present study aims to analyse the influences of applying genre based
approach on students’ procedural writing text skills.

METHODS

This research used a quantitative method by using true-experimental design. Quantitative research is an inquiry into social problem, explain phenomena by gathering numerical data that were analysed used mathematically based methods in particular statistics. Similarly, this method is used by Yunius et al (2017) to analyse the students’ vocabulary mastery and their ability in translating English Text. Sugiyono (2013, p.114) deduces that a true experimental design is one in which study participants are similar method with the different text in reading with Genre Based Approach. According by Destri (2015) in the research the benefits of Genre Based Approach method for students were getting the factual information and main ideas, finding meaning of vocabulary, helping the students focus in understanding and selecting the genres of text, and mastering all language skill (listening, reading, writing and speaking) and learning about genre structures.

The researcher took two classes as a sample. Class XI G as control class and XI E as experiment class. There are 66 students as participants. IX E class consists of 33 students and the IX G class consists of 33 students, while the total of the students in ninth grade are 325 students.

Students in class IX E were taught by using Genre Based Approach and considered as an experimental group. Meanwhile the students in class IX G were taught using conventional method and considered as control group. Both classes have a same teacher.

The present research used pre-test and post-test to measure the improvement in students’ procedure writing text skill. The tests were written ones. The students were asked to write a procedure text based on particular topics. In order to see whether the test is valid and reliable or
The present research used normality of distribution to show the information of scores distribution which belongs to the samples. Hatch & Farhady (1982, p. 64) argue that normal distribution allows the reader to make inferences about the population in general and sample of that population in particular. If the distribution of test is normal, the curve will be shaped like a bell (Furqon, 2004, 135). Here is the following normal distribution curve:

![Normal Distribution](image)

To know the criteria of homogeneity was:

\( H_0 \) will be accepted if \( F_{\text{count}} < F_{\text{table}} \), (It indicates homogenous)

\( H_0 \) will be rejected if \( F_{\text{count}} > F_{\text{table}} \), (It indicates not homogenous)

**RESULTS**

The objective of the research was to find out whether there was influence of writing test toward students’ writing skill. The hypothesis of the research showed that \( t_{\text{table}} \) was
1.997 and \( t_{\text{count}} \) was 8.829; \( t_{\text{count}} \geq t_{\text{table}} \) or 8.829 \( \geq \) 1.997. It means that null hypotheses (\( h_0 \)) was accepted. Therefore, the results of present study show positive influences of Genre Based Approach on students’ procedural writing text skills the Ninth Grade in SMPN 11 Kota Serang. The data was illustrated in the following \( t \)-calculation.

\[
t_{\text{count}} = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}
\]

\[
t_{\text{count}} = \frac{74.4 - 71.2}{\sqrt{\left( \frac{97.63 + 63.34}{33 + 33 - 2} \right) \left( \frac{1}{33} + \frac{1}{33} \right)}}
\]

\[
t_{\text{count}} = \frac{3.15}{\sqrt{\left( \frac{160.97}{64} \right) \left( \frac{2}{33} \right)}}
\]

\[
t_{\text{count}} = \frac{3.15}{\sqrt{(2.51)(0.06)}}
\]

The data analysis showed the result as follows.

**Table 4.1 Descriptive statistic table**

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>57.2</td>
<td>62.1</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Mode</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Min. Score</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>Max. Score</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Standard deviation</td>
<td>9.84</td>
<td>8.078</td>
</tr>
</tbody>
</table>

The above table shows a significant differences in the results of students' grammar, vocabulary, mechanics, fluency, and form organisation between the experimental class and the control class. The experimental class shows higher results than the control class.

In order to ensure the validity of test, an English teacher had checked it and ensured that the test did a trial
and statistic analytic. In this regard, the present study used an inter-rater reliability to measure the reliability. The researcher worked with the English teacher of SMPN 11 Kota Serang in scoring students’ writing tests. Here are the results between the two raters interpreted by the value of kappa. Detail calculation of inter-rater reliability can be seen in the Appendix 4.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental class</td>
<td>0.78 Agreement</td>
<td>0.48 Agreement</td>
</tr>
<tr>
<td>Control class</td>
<td>0.60 Agreement</td>
<td>0.78 Agreement</td>
</tr>
</tbody>
</table>

The table above shows that the data of pre-test and post–test in experimental and control classes were reliable because the agreement score of experimental and control class were moderate based on Kappa Statistic table.
The researchers conducted a normality test to examine whether the data was normally distributed or not. The normality test focused on tests (pre test and post- test) conducted in two classes: experimental and control class. The details of statistical and graphical calculation of normality test showed in the Appendix 4.

Based on the results of normality pre- test and post- test, the graphic indicated the distribution of data was normal.

The total variances of the students’ score were calculated (Appendix 4). The results of sample homogeneity of the pre-test was 1.217 and the result of sample homogeneity of the post test was 1.172. Then, it was obtained by comparing the value of the highest variance and the lowest variance with significant level of 0.05 (5%) for df = 64 with the $F_{table} = 4.170$ (table distribution, can be seen in the Appendix 5).

<table>
<thead>
<tr>
<th>group</th>
<th>$F_{count}$ Pre-test</th>
<th>$F_{count}$ Post-test</th>
<th>$F_{table}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control and experimental</td>
<td>1.218</td>
<td>1.172</td>
<td>4.170</td>
</tr>
</tbody>
</table>

Pre –test : $F_{count} \leq F_{table} = 1.218 \leq 4.170$

Post –test : $F_{count} \leq F_{table} = 1.172 \leq 4.170$

It can be concluded that the pre test and post- test in control and experimental class was homogeneous.

In this research, there was alternative hypothesis (Ha) and Null hypothesis (Ho). In the alternative hypothesis, there was any effect of using Genre Based Approach method toward students’ writing skill.

**DISCUSSIONS**

The present research was aimed at finding out the influence of using Genre Based Approach in teaching writing for the ninth grade students at SMPN 11 Kota Serang, Banten. The research question is what are the influences of Genre Based Approach
application on students’ writing skill. Based on the formula, the result of the statistic calculation indicated that the value of $t_o = 8.289$ and the value of $df$ (degree of freedom) 64 with significance 5% is 1.997. The result showed that $t$-test ($t_o$) > $t$-table ($t_t$) (8.289 > 1.997). It means that $t$-test was higher than $t$-table. Since $t_o$ score in the table is higher than $t_{table}$ score obtain from the result of calculating, so the alternative hypothesis ($H_a$) is accepted and the null hypothesis ($H_o$) is rejected.

Based on the explanation about the result on the table, it can be concluded that using Genre Based Approach in teaching writing was succeed in increasing students’ score in writing skill. From the data above, students’ score can be increased after the using of Genre Based Approach. Moreover, it can be said that using Genre Based Approach affected students’ achievement in writing score.

By using Genre Based Approach, it is significant in teaching writing compared to the use of other method. It can be inferred that there is significant difference between students’ writing score who were taught by using Genre Based Approach and who were taught without Genre Based Approach. The influence of Genre Based Approach on students’ writing skill can be seen from the score of experimental class students which increased after Genre Based Approach was applied in the class.

The present study also confirms what has been found by Yusnida (2015); Destri (2015); and Lailatul (2017). All of them found that there was an influence in students’ writing skill with the implementation of Genre Based Approach as a approach, although the research design and sample were different between the researchers.

CONCLUSION

The limitation of the problem focused on the influence of using Genre Based Approach on students Procedural Text Writing Skill. It is proven that the students’ score of writing after being taught by using Genre Based Approach is better than
before being taught by conventional method. Therefore, it can be concluded that using Genre Based Approach influenced students’ writing skill.

It was found that there were three advantages of using Genre Based Approach on students’ procedural text writing skill at Ninth grade of SMPN 11 Kota Serang. First students generally had enthusiasm on writing the procedure text. Second, Genre Based Approach was very beneficial because it brings together formal and functional properties of a language in writing instruction and third, Genre Based Approach facilitated the students needs in mastering the skill that enable them to write the genre text.

SUGGESTIONS

Based on the research and observation, using communicative method such as Genre Based Approach is appropriate and applicable in teaching writing English to a foreign language learner. English teacher should make a creative and effective method in teaching writing. Therefore, the teacher can try to use Genre Based Approach as a proper method for the classroom activities especially in writing English. More importantly teacher can present the lesson by using various methods to manage the class so that the students will be aware that writing is a great way to teach, inform, entertain ones’ behaviour and educate oneself.
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