Does Genre-Based Approach Improve Students' Writing Recount Texts?

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ABSTRACT :
This research aims to investigate potential variations in the students' writing performance of the students both before and after the implementation of a genre-based approach. The focus is on enhancing students' proficiency in composing recount texts through this approach. The study adopts a single-subject experimental design, with data gathered through a recount text writing test. The sample comprises 19 participants from X IPA Class of MA Al-Fathimiyah. Analysis of the data involves the use of paired t-test and N-gain technique to assess changes in students' writing abilities. Results from the paired sample t-test reveal differences in writing talents before and after the genre-based approach. Furthermore, N-Gain test results demonstrate an improvement in students' writing skills following the adoption of the genre-based approach in recount text composition significantly.

Key words: *genre-based approach; writing skill; recount text.*

INTRODUCTION

It is a heavy task for the teacher to teach writing, especially in the level of high school. It needs a huge times to teach writing. In a fact, writing has a liitle time compared other skills, such as listening, speaking and reading. It is important to teach writing in language learning. People can express their ides, feeling, and opinion through writing. It might have communication capabilities. According to Raimes (1985), writing is a powerfull tool for creating new words, phrases and discourse chunks in a foregn language[1]. It is supported by Hernowo (2004), writing is a skill-building exercise where students create words from graphic symbols, organize the words into sentences and connect the sentences logically[2].

To enhance the educational process's quality, the teacher must first consider how to conduct effective lessons. Students' involvement during the teaching and learning activity influences the

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[1] Irawansyah, "Genre Based Approach: A Way to Enhance Students' Writing Ability."
English Education: Jurnal Tadris Bahasa Inggris 9, No. 1 (2016): 74-88.," *English Education: Jurnal Tadris Bahasa Inggris* 9, no. 1 (2016): 74–88.
[2] Irawansyah.

effectiveness of the teaching learning activity, which is one of the factors[3]. They have acquired knowledge from a prior education level or other class, students can communicate their ideas or knowledge.

As a result, teachers must be aware of the strategy that will be taken based on the needs of the students in order to achieve the purpose of teaching. When teachers and students work together effectively, the expectation of teaching and learning will be generated. Students' contributions depend on how much their teachers motivate them to take part. At this time, teachers' duties consist on grabbing students' attention using effective teaching strategies. Genre-based approach is one of those methods.

The GBA approach can aid a teacher in teaching writing. A category of communication events with a communicative goal is called a genre. According to Nagao (2019), it is also characterized as forms of written text that aid in understanding the relationship between text's structure and social purpose[4]. The GBA is crucial in helping students who struggle with writing to succeed[5]. The use of GBA to the teaching and learning of writing appears to be significant for students who have poor motivation and low competency.

The learners are effectively guided to write from the dependent to independent steps. Additionally, it encourages and makes it easier for the learner to eventually learn on their own terms[6]. Relating to the decision-making of the teachers over the mode of writing instruction. The genre-based approach is thought to be a more effective way to help pupils overcome their writing challenges.

The Indonesian English curriculum, which was established in 2004, also makes note of this strategy. According to this curriculum. The goal of teaching English should be to give students the skills necessary to understand and create written and spoken texts for various communication purposes.

In regard to the teaching and learning process, GBA provides students with explicit and methodical explanations of how language interacts in social contexts. GBA attempts to teach

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[3] Mufida Fatmawati, "The Use of Genre Based Approach on Students' Writing Recount Achievement," *Journal of English Teaching and Linguistics Studies (JET Li)* 4, no. 1 (April 20, 2022): 1–6, https://doi.org/10.55215/jetli.v4i1.5077.

[4] Iftitahul Lail, "The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students' Writing Skill" 09, no. 03 (2022).

[5] Herman et al., "Using Genre-Based Approach to Overcome Students' Difficulties in Writing," *Journal of Education and E-Learning Research* 7, no. 4 (2020): 464–70.

[6] Sindy Johana Montero-Arévalo, "Effects of Genre Based Approach (Gba) In EFL Reading Comprehension and Writing.," *GIST–Education and Learning Research Journal* 19 (2019): 84–100.

students on how to create sense in socio-culturally positioned circumstances by illustrating to them understanding the construction of various genres, tracing the evolution of a text from its beginning to its conclusion, and recognizing how each phase of the text conveys important meaning[7].

With the help of this promise, members will be able to effectively communicate in a range of situations, including those involving many languages. According to Hyland, the genre pedagogies goal is to help students become more aware of target genres and how language produces meaning in context[8].

Numerous researchs have been conducted to determine whether GBA helps pupils' writing skills improve. Most research results indicated that employing a GBA positively influenced learners' advancement. Although the majority of studies found that GBA had a favorable impact on students' academic performance, little focus was paid to examining how GBA affected students' writing abilities in a Senior High School setting. As a result, in line with the endeavor to improve students' writing skills, to determine the usefulness of the genre-based strategy, the researcher opted to study its implementation in writing classes.

Methods

This research, categorized as pre-experimental, aligns with the specific issue under investigation and the desired goals. It involved studying a single class as the sample, implementing a genre-based approach in the process. The selected research methodology was the One Group Pretest-Posttest. The study centered on students from the X IPA class at Al-Fathimiyah Islamic Senior High School during the academic year 2022/2023, comprising a total of 19 students in the population. The sampling technique in this study using saturated sampling or total sampling. The entire population, amounting to 19 students, was used as the research sample. The instruments used for data collection were posttest items that had been tested and had item validity with fairly strong reliability, moderate difficulty level and good discriminating power. In this study, the method employed for data analysis was a paired sample t-test, aiming to assess potential variations in student learning outcomes before and after implementing the genre-based approach.

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[7] Chiara Montera, "Employing a Genre-Based Approach to Teach Written Communication in Italian as a Foreign Language," 2021.

[8] Kety Soraya, "The Implementation of Genre Based Approach in Teaching Writing Recount Texts," *JEDLISH Journal of Education and English Language Teaching* 2, no. 1 (November 29, 2022): 57–65.

N-gain methodology is employed to help students learn how to boost yield prior to applying the GBA method. The N-gain formula is as follows[9]:

$$N\text{ - Gain} = \frac{\text{The score of Post-test} - \text{The score of Pre-test}}{\text{The highest achievable score} - \text{The score of Pre-test}}$$

Information:

        N-Gain   : Normalized gain

        Pre-Test   : The starting point of the learning measurement

        Post-Test   : The concluding measurement of learning

        Interpretation of N-Gain average scores which is normalized using table. 1

Table. 1. N-Gain Index Criteria

Score	Category
(g) ≥ 0,70	High
0,30 ≤ (g) < 0,70	Medium
(g) < 0,30	Low

(Source: Adopted from Zarman, (2022)[10]

Result

This part expands on the research findings, providing details on the analysis of pre-test and post-test results using SPSS 25, it was identified that the top score of pre-test reached 77, and the post-test score recorded at 95. The range of scores fluctuated between 52 and 62. The mean values for these scores were calculated at 65 and 79, with standard deviations of 7.3 and 9.5, respectively. The research project involved the participation of 19 students.

Table 2. Summary of statistics for the pre-test and post-test.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
before_treatment	19	52	77	65,05	7,329
after_treatment	19	62	95	79,95	9,577
Valid N (listwise)	19				

The normality assessment aimed to determine the typicality of the collected data. Conducted with a significance level of 0.05, the results of the Shapiro-Wilk normality test show significance

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[9] Fanny Savitri Zarman, Sofia Edriati, and Heri Mulyono, "Peningkatan Hasil Belajar Siswa Menggunakan Model Pembelajaran Team Assisted Individualization Pada Mata Pelajaran Simulasi Dan Komunikasi Digital," *Jurnal Pelangi* 13, no. 2 (2022): 101–6.

[10] Zarman, Edriati, and Mulyono.

values of 0.727 and 0.411 for the pretest and posttest in the experimental class, respectively. As the test scores' significance values exceed 0.05, it can be concluded that the students' pre- and post-test data exhibit a normal distribution.

Table 3. Tests of Normality Pre-test and Post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
before_treatment	,111	19	,200*	,968	19	,727
after_treatment	,157	19	,200*	,951	19	,411

The study employed a paired sample test, specifically a paired t-test, to examine the data. Through data analysis, it was observed that the significance value (0.00) is lower than the set significance level (0.05). This indicates an average difference in learning outcomes before and after the test. Consequently, adopting a genre-based approach has a discernible impact on the learning

Paired Samples Test

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	before_treatment - after_treatment	-14,895	7,039	1,615	-18,287	-11,502	-9,224	18	,000

of recount texts and, notably, on the writing skills of students in X IPA class at MA Al-Fathimiyah Banjarwati, Paciran, Lamongan.

Table 4. The result of Paired Samples Test

Through the utilization of a genre-based approach, the N-Gain test aims to measure the degree of improvement or progress in students' writing skills.. The experimental class displayed an average score of 65 on the pre-test and 79 on the post-test. Consequently, an N-Gain of 0.43 was calculated, signifying a moderate improvement in learning outcomes from the pre-test. Hence, it can be affirmed that implementing a genre-based approach has the capacity to improve the writing skills of the X IPA class at MA Al-Fathimiyah.

Table 5. The result of N-gain Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	19	,13	,83	,4373	,20837
Valid N (listwise)	19				

Discussion

The objective of this study is to examine possible changes in students' learning approaches before and after incorporating the genre-based method. Additionally, it seeks to understand the enhancements in students' writing skills in English language recount text topics following the adoption of the genre-based approach. The application of the paired t-test to scrutinize the data revealed discernible differences in the numbers before and after the test. The N-Gain test outcomes indicated a general enhancement in the average group scores from the pre test to the post test. Figure 1 visually represents the progression of student scores over time.
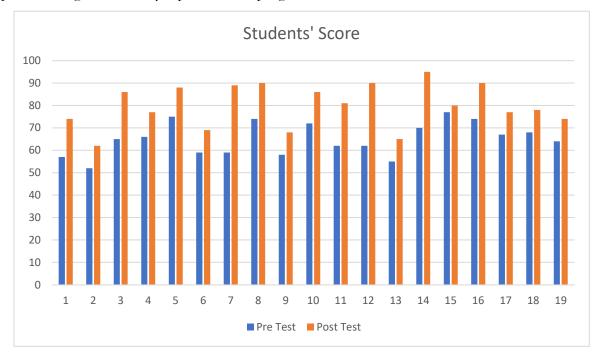

Figure 1. Students' Score of Pre and Post Test

Figure 1 illustrates the progression of individual student values over time. All 19 students who employed the genre-based method experienced improvements in their learning outcomes. Employing a genre-based approach allows students to quickly comprehend the basic structure and linguistic elements of a draft for a recount text. Throughout the learning process, students leverage their strong academic skills to construct knowledge and replicate the text. Collaboration is evident as students proficiently work together in the various stages of crafting a recount text. The findings in the field suggest that the genre-based method actively engages students in learning, fostering a willingness to ask questions and tackle challenges. While not every student alters their learning approach, there is a general trend towards increased student involvement and engagement.

From the preceding information, it is evident that the learning model serves as a tool to enhance both students' writing skills and their motivation to learn. It accommodates both collaborative group study and individual learning. The primary objective of the genre-based

approach is to optimize learning outcomes in educational institutions, facilities, and personnel for the most effective achievement of goals. The adoption of a genre-based approach facilitates a clearer understanding of reviewed problems by students.

The findings of this research align with those of other studies, including Prayuda et al (2023)[11], Rusmawaty et al (2023)[12], Damayanti et al (2023)[13] and Lukmawardani and badriyah (2021)[14]. These collective studies suggest an enhancement in students' writing skills after applying the Genre-Based Learning Approach, in contrast to their performance before the intervention..

Conclusion

Based on the findings and the discussion, one can infer that the use of a genre-based approach, especially for recount texts, generally improves students' writing proficiency in English instruction. The average pre-test score stood at 65, escalating to 79 in the post-test. The disparity in writing proficiency before and after the application of the genre-based method is substantial. This assertion is supported by the paired t-test, revealing a significance value of 0.00, which is less than 0.05. The N-Gain test further underscores this improvement, indicating an average increase of 0.43, signifying a moderate enhancement in students' writing skills after exposure to the genre-based approach.

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