THE EFFECT OF GENRE-BASED APPROACH (GBA) TOWARDS STUDENTS' NARRATIVE WRITING FOR THE 10TH GRADE OF VOCATIONAL HIGH SCHOOL 1 OF SERANG CITY (SMK PGRI 1 KOTA SERANG) (A Research of Quasi Experimental Study)

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ABSTRACT

This study aims to find out the effect of genre-based approach (GBA) towards students' narrative writing. Quantitative study, especially the nonequivalent group design (NEGD) was employed in this study. The samples were two classes of tenth grade of Vocational High School 1 of Serang City (SMK PGRI 1 Kota Serang); one class was selected as the experimental class and the other one as the control class in. The experimental class was taught by using genre-based approach, and the control class was taught by using expository learning. Pre-test and post-test were employed in this research. In the tests the students were required to write a narrative text about a fairy tale. To analyze the data T-test was used by using IBM SPSS Statistic 22 version. The hypothesis testing analysis revealed that the value of t-count at 0.05 level of significance with 68 degree of freedom was 5.682. It means that t-count was higher than the t-table which was 2.000. It can be inferred that genre-based approach affected students' writing in narrative text.

Keywords : *Genre-Based Approach, Narrative Text, and Writi*

INTRODUCTION

Writing is a complex process of communication in which a writer needs to have both knowledge of language and knowledge of formulating ideas. According **Alwasilah (2007)** Writing is the most difficult skill in learning English as a Foreign Language (EFL). It is because in writing students have to consider rules to create a text. Additional, to **Harris (1995)** students have to consider some diverse elements namely content, form, grammar, style, and mechanics. In other words, the students are required to be able to develop their ideas and organize the elements of writing to write well.

Based on the researcher's Pre-service Teacher Training Program (PPLK) experience on 13th September until 21st November 2018 in the academic year 2018-2019, the researcher found that the students writing skill was still low. The data were gained from the result of student assessment instruments given by the English teacher at the tenth grade of *SMK PGRI 1 Kota Serang*. Moreover, according to the English school teacher, the condition might be caused by some factors, the factors were: Students do not have ideas due to their limited range of vocabulary, do not have the motivation, the limited time, the media, and the technique in delivering materials was neither suitable nor interesting and writing narrative is very difficult to write. They were confused and had limited vocabulary to get their idea, and it makes students' score in English writing is low. It means that students do not understand about writing. There were approaches to overcome the problems above. **Derewianka and Jones (2012)** one of the approaches to teach writing is to use Genre-Based Approach (GBA).

In the Indonesian context, there were some studies that have been conducted in the use of GBA to the teaching of writing, such as research conducted by **Mohammed (2015), Sanu (2016) and Persada (2016), Nugroho (2010)**. The first to the third studies were done qualitatively and the later was done quantitatively in Tanggerang city. Furthermore, those studies investigated parts of language i.e. grammatical problems, writing paragraph skill, and writing short article through the genre-based approach. Those studies inform that GBA could give an effect on students' writing abilities, helped teachers and students in teaching and learning process, and provide teachers alternative teaching strategy to manage learning materials which were adjusted to the students' learning needs. Considering those facts, this study is interested to find out the effect of a genre-based approach in students' narrative text writing.

THEORETICAL FRAMEWORK

Many experts define the word "writing" but in general, they arrive at the same definitions. Some of these definitions as quoted Harmer (2005) are from several sources. Writing is a progressive activity. The theory means when you are wanted to write something, you have already been thinking about what you want to write before you put the words together. This thing also concerns decisions about the purpose of writing, **(Kern, 2000)** writing is a process to develop the ability to think explicitly about how to organize and express thoughts, feelings, and ideas in a way compatible with readers' expectations. The ability to write ideas using letters is not the only factors that can make someone able to write. Moreover, as stated by **Harmer (2005)**, there are five general elements of writing: (a) Content, **w**hich is the substance of writing and ways how ideas are expressed; (b) Form, which is the organization of the content; (c) Grammar, which includes the employment of grammatical forms and syntactic pattern; (d) Style, which includes the choice of structures and lexical items, and; (e) Mechanic, which is the use of the graphic convention of the language. Moreover, the element of writing can be used as the basis of the evaluation in writing.

Based on the experts' statements, the researcher concluded that writing is indirect communication and also a progressive process that people must have experiences when they were going to write something or the writer must know about what they are going to write. Someone who wants to write need practice and training to put the words inform well.

Genre-Based Approach

A learning process should be comfortable and suitable for students. It is the main purpose and could be achieved by a proper teaching and learning strategy. A teacher employs many kinds of teaching strategies for a better teaching and learning process in every teaching and in every learning situation. As supported by **Derewianka and Jones (2012: 43)**: "an educator is a supervisor of rules in caring out the learning process". Thus, her/his role is fundamental and influential for students' learning success.

Moreover, the teaching and learning cycle generally involves an initial focus on engaging students, finding out what they know about the topic, and beginning to build shared understandings. It then moves on to the teacher modeling a text or a text genre, looking at the text social purpose, how it is organized in terms of the typical stages, and its language features. These phases might also involve intensive guided reading of an example of the genre (the model text) in order to continue developing shared knowledge about the genre. The teacher then collaboratively supports the students in writing a text in the modeled genre, providing them with a demonstration of how a more knowledgeable writer goes about developing a text. Once the students have experienced the process of gathering information, categorizing the information, and jointly writing it up into a coherent text, they then go through the same process, independently researching a similar topic and writing their own text, **Derewianka and Jones (2012: 44)**. Those processes have to be done properly so that the students' writing skill can be improved.

The Stages of GBA

Genre-Based Approach (GBA) has four stages in the teaching writing, according to **(Derewianka, Jones, 2012: 43)** they are:

1. **Building Knowledge of the Field (BKOF)**

    Building Knowledge of the Field (Negotiating Field) is a stage which aims to build students' background knowledge about the topic they are going to write.

2. **Modeling and Deconstructing the Text (MOT)**

    Modeling (Deconstruction) is a stages where a teacher and students are discussing and exploring the whole text, clauses, and expressions level as well as the key grammatical and rhetorical features (moves/ structural pattern) which were used to express specific functions and the social relationship in the text.

3. **Joint Construction of the Text (JCOT)**

Joint Construction is a stage where students worked together in a class to construct an example of the genre.

4. Independent construction of the text (ICOT)

Independent writing is the last step where the students write the text individually.

In applying the stages there are some activities that the teacher can employed, **Derewianka, Beverly, (2012: 43)** claimed that Genre-Based Approach process that can be applied by teacher in few steps, as follows:

Table 2.3
Genre-Based Approach Process

Stages	Teaching and Learning Activities	Purpose
BKOF	- The teacher several questions based on the topic - Giving the media and proposing several questions based on the media.	Developing students' background knowledge of the narrative text.
MOT	- The teacher explains the procedure text including definition, generic structure, and grammatical features. - The teacher gives an example of narrative text.	Developing students' understanding of narrative text from its purpose and its characteristics.
JCOT	- Asking students to make a group. - Discussing the answer to the exercise that has been answered by each group. - The teacher guides the students in writing.	Developing students' writing skill to construct the narrative text in a group.
ICOT	- Teacher gives the evaluation test individually. - Students do the test.	Developing students' writing skill to produce narrative text.

(Derewianka, Jones, 2012: 43)

Moreover, the GBA works based on several principles, they are: learning a language is a social activity and students learn language through language. In short, this model of language learning shows that social interaction enables language students to develop a resource for

making meaning, language is a tool for interpreting and organizing reality, and language knowledge.

METHODS

A quasi experimental were used in this research specifically the non-equivalent group design (NEGD). Furthermore, NEGD is when the research subjects or samples have not been randomly assigned to conditions. According to **Hatch & Farhady (1982: 22)**, quasi-experimental has three basic characteristics (1) a control group is present, (2) the students are at the tenth grade selected and assigned to the group, (3) a pre-test administered to capture the mutual differences between groups. It is described as follows:

Table 3.1
Subject Pretest-Posttest Experimental and Control Group Design

	Group	Pretest	Independent Variable	Posttest
(R)	E	Y1	X	Y2
(R)	C	Y2	-	Y2

Hatch & Farhady (1982: 22)

Note:

E: Experimental Group

C: Control Group

Y1: Students' writing narrative score of pre-test

Y2: Students' writing narrative score of post-test

X: Treatment using GBA method

This research conducted at the tenth grade of *SMK PGRI 1 Kota Serang*, in academic year 2018/2019. They were 9 classes with 315 students, as the population. Two classes were chosen, one class as the experimental group and another one as the control group. Each class consists of 35 students.

The data of this research were collected by narrative text writing pre-test and post-test. The first test was administered to collect data of the general knowledge of students understanding of writing lesson. The second test was administered to collect data of students understanding after they received writing materials with Genre-Based Approach. The data were collected in the form of writing scores. The essay was test about a fairy tale narrative text in which the students could choose specific story; Pinocchio, Cinderella, Snow Shite, and Rapunzel for getting data research result and students activities in teaching learning.

FINDING AND DISCUSSION

The hypothesis of this research was to find out the effect of Genre-Based Approach (GBA) towards students' narrative writing skill at the X grade of (SMK PGRI 1) of Serang city in academic 2019/2020 on March 29th, 2019 to April 26th 2019 at. Data analysis indicated that the value of t-test was 5.682 at 68 degree of freedom (*df*) and 0.05 level of significance. It can be inferred that t-count or t-test values was higher than the t-table which was 2.000. It can be implied that genre-based approach there is an effect on students' writing in narrative text about fairy tale.

The data as follows:

Table 4.1
The Pre-Test Score of Students' Writing
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment Class	35	63	82	71.49	4.475
Pre-test Control Class	35	61	81	70.69	5.126
Valid N (listwise)	35				

From Table 4.1 it can be seen the highest score of pre-test in experimental class was 82 and the lowest score was 63. The average score was 71.57 and the mean was 71.49 with a standard deviation of pre-test was 4.475. Meanwhile, the highest score of pre-test in control class was 81

and the lowest score was 61. The average score was 70.74 and the mean was 70.69 with a standard deviation of pre-test was 5.126.

Table 4.2
The Post-Test Score of Students' Writing
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experimental Class	35	71	89	80.46	4.786
Post-test Control Class	35	63	88	73.31	5.794
Valid N (listwise)	35				

From Table 4.2 it can be seen that the highest score of post-test in experimental class was 89 and the lowest score was 71. The average score was 80.31 and the mean was 80.46 with a standard deviation of pre-test was 4.786. Meanwhile, the highest score of post-test in control class was 88 and the lowest score was 63. The average score was 72.94 and the mean was 73.31 with a standard deviation of pre-test was 5.794.

Table 4.3

Tests of Normality

	Class	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Students Score	Pre-test Experimental Class	.114	34	.200*
	Post-test Experimental Class	.108	34	.200*
	Pre-test Control Class	.100	34	.200*
	Post-test Control Class	.088	34	.200*

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

After calculating, we got the result of the normality pre-test in the control class. The data was 0.100 and it was compared with 0,05. So, 0,100 more than 0,05 (0,114 ≥ 0,05). It means that the pre-test in control class was normally distributed and we got the result of the normality pre-test in the experimental class. The data was 0.114 and it was compared with 0,05. So,

0,114 more than 0,05 (0,114 ≥ 0,05). It means that the pre-test in the experimental class was normally distributed.

Meanwhile, the researcher got the result of the normality post-test in the control class. The data was 0.088 and it was compared with 0,05. So, 0,088 more than 0,05 (0,088 ≥ 0,05). It means that the post-test in control class was normally distributed and we got the result of the normality post-test in the experimental class. The data was 0.108 and it was compared with 0,05. So, 0,108 more than 0,05 (0,108 ≥ 0,05). It means that the post-test in experimental class was normally distributed and we got the result of the normality pre-test in the control class. The data was 0.108 and it was compared with 0,05. So, 0,108 more than 0,05 (0,108 ≥ 0,05). It can be seen if the P value of significance ≥ 0.05 and the data is a normal distribution.

Table 4.4

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	109.158ᵃ	68	.034
Likelihood Ratio	123.817	68	.003
Linear-by-Linear Association	1.040	1	.308
N of Valid Cases	70		

a. 116 cells (100.0%) have expected count less than 5. The minimum expected count is .25.

From Table 4.4 it can be seen that the significance of homogeneity in post-test was 0.034 with significance 0.05 and the value was (109.15 > 79.08). It means the data was homogeny because the value was equal with the significant 0.05 (0.034 ≥ 0.05).

After calculating the normality and homogeneity, the writer calculated the t value of the observation, the writer was calculated to gain (d).

Table 4.5

T-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	71.57	35	3.950	.668
	Post-test Experimental Class	80.31	35	4.664	.788
Pair 2	Pre-test Control Class	70.74	35	5.187	.877
	Post-test Control Class	73.17	35	5.793	.979

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The calculation of t-test was conducted by using *T-test in IBM SPSS Statistic v.22* and the result that the t_{count} was 5.682, after knowing t_{count}, the researcher found out the t_{table} a = 2.000 with significance 0,05 and the degree of freedom (df) = (N1+ N2) – 2 = (35 + 35) – 2 = 68. It means that GBA there is an effect.

The criteria of t_{-count} as follows:

$t_{count} \geq t_{table}$ = Ha is accepted

If $t_{count} \leq t_{table}$ = Ha is refused.

The finding of this research supports and proven the students' narrative writing skill is stated by Derewianka and Jones (2012: 44) that genre-based approach (GBA) helped teachers and students in teaching and learning process, and provide teachers alternative teaching strategy to manage learning materials which were adjusted to the students' learning needs.

Through applying this approach, it could be comfortable and suitable learning for students. The learners can take turns producing a sentence each around the group or can call each other in their life. It is the main purpose and could be achieved by a proper teaching and learning strategy. A teacher employs many kinds of teaching strategies for a better teaching and learning process in every teaching and in every learning situation.

Based on the data analysis and the explanation can be concluded that using genre-based approach in teaching writing there an effect toward students' narrative writing skill. It can be seen from the students' score after using of genre-based approach in teaching and learning. Moreover, it can be said that using genre-based approach affects students' achievement in writing score.

CONCLUSSION

This study found that genre-based approach affected students' writing in narrative text. Based on the analysis result of the research, it is proven that the students' score of writing after taught by using genre-based approach is better than before taught by using genre-based approach. It can be seen that the value of t_o or t-test was 5.682 and the degree of freedom (df) was 68 with degree of significance 0.05. The t_{table} of df 68 α=0.05 or t_{table} is 2.000. The result showed that t-test (t_o) > t-table (t_t) (5.682>2.000) and $F_{count} ≥ F_{table}$ (0.725 ≥ 3.131) It means that Ho is rejected and Ha is accepted. So, it can be concluded that genre-based approach there is an effect on students' writing in narrative text about fairy tale.

Moreover, the attitudes of students of implementing Genre-Based Approach are positive. They tended to be enthusiastic, passionate, and enjoy while study by using Genre-Based Approach. The students were more motivated in learning; more skillful because the interest of learning increase; having opportunity for all students to get a fair turn in practice to write English; eliminate boredom in learning; encourage to discover new ideas; and facilitate students in remembering also practice the material in daily life. Therefore, it can be concluded that Genre-Based Approach can be alternative approach to improve students writing skills.

SUGGESTION

The suggestion to encourage the teaching learning process, as follows:

1. For the teacher – The teachers should be creative in selecting teaching method/approach which match with the teaching material and the objective of learning. The teaching method/approach chosen in order to make the students more interested joining the class. It should be there an effect and efficient for teaching and learning process. It also must be easy to operate by the students. By variation in applying teaching approach avoid the students' boredom. Genre-Based Approach can be the most appropriate teaching that can be applied in teaching writing.

2. For the students – The students should be toward their English writing skills, especially in mastery writing skill by using Genre-Based Approach. This approach useful to stimulate them to practice English writing both individually and in group. So, the students can express their idea using English with their friends in fun way.

3. Further Researcher – The researcher hopes for the further researcher to conduct a research which is related to use researcher Genre-Based Approach in teaching writing more detail. Based on the result of the research using Genre-Based Approach there was an effect for teaching and learning language especially in writing skill. Therefore, further researcher can conduct a research in different field by using qualitative research design or classroom action research to know whether the Genre-Based Approach there more given the effect or not for teaching writing.

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