

IMPROVING STUDENTS' WRITING ABILITY BY USING GENRE BASED APPROACH

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Abstrak

Penelitian ini dilakukan karena beberapa masalah dalam penulisan, dan tujuan dari penelitian ini adalah untuk mendeskripsikan tingkat pencapaian kemampuan menulis siswa di SMKS PANCA DHARMA Padangsidempuan. Penelitian dilakukan dengan cara penelitian tindakan kelas (PTK) dengan menggunakan desain Kemis dan Robin. Dalam penelitian ini Peneliti melakukan dua tes dan dua siklus. Partisipan dalam penelitian ini adalah satu kelas yang terdiri dari 26 siswa dari kelas XI-B. Teknik pengumpulan data adalah tes, observasi, dan wawancara. Berdasarkan hasil penelitian, peneliti menemukan bahwa kemampuan menulis siswa meningkat. Hal ini didukung oleh hasil pengujian pada siklus 1 adalah 65 (34,61%) dan siklus 2 adalah 73,84 (65,38%). Dapat disimpulkan bahwa Pendekatan Berbasis Genre memecahkan kemampuan menulis siswa di SMK-S Panca Dharma Padangsidempuan.

Kata Kunci: *Peningkatan, Kemampuan menulis, dan Pendekatan berbasis genre*

Abstract

This research is done because some problems in writing, and the objectives of the research is to describe the level of achievement of student in writing ability at SMKS PANCA DHARMA Padangsidempuan. Researcher conducted by classroom action research (CAR) by using Kemis and Robin design. The researcher conducted two test and two cycles in this research. The participant of this research is one class consists of 26 students from class XI-B. The technique of data collection are test, observation, and interview. Based on the result of the research, researcher found that students' writing ability was improved. It is supported by the result of the testing in cycle 1 was 65 (34.61%) and cycle 2 was 73.84 (65.38%). It can be concluded that Genre Based Approach solved the students' writing ability in SMK-S Panca Dharma Padangsidempuan.

Keywords: *Improving, Writing Ability and Genre Based Approach.*

INTRODUCTION

There are diversity of language used by human in this world. One of them is English as an international language. That is why English is known around the world, including Indonesia. English is taught in Senior Hight School in which the purpose is to enable students to use English in daily life

communications. Besides, to help the students to be able to understand and to apply English many aspects of life easier.

According to the curriculum of English in Senior High School, there are many subjects or materials taught in this level; such as, structure and Grammar, vocabulary, speaking, writing, reading, and listening. The researcher focused to search the students' writing. Writing is very important not only in educational world but also in daily life

Based on the illustration above, it is undeniably that writing is requirement to everyone in variety of purposes and needs. However, writing skill is problematic at Grade XI SMKS Panca Dharma Padangsidempuan one in the aspect of motivation. The actual fact is revealed in the following illustration.

First, Students' writing ability is low. It is proved with the achievement of them in writing. Based on the data found in SMKS Panca Dharma Padangsidempuan asserts the average of students' writing ability achievement of grade XI about 60-75. Moreover, the standard of value in this school is 75.¹ Second, it was also found that students do not have good method in writing ability. Based on the information from the English teacher Mrs. Lysma Yuni, she did not use various method which it is interest for the students.² So, it makes them lazy or boring to study. Third, students is lack of motivation in writing. Researcher did interview about students' interest in English learning. In fact, about 80% of the 26 students in the classroom like English very much, only 20% of them who did not. But about 70% of them responded that they didn't like writing, because it is difficult and complicated for them.

Noverawati Simanjunta said they didn't know how to write and organize their ideas well.³ from the students, they are lack of motivation in English learning especially in writing ability. Example: when the teacher explain material about writing the text, students just listened and repeated the teacher's explain but they did not understand what was conveyed by the teacher. In the condition, teacher did not build students' background knowledge what the reading text

¹Buku Kumpulan Nilai SMKS Panca Dharma Padangsidempuan, *Privat Document*, (SMKS Panca Dharma Padangsidempuan: August 20th, 2015 at 10.00 a.m).

²Lysma Yuni as English Teacher in class XI – 1, *Private Interview* (SMKS Panca Dharma Padangsidempuan: August 20th, 2015 at 10.00 a.m).

³Noverawati Simanjuntak as a student in the XI - 1 class, *Private Interview*, (SMKS Panca Dharma Padangsidempuan: August 20th, 2015 at 11.00 a.m).

initially. After finishing reading the text, the teacher order the students write the text four page just a few students did the task.

There are many method used to English learning especially writing ability, such as Genre Based Approach that is to develop the knowledge and skill to deal with spoken and written texts in social contexts.⁴ Then, contextual teaching and learning that is help students to understand the meaning of learning material with connect to context their daily life, in order they have knowledge is dynamic. Further, communicative language teaching that is an understanding that the focus of teaching is on the learner, while the teacher's role is that of an inquirer, observer, facilitator and creator of 'rich' learning environments.⁵All of themethod are good to use, but there must be adjustment to the students' situation. So that, the researcher uses genre based approach.

The second, this genre based approach can be help students in English mastery. Not only that, but also able to develop their knowledge and their skill to deal with spoken and written texts in social contexts. Then, the teacher teaches writing in start from easy, example: write descriptive text, the teacher make the simple sentence, such as his hair and his nose. After that, they use the expression in text which was made in English. With genre based approach students can be communicated English in spoken or written form. So, the teacher and the students' active in communiting.

The third, by applying the genre based approach in senoir high school, so students easier write the descriptive text with using the generic structure and the language features. Then, teacher teach English especially writing the text must be forfocused on the formula or generic structure and language feature. According to Douglas Brown⁶, that to teach English in senior high school is focused on the formula. Becausein advanced students have ability to convey meaning which diverse language strategies duet o a complication or an unforeseen turn of events.

Based on the above issues, the researcher is very interested in doing research to solven problems using method that are considered good and

⁴Taufik Nugroho and Hafrizon, *Introduction To Genre Based Approach* (Jakarta: Bermutu, 2009), p. 4

⁵PLPG Sertifikasi Guru 2013 Rayon 133, Universitas HKBP Nommensen, Foreign Language Teaching Method.

⁶H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (America: Prentice Hall Regents, 1994),p. 103.

effective. The researcher entitles this research by Improving Students' Writing Ability by Using Genre Based Approach at Grade XI SMKS Panca Dharma Padangsidempuan.

Based on the background of the problem above, there are some students' problems in writing a text at Grade XI SMKS Panca Dharma Padangsidempuan as following: students' writing achievement is low, students do not have a good method in writing, and students is lack of motivation in writing.

Because of the many problems associated with writing subjects described in the identification of issues and the scope of the discussion as stated in the formulation of the problem in terms of place and time, in addition to the limited ability of the researcher in the aspect of knowledge, physical ability, the time and the scope of research funding this should be limited. For this study only explores: the learning outcomes of students' writing-cycle to cycle, behavior and actions of teachers and students, as well as other aspects that occur in the classroom that affect students learning outcomes were tested to enhanced the time, the place, and the scope by implementing the genre based approach in writing descriptive text at grade XI SMKS Panca Dharma Padangsidempuan.

THEORETICAL DESCRIPTION

Writing Ability

Writing is one of the elements of skill in language.⁷ Writing is both a physical and mental act. It is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into computer. Writing is the mental work of inventing ideas, thinking how to express, and organizing into statements and paragraphs that will be clear to a reader. Its purpose is both to express and impress. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and readers, also called the audience, who need to have ideas expressed in certain ways.⁸

According to A.S Hornby that writing is one of the most important skills in language learning besides reading, speaking, and listening. It means that a process for giving information by using texts. It is also, producing the word and

⁷Jhon M. Echols and Hassan Shadily, *an English-Indonesia Dictionary* (Jakarta: Gramedia Pustaka Utama, 1976), p. 656.

⁸David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/ Contemporary, 2003), p. 88.

sentences then it expressing with the meaning of ideas of texts in one context to produce a new knowledge or to develop that has been discovered.

In additionally, Geoffrey Broughton stated that "writing is intended for an audience, often one which is extremely difficult to definite".⁹ Further, writing permits a society to record permanently.¹⁰ Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It means that any of the many visual system for representing language including handwriting, printing, and electronic displays of these written forms. The development of writing was one of the great human inventions. It is difficult to imagine language without writing.

Based on the explanation above, the researcher concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

Writing is the thinking how to express the ideas or opinion of our mine in written form. Not only that, but also how to organize into statements and paragraphs that will be clear to a reader. Therefore, we will know how far our knowledge and knowing how the important the new thought which we are giving to the readers in orders they understand. Ability is the mental physical capacity, power or skill required to do something.¹¹ Mariam says that "Ability is aquality or being able, especially in physical, mental or legal power to perform". Based on the explanations above the researcher was concluded that ability is capacity or power students to perform. So, writing ability is a person who has a level of skill intelligence in written works that person is studying at a university or college.

Assessments in Writing Ability

In writing assessments, the researcher needs to know their ability. Therefore, the assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Assessments of writing is

⁹Geoffrey Broughton, *Teaching English as a Foreign Language*, (University of London Institute of Education: USA and Canada, 1980). p. 116.

¹⁰Jufrizal, *Course Book Introduction to General Linguistics* (Padang State University, 1999), p. 121.

¹¹A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

writing task. The task must be specifying the amount of time students will have to complete the writing. In assessing writing, there are some indicators:¹²

- 1) Grammar
- 2) Vocabulary¹³
- 3) Mechanics
- 4) Fluency
- 5) Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

Characteristics of Writing

Some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point. Permanence

- 1) Production time
- 2) Distance
- 3) Orthography
- 4) Complexity
- 5) Vocabulary
- 6) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.¹⁴ So, from explanation above can be known that there are seven characteristics of written language to improve your writing skill; first, permanence, second; production time, third; distance, forth; orthography, fifth; complexity, sixth; vocabulary and the last formality.

¹²Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.

¹³David Nunan, *Language Teaching Methodology* (London: Longman, 2000), p. 117.

¹⁴Douglas Brown, *Teaching by Principles An Intractive Approach to Language Pedagogy second Edition*, (San Francisco University: Library of Congress Cataloging, 2001), p. 303.

Principle in Teaching Writing

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principle; there are strategies in writing skill and teaching writing skill. David Nunan said that principle strategies in writing skill as follow:

- 1) Understand your students' reasons for writing.
- 2) Provide many opportunities for students to write.
- 3) Make feedback helpful and meaningful.
- 4) Clarify for yourself, and for your students, how their writing will be evaluated.¹⁵

So, from explanation above can be known that there are four principles of written teaching to improve writing of students. The principle can be used by the teacher to avoid misunderstanding in teaching writing in the classroom. Therefore, the teacher should know principle in teaching, especially writing.

Genre Based Approach.

Genre based approach is an approach language learning from the perspective of texts requires an accompanying methodology. It means that with this genre based approach students are able to develop the knowledge and skill to deal with spoken and written texts in social contexts. It is also purpose to prevent learner from gaining access to opportunities to develop their literacy skills in second language and from understanding and responding to the written texts.¹⁶ Then, another say that genre based approach is a methodology which is designed to support language learning as a social process. The process of learning with the approach includes join construction in which students and the teacher work together. Then, students are provided with opportunities to interact with other students through activities, like discussion, and with the teacher through guidance giving. Not only do collaborations occur among students, but also students and the teacher.

According to Taufik Nugroho and Hafrizon that are few teaching/learning cycle of genre based approach, they are:

- 1) Building the context.
- 2) Modeling and deconstructing the text.

¹⁵David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/Contemporary, 2003), p. 92-94.

¹⁶Christopher N. Candlin and Neil Mercer, *English Language Teaching in its Social Context* (London: Macquarie University, 2001), p. 201.

- 3) Joint construction of the text.
- 4) Independent construction of the text
- 5) Linking to related text.

Furthermore, there are some characteristics of genre based approach, they are:

- 1) Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills.
- 2) Systematic. Provides a coherent framework for focusing on both language and contexts.
- 3) Needs-based. Ensures that course objectives and content are derived from students needs.
- 4) Supportive. Gives teacher a central role in scaffolding student learning and creativity.
- 5) Empowering. Provides access to the patterns and possibilities of variation in valued texts.
- 6) Critical. Provides the resources for students to understand and challenge valued discourses.
- 7) Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

Research Method

This research has been done at SMKS Panca Dharma Padangsidimpuan. It is located on Jl. Tapian Nauli No. 35 Padangsidimpuan. This research was classroom action research to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Therefore, this research is conducted which is used to improve the teacher's practice in the classroom for teaching writing, teaching applies genre based approach. Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done. The participants are the students at Grade XI SMKS Panca Dharma Padangsidimpuan in academic year 2014/2015 where totally one class, and an English teacher.

The instrument of this research was test; the form of the test is writing test to measure students' ability in writing text, the researcher gave a writing test. Test is some tittle to get information that pointed understanding the text. Then, researcher used observation type observation note sheet. Whereit needs to get information about phenomenon that occurs in learning – teaching process, by doing observation and recording toward visible phenomenon systematically. The last was Interview, to obtain further instructional information about the students' ability and difficulty in writing text. In analyzing the data, theresearcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.¹⁷ Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of writing test. To know the means of students' score for each cycle, the writer will apply the following formula:

$$x = \frac{\sum x}{N} \times 100 \%$$

Where:

x: The mean of the students

$\sum x$: The total score

N: The number of the students

Moreover, to count the percentage of students, the researcher used the formula as follow:¹⁸

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P: the percentage of students who get the score 75

R: the number of students who get the score up 70

T: total numbers of students do test

Result of the Research and Discussion

Students' Achievement in Writing in Cycle 1

¹⁷Alison Wray, et al, *Project in Linguistics: A Practical Guide to Researching Language* (London: Arnold, 1998), p. 187.

¹⁸Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

After doing the test, the researcher had analyzed students' ability based on their writing activity. The researcher had found the students' writing ability scores in the first cycle as the following table below:

Table 1:
Students' Writing Score in Cycle 1

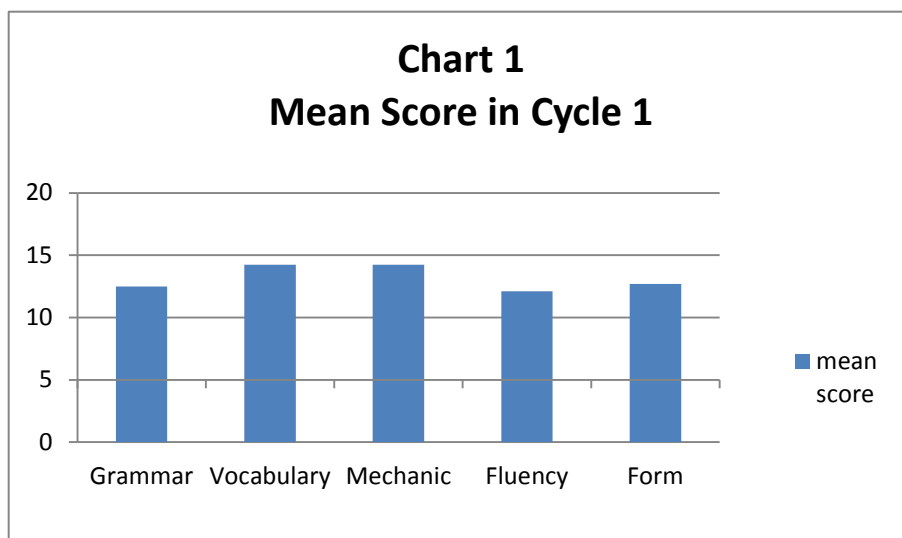
No	Code	Writing Score					Total Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	10	15	10	10	15	60
2	AL	10	10	15	15	10	60
3	BY	10	10	10	15	15	60
4	DY	10	10	10	10	10	50
5	DP	15	20	15	15	15	80
6	E	10	10	10	10	10	50
7	HS	15	15	20	15	15	80
8	IN	10	10	10	10	10	50
9	LR	10	10	10	10	10	50
10	MA	10	20	10	10	10	60
11	MLK	15	15	20	10	15	75
12	MM	15	15	20	15	15	80
13	ND	15	20	10	10	10	65
14	NS	10	10	15	10	10	55
15	NMS	10	15	10	10	15	60
16	NS	15	20	15	15	15	80
17	NIN	15	20	15	10	10	70
18	PS	10	15	15	15	15	70
19	SNA	15	20	15	10	15	75
20	SJ	15	10	15	10	10	60
21	SD	15	15	20	15	15	80
22	YH	15	15	20	15	15	80
23	YA	10	10	15	10	15	60
24	Y	15	10	10	10	10	55
25	ZA	10	15	15	15	10	65
26	IPS	15	15	20	15	15	80
Total score		325	370	370	315	330	1690
Mean		12.5	14.23	14.23	12.11	12.69	65
Percentage		34.61%					

*Students who passed the KKM (75) in cycle 1.

From the above tables, it could be concluded that there were 4 students got 50 score, 2 students got 55 score, 7 students got 60 score, 2 student got 65 score, 2 students got 70 score, 2 students got 75 score, and 7 student got 80 score. Therefore, from 26 students in class XI, but it just 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 17 students did not pass the

Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class in first test was 65 and the percentage of students' score was about 34.61%. It showed that the students' writing ability by using genre based approach still into low categories.

It can be figured out in the following histogram:



Students' Writing Score of Cycle 2

After doing the second test, the researcher had analyzed students' ability based on writing activity. The researcher had found the students' writing ability scores in cycle 2 as the following table below:

Table 3:
Students' Writing Score in Cycle 2¹⁹

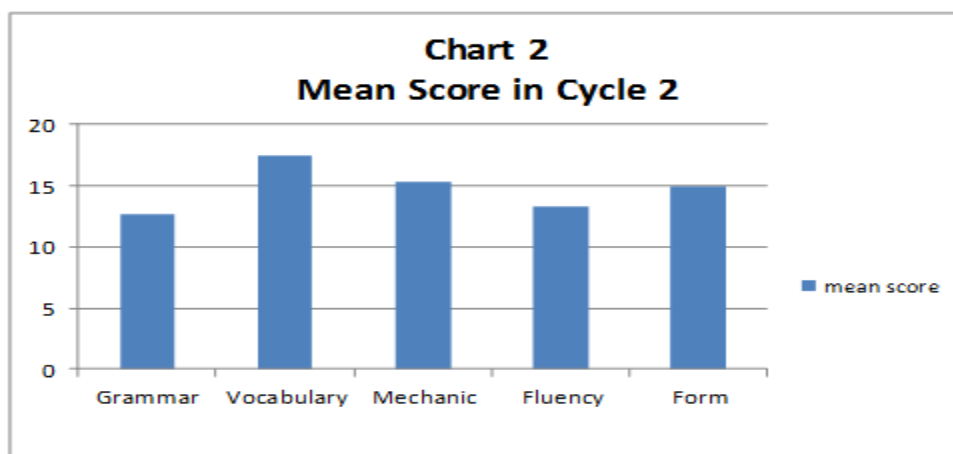
No	Code	Writing Score					Total Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	10	20	15	15	15	75
2	AL	10	20	15	10	20	75
3	BY	10	10	10	15	15	60
4	DY	10	15	20	10	15	70
5	DP	15	20	15	15	15	80
6	E	10	20	15	15	15	75
7	HS	15	15	20	15	15	80
8	IN	10	15	15	15	15	70
9	LR	10	20	15	10	15	70
10	MA	10	20	10	10	10	60

¹⁹Approved by Co-teacher (LysmaYuni)

No	Code	Writing Score					Total Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
11	MLK	10	15	20	10	15	70
12	MM	15	20	15	15	15	80
13	ND	15	20	15	10	15	75
14	NS	15	20	15	15	15	80
15	NMS	15	15	15	15	15	75
16	NS	10	15	15	15	15	70
17	NIN	15	20	15	10	15	75
18	PS	15	20	15	15	15	80
19	SNA	10	20	15	10	15	70
20	SJ	15	15	15	15	15	75
21	SD	15	20	15	15	15	80
22	YH	15	15	20	15	15	80
23	YA	15	15	15	15	15	75
24	Y	10	15	15	10	15	65
25	ZA	15	20	15	15	15	80
26	IPS	15	15	15	15	15	75
Total score		330	445	400	345	390	1920
Mean		12.69	17.5	15.38	13.26	15	73.84
Percentage		65.38%					

*Students who passed the KKM (75) in cycle 2.

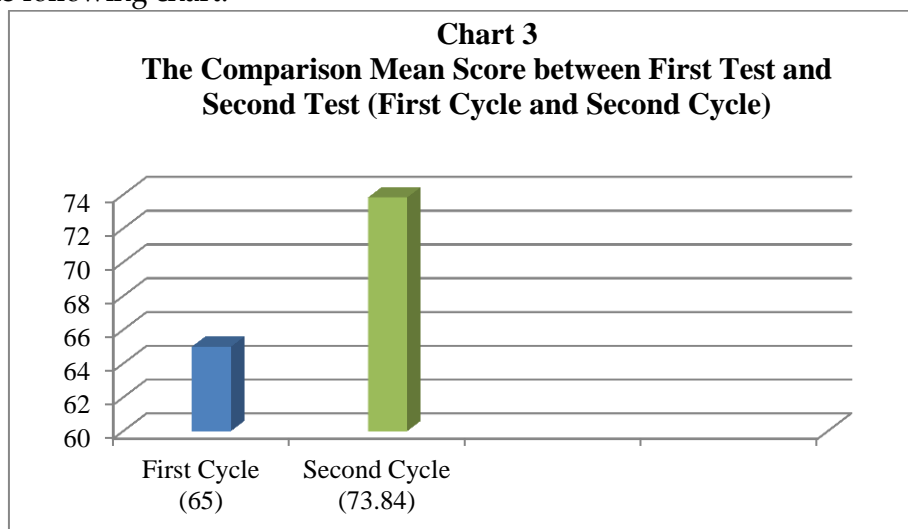
From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. it could be conclude that there were 2 student got 60 score, 1 student got 65 score, 6 students got 70 score, 9 students got 75 score, 8 students got 80 score. Then, from 26 students in the class XI, there were 9 did not pass the Minimum Mastery Criterion (KKM). They were 2 student that got 60 score, 1 student that got 65 score, 6 students that got 70score. The mean score of students in cycle 2 was 73.84 and the percentage of students' score in cycle 2 was 65.38%. Students' achievement in writing was categorized good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 34.61% and cycle 2 was 65.38%. It means that there were 17 students passed the test well. By using genre based approach, the students' writing ability achievement in class XI improved was good. It can be seen on the following histogram.



The Comparison of Two Cycles on Students' Writing Ability

From the students Percentage; the first cycle, there were nine students got score 75 points (34.61%). The second cycle, there were seventeen students got score 75 (65.38%). So, from the below tables and charts could be concluded that students writing ability by using Genre Based Approach could improve mean score from 65 to 73.84 by using Genre Based Approach.

Based the above tables, the comparison of students' achievement could be seen in the following chart:



From the figure above, it can be seen that the students' writing ability from the first cycle to the next cycle improved.

DISCUSSION

Based on the students' achievement in the above researches, researcher concluded that the implementation of the method could improve students' writing ability in the schools. The result of the students' achievement shown the high improvement. What has been done by researcher has supported what is being done by others, as done by Kongpetch²⁰, he found that the students are good in writing after the teacher taught them by using Genre Based Approach. Another finding also supported for this research, it is Ratih Wulandari Hidayat²¹ who has done a research in Pasuruan and found that the students' recount text writing ability helped by Genre Based Approach. It is really known that using appropriate strategy or techniques will help the students in the result of learning. It is also stated by Dewi Sartini, et.al²² who stated that strategies can be a good point for the students to learn.

By these phenomenon, it is known that Genre Based Approach is good for the students to be applied by the teachers in writing. It is suggested to many lecturers to use this approach, and also various kinds of methods or strategies in order to help the students in the result of learning.

CONCLUSION

From the result of this research, researcher can be concluded that the hypothesis could be accepted. It could be known of the result of t_0 is bigger than t_t , it was $10.31 > 2.064$. It could be concluded that there is a significant improvement on students' writing ability by using genre based approach at grade XI SMKS PANCA DHARMA Padangsidempuan. Based on the analyzing of research data, the mean score of students' writing ability in cycle 1 is 65 (34.61%) and cycle 2 is 73.84 (65.38%). The students' improvement can be categorized into good.

²⁰ Saowadee Kongpetch, "Using a Genre-Based Approach to Teach Writing to Thai Students: A Case Study.," *Prospect: An Australian Journal of TESOL* 21, no. 2 (2006): 3–34.

²¹ Ratih Wulandari Hidayat, Lestari Setyowati, and Barotun Mabaroh, "Genre - Based Approach for Writing Recount Text at MTs "Darul Ulum" Karang Pandan, Pasuruan," *Jurnal Bahasa Lingua Scientia* 10, no. 1 (June 5, 2018), <https://doi.org/10.21274/lj.2018.10.1.61-80>.

²² Dewi Sartini, Eka Sustri Harida, and Sojuangon Rambe, "The Comparative Study of Students' Reading Comprehension by Using Reciprocal Teaching Strategy (RTS) and Question-Answer Relationship (QAR) Strategy at Grade XI Students of MAN Sipirok," *English Education : English Journal for Teaching and Learning* 6, no. 1 (June 28, 2018): 99, <https://doi.org/10.24952/ee.v6i1.1241>.

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