



The Effect of Using Genre-Based Learning Method on Students' Writing Descriptive Text at SMP N 1 Paranginan

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Abstract

This research aims to determine the effect of using the Genre-based learning method on students' writing ability. This research was prepared using quantitative experimental research with a sample of class IX students at SMP N 1 Paranginan. The number of samples in this study was 40 students and was divided into two classes, namely the experimental class and the control class. The data collection instrument uses a writing test and the data collection technique uses a pre-test and post-test, while data was analyzed by using T-test Formula. From the research that has been conducted, it was found that there was a significant difference between the pre-test and post-test. In the experimental class, the score was 53,05 and the post-test score was 81.4, while in the control class, the pre-test score was 56,1 and the post-test score was 80.95. So, it can be concluded that the use of the genre-based learning method has a great influence on improving students' writing skills at SMP N 1 Paranginan.

Keywords: *Genre-based learning, students, writing*

PENDAHULUAN

Language is an expression to communicate with another individual. Through the language used, the listener or interlocutor can understand and comprehend what the speaker means. Language is an essential tool for communication in human life and connecting with one another. Language can also reflect a person's personality or character because the way a person speaks reflects their character and personality. The use of language that is gentle, courteous, methodical, organized, simple, and clear reflects the speaker's personality as being educated and virtuous, while the use of language that is sarcastic, blasphemous, cursing, provoking a person who is less educated and unconscionable.

In Indonesia, there are two recognized languages, namely Indonesian and English. Indonesian is the language use by fellow Indonesians to communicate, while English is the language used by people from abroad to communicate with Indonesian people. English has become an international language used to communicate throughout the world, there are even several countries where English is the main language. Even though English is the second language in Indonesia, it is still necessary to learn and understand. There are four essential abilities for mastering English, namely reading, writing, speaking, and listening. In this increasingly sophisticated era, everyone hopes to be able to master these four skills because they are very helpful in finding work, communicating with other people, and so on. One of the most important English

language skills is English writing skills because writing is a skill for expressing ideas or ideas in written form so that other people can understand the contents of the writing well. This means that writing can also be a medium for communicating with other people. Writing skills not only involve linguistic elements but also elements outside of language. The creativity of students' thinking is greatly influenced by the student's own background, namely their vocabulary, insight, and level of maturity.

Genre-based learning (GBL) is learning that emphasizes the use of text types (genres) as the center of learning. This concept was first developed by Martin and Rose (2007) as a way to help students understand and produce text in various communication contexts. In Genre-Based Learning, students not only learn text structure but also understand the communicative purpose behind each genre. This approach focuses on teaching language through planned exposure to a variety of text types, allowing students to recognize common patterns, structures, and features of language in different contexts. The main goal of genre-based learning is to develop students' language skills in reading, writing, listening and speaking in a way that is relevant to the communication needs of society. Through this approach, students can gain a deeper understanding of language conventions and text structure, and become more skilled in using language for a variety of communicative purposes. GBL is often implemented through a series of learning activities designed to help students identify, analyze, and produce texts in a variety of genres. This approach can also be adapted to students' needs and interests and can be applied at various educational levels and learning contexts. Researcher have previously carried out observations at SMP N 1 Paranginan and carried out tests related to students' writing abilities and obtained the following data:

From these data, it can be seen that students' writing abilities are still very low. Where the writing test has several assessment aspects, namely content, organization, vocabulary, grammar, and mechanics. The data shows that the first score is in content where the average student gets a score between 13-15 because students' mastery of knowledge about the topic is still lacking. The second is organization where the average score obtained by students is only 7-9 because students' ideas are meaningless and disorganized so they tend to be disjointed. Third is vocabulary where students only get a score from 7-11 because students tend to translate so that word choice and use are inadequate and errors in word forms, phrases, or idioms appear. The fourth is Grammarly where students get a score of 7-11 because the use of sentence construction is inappropriate, causing writing errors. And fifth there are mechanics where students get a score of 2-3 because students do not have mastery of writing conventions, which results in many errors in spelling, punctuation, and capitalization. The Minimum Completeness Score (KKM) at that time was 72, there is not student would be able to achieve that completeness score and after each student's scores were added up as a whole it was clear that the average assessment was very good. low. The main factor causing students' low writing skills is students' lack of interest in learning English and never taking lessons outside of school hours so they only learn by relying on the teacher's explanations at school. From this problem, the researcher saw that students' writing skills were still very minimal, therefore the researcher wanted to help the writing skills of students at SMP N 1 Paranginan through the use of the Genre-Based Learning method because this was what the researcher said. The Genre-Based Learning method is suitable for writing descriptive texts because it is a lesson that focuses on language learning and learning based on text types to help students develop effective communication skills in various language contexts and situations.

REVIEW TEORI

Learning is a process of interaction between students and teachers and learning resources in the learning environment so that they can obtain useful knowledge or know-how and form good attitudes and habits. In essence, learning is not just conveying messages or material but also a professional activity that requires a teacher to be able to use his skills in teaching in an integrated manner and create an efficient learning atmosphere. according to Fauzan and Ahmad (2022), Every human being is involved in learning activities so it can be said that learning is an attempt to master something new, which learning causes people who initially didn't know and those who couldn't become able. Then Hamalik (1983:21) said that learning is defined as a form of individual growth or change that is expressed by new behavior as a result of experience and practice. Based on this opinion, humans are able to be more adaptive in learning something new, this could be the way of learning, the place of learning, and also the learning media that occurs at school (Nurokhman, 2022). So, learning offers opportunities for change, growth, and self-development. It can help a person achieve personal goals, improve quality of life, and prepare for future challenges.

Genre-based literacy pedagogy (or simply genre pedagogy) guides students to recognize and use text structures and language patterns from various genres in reading and writing. Genre-based learning is learning that focuses on teaching and learning language based on genres that uses writing learning strategies that combine product and process approaches. This learning method helps students develop effective communication skills in various language contexts and situations.

Through this learning method, students learn about genres commonly found in everyday life and certain contexts such as narrative, description, exposition, argumentation, advertisements, or official letters. Students learn to recognize the characteristics and structure of each genre and how to organize texts in genres appropriately. Genre-based learning methods involve several learning stages including reading and analyzing texts, identifying genre characteristics, understanding text structure, and producing texts in that genre. Students will be involved in communicative activities such as role plays or group discussions that allow students to apply knowledge about genres in real language situations.

According to David Rose and J.R Martin (2012), Genre-Based Learning is an approach that uses genre theory with classroom learning with the aim of understanding and producing texts that are appropriate to a particular communication context to focus students on writing types of text such as narrative, descriptive, recount, procedure, review and so on. citing research by Atmazaki Ramadhan, Syahrul Indriyani, Vivi (2013) entitled "Genre-Based Learning Model with Literacy Activities and Character Strengthening: Effectiveness of Language Learning" genre writing classes are structured in relation to the explicit examination of genre samples to increase students' awareness of general structures. text, language features, and communicative purposes (Cheng, 2011). This method aims to develop a deeper understanding of language and its use in various contexts. By studying different genres, students can improve their ability to compose texts that suit the situation and communicative purposes.

According to Fenti Napitupulu (2023) writing is one of the abilities used by the author to convey the contents of his thoughts and ideas in the form of writing that has meaning addressed to his readers and not only to his readers but also to himself such as journals, class notes, and grocery lists. Writing can be said to be an act of putting something in the remaining empty space and then producing the result in the form of text that can be read and understood. This is a combination of a process and a product where the process is a collection of ideas to create writing that can be read by the reader

or object. Referring to the implementation process, writing is an activity that can be viewed as a process, a skill, a thinking process, an information activity, and a communication activity.

As stated by Hyder (1992, p. 7), "Writing requires greater precision and care than speech because it is a more formal act." When speaking, it is necessary to observe the listener's response and clarify topics that are not immediately understood. Because such interactions do not occur in writing, communication must be clear. This opinion is quoted from the book Pitamber, Gautam (2019) on page 81 entitled "NELTA Gandaki (JoNG). Writing skills are one of the skills of expressing ideas, ideas, feelings in the form of written language so that other people who read can understand the contents of the writing clearly. Writing is a language skill that is used to communicate indirectly, in other words without meeting other people face to face.

METHOD

This research was carried out by using a quantitative experiment. Experimental-qualitative research is a type of research that combines both qualitative and quantitative methods in order to gain a more holistic understanding of a particular phenomenon. Experimental quantitative research design refers to the method used to study cause-and-effect relationships by manipulating independent variables to determine their effect on the dependent variable. The goal in conducting quantitative research is to determine the relationship between one thing (independent variable) and another (dependent or outcome variable) in a population. Quantitative research designs are descriptive (subjects are usually measured once) or experimental (subjects are measured before and after treatment). According to Sugiyono (2012), experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. Then, according to Arikunto (2006), this experimental research is defined as a way to look for a cause-and-effect (causal) relationship between two factors that were deliberately raised by the researcher by eliminating or setting aside other disturbing factors.

RESULTS AND DISCUSSION

Data for this research comes from the results of student writing assessments carried out by researcher. Scores are calculated using the pre-test and post-test results of the experimental class and control class. In the experimental class, researchers used a genre-based learning method to improve students' ability to write descriptive text, while the control class used the conventional method. Each class consists of 20 students and the number of samples in the research was 40 class IX students of SMP N 1 Paranganan. A writing test was used to collect data, both classes were given a post-test containing the same questions.

1. The Score of the Pre-test of the Experimental Group

Based on the table above, it can be seen that the pretest results for the experimental group were only 1.061 with an average score of only 53,05 and this score was categorized as not having reached the minimum completeness criteria. This maybe caused by students who are less focused on taking exams or students who do not understand how to write descriptive text.

2. The Score of the Post-test of the Experimental Group

Based on the table above, the post-test results of the experimental group have met the criteria for completeness, even the lowest score has reached the minimum completeness value in learning. After the researcher implemented learning using the genre-based learning method in the experimental group, the lowest score was 76 and the

highest score was 89. So for the entire experimental class, the total post-test results for the experimental group were 1.628 with an average score of 81,4 and it is higher than the pre-test score.

3. The Score of the Pre-test of the Control Group

Based on the table above, it shows that the control class pretest result was 1.122 with an average score of only 56,1 and was categorized as a score that did not reach the minimum completeness criteria. There not one student got a minimum completeness criteria score, which was probably caused by students who were less focused on taking the exam or students who did not understand the material to be studied.

4. The Score of the Post-test of the Control Group

Based on the table above, the post-test results for the control class have met the criteria for completeness, even the lowest score has reached the minimum completeness value in learning.

After the researcher implemented genre-based learning method in the experimental group, the lowest score was 76 and the highest score was 89. So for the entire experimental class, the total post-test results for the experimental group were 1.619 with an average score of 80,95 and much higher than the pre-test score. test. This means that the method of using genre-based learning can have an influence on students' writing abilities. The researcher returned to teaching students using conventional method and the results were that the highest post-test score was 86 and the lowest was 75. The total post-test score was 1.619 with an average score of 80,95. This shows that students' understanding of writing descriptive text has reached a minimum mastery score. As seen from the table, the score has indeed increased from before.

A. Data Analysis

This study was designed as experimental quantitative research. There were two groups in this research, they were experimental and control groups. the writer analyzed the data from the scores of both groups that had been collected from the result of scores in the pre-test and post-test. The data analysis was used to know the effect of using the Genre-based learning method.

1. The Calculations of Experimental Class

From the results above, the average of the experimental class is calculated as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{552}{20} = 27,6$$

The variance of the control class was calculated as follows:

$$d_x^2 = (\sum x^2) - \frac{(\sum x)^2}{N}$$

$$d_x^2 = 15.472 - \frac{(552)^2}{20}$$

$$d_x^2 = 15.472 - 15.235$$

$$d_x^2 = 237$$

2. The Calculations of Control Class

From the table above, the average control class was calculated as the following:

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{497}{20} = 24,85$$

The variance of the control class was calculated as follows:

$$d_y^2 = (\sum y^2) - \frac{(\sum y)^2}{N}$$

$$dy2 = 13.199 - \frac{(497)^2}{20}$$

$$dy2 = 13.199 - 12.350$$

$$dy2 = 849$$

3. T-test

To determine the differences between students in the experimental and control groups, the t-test was used. The t-test calculation can be seen as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$M_x = 27,6$$

$$M_y = 24,85$$

$$\Sigma x^2 = 237$$

$$\Sigma y^2 = 849$$

$$N_x = 20$$

$$N_y = 20$$

$$t = \frac{27,6 - 24,85}{\sqrt{\left(\frac{237 + 849}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{2,75}{\sqrt{\left(\frac{1.086}{38}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{\sqrt{(28,57)(0,05)}}{2,75}$$

$$t = \frac{\sqrt{(1,42)}}{2,75}$$

$$t = \frac{1,19}{1,19}$$

$$t = 2,31$$

B. Hypotesis Testing

From these results, it can be seen that the t-test is greater than the t-table where the t-table coefficient of real level $\alpha = 0,05$ with df is $N_1 + N_2 - 2$ where $N =$ number of students. So, degrees of freedom df is $20 + 20 = 40 - 2 = 38$. The T-test with the value is 2,31 is greater than t-table with the value is 1,680. This means that H_a hypothesis is accepted and H_o is rejected. From this it can be said that the genre-based learning method can influence the students' activities in writing skills, especially in writing descriptive text. It can be seen from the writing results of class IX at SMP N 1 Paranginan.

C. Test Instrument

Research results are valid if there are similarities between the data collected and the data that occurs on the object under study. A valid instrument means that the measuring instrument used to obtain the data is valid. Valid means that the instrument can be used to measure what it is supposed to measure. Valid shows the degree of accuracy between the data that occurs on the object and the data that can be collected by the researcher.

a) Validity

The validity test was carried out by using Microsoft Excel 2010 with the following criteria:

1. If $r \text{ count} > r \text{ table}$ then the statement is declared valid.

2. If $r \text{ count} < r \text{ table}$ then the statement is declared invalid

$$N = 20$$

$$\Sigma x = 1061$$

$$\Sigma y = 1628$$

$$\Sigma x^2 = 56.537$$

$$\Sigma y^2 = 132.750$$

$$\Sigma xy = 86.544$$

$$N\Sigma xy - (\Sigma x)(\Sigma y) = 3.572$$

$$\sqrt{(n\Sigma x^2 - (\Sigma x)^2)(n\Sigma y^2 - (\Sigma y)^2)} = 4813,28$$

$$r_{xy} = \frac{3.572}{4813,28} = 0,74211$$

Table 1.1 The Result of Validity Test

Person Product Moment		
rcount	rtable	Result
0,742	0,320	r count > r table (Valid)

The data above shows that the validity test carried out by the researcher is valid with an $r \text{ count}$ value of 0,742 which is greater than the $r \text{ table}$ value of 0,320.

This research aims to determine the effect of using genre-based learning methods on the descriptive text writing skills of class IX students at SMP N 1 Paranginan. After the researcher applied the genre-based learning method, the results showed that there was a significant difference between writing teaching techniques that used genre-based learning methods and those that did not use this method. Teaching writing comprehension using genre-based learning methods is more effective than teaching writing with conventional control. This can be shown by the difference in the average post-test score of the experimental group

Based on calculations, the average post-test score of the experimental group was 81.4 and a deviation of 552 higher than the average post-test score of the control group of 80.95 and a deviation of 497. The results of the t-test (calculated t) were also the same. greater than the t table at a significant level of $p = 0.05$ ($2.31 > 1.680$). This means that the use of genre-based learning methods has a big influence on students' writing skills. The treatment carried out in the experimental group was better than the control group. the learning process in class becomes more effective, this can be seen from the students' scores after the researcher gave the post-test.

CLOSING

Descriptive text is text that describes something such as people, animals, objects, and so on. Descriptive text contains two general structural components, namely identification and description. The research results showed that the average score for the experimental class was 81.4 and the average score for the control class was 80.95. T-table is 1.680 and T-test is 2,31. This shows that H_a is accepted and H_o is rejected. It can be stated that the use of genre-based learning methods is very influential in improving students' writing skills, especially in writing descriptive texts. The use of genre-based learning methods also helps make it easier for teachers to teach optimally in class. Apart from that, students can also focus more on the lessons delivered by the teacher and are able to receive the material well. In this study, researcher found that

experimental class students who were taught using the Genre-based learning method obtained the highest scores compared to control class students who were taught using conventional methods.

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