


USING GENRE BASED APPROACH TO ENHANCE THE STUDENTS' WRITING SKILL AT MAN 4 BONE

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 21, 2022 Revised: June 12, 2022 Accepted: June 28, 2022 Published: April 15, 2023</p> <p>Keywords: Genre Based Approach Writing Skill Content Organization</p>	<p>This study sought to ascertain whether using a genre-based approach while teaching tenth-grade MAN 4 BONE students to write improved their writing abilities in terms of organization and substance. Data were gathered by administering pre-tests, treatments, and post-tests as part of the researcher's pre-experimental approach with a one group pre-test post-test design. 33 students from the X class of MAN 4 BONE made up the research sample. 95 pupils from MAN 4 BONE's first grade class made up the study's population. To choose the sample for the study, the cluster sampling technique was used. The method utilized to collect the data was writing ability. The study's findings demonstrate that the students' post-test mean score of 64.39 for content is greater than their pre-test mean score of 45.15. Students' average grade Pre-test scores of 41.61 and 71.36 demonstrate organization, while the hypothesis t-test scores for both content and organization were 2.88 and 3.31, respectively. It denotes Ha's acceptance. based on the discovery that the results of the pre- and post-test differ significantly. A genre-based approach is excellent for improving pupils' writing abilities in terms of structure and substance.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

People now spend a significant amount of time writing in their daily lives. Writing is a powerful form of communication that can be used in practically every aspect of life. Simple signs posted in shopping malls, printed materials like newspapers and magazines, encyclopedias, instructional materials, and literary works like poems, novels, and short stories demonstrate the diverse but crucial roles that writing in all its forms plays in daily life. Without

writing, we can only speculate on how difficult a job it is. There will undoubtedly be a great deal of knowledge that is not sent. Caroline and other. (2006) asserts that writing is a complex activity that involves more than just taking up a pencil and creating letters. It is an activity used in the teaching and learning process that helps students communicate their thoughts, opinions, and feelings while also effectively organizing them into short paragraphs or simple words.

According to the researcher's internship experience, the students at the research internship site still struggle with their English language proficiency, especially when it comes to the organization and content of their work. In terms of content, the experience of the main concept (unity), that is, groupings of connected assertions that a writer offers as unit in developing a subject, is the substance of writing. While in terms of organization, it refers to the coherence of the content's logical organization. It is hardly more than a haphazard attempt to put all the facts and concepts together. Students still struggle to construct English sentences; thus academics are interested in using a genre-based strategy as a substitute to help students enhance their writing abilities.

Based on the intern's observations, the researcher has concluded that, in accordance with Millar and Paltridge (2011), a genre-based approach to teaching and learning consists of four primary phases: field knowledge development, text modeling, joint text construction, and independent text construction.

Based on the researcher's observations following the completion of Magang 2, the researcher discovered that students' writing abilities were still lacking. As a result, the researcher performed a pre-survey by interviewing a teacher at the school.

Based on her internship experience, the researcher saw that the kids' writing abilities were lacking. The teacher also noted this, which piqued her curiosity in carrying out this study. The researcher agrees to undertake a study titled "Using Genre-Based Approach to Enhance the Students' Writing Skill to the Tenth Grade Students at MAN 4 Bone" based on the context described above.

RESEARCH METHOD

Research Design

The researcher determines from the internship experience that the At MAN 4 Bone, the researcher used a pre-experimental strategy to perform quantitative research for this study. The researcher had to explain how one variable affected another or other factors in quantitative study. The employment of a genre-based approach as the independent variable and the students' writing abilities as the dependent variable are the two variables in this study. This study employed a pre-experimental methodology and a single class pre- and post-testing design. The pre-test, treatment, and post-test were administered by the researcher.

RESULT AND DISCUSSION

Research findings

The researcher conducted a pretest and a posttest to gather data. Prior to therapy, a pretest was administered to the experimental and control groups to determine the students' writing proficiency. The test's goal was to ascertain what the experimental and control groups already knew before to treatment. The Word Inductive Model was applied to both the experimental and control groups after therapy to see if it had any impact on the students' writing skills. The researcher used the independent t-test to assess the data.

- A. The researcher conducted a pretest and a posttest to gather data. The A. Table shows how adopting a genre-based approach, pupils' writing skills have improved in terms of substance.

Table 1. pupils' writing skills have improved in terms of substance

Indikator	Mean Score		The Improvement %
	Pre-Test	Post-Test	
Content	45.15	64.39	42.61%

The researcher conducted a pretest and a posttest to gather data. Before the students received a therapy, the A. By table shows the mean scores and standard deviation of the experimental group and control group. According to the aforementioned table, the pretest's mean score was 45.15, which was considered to be low, whereas the posttest's mean score was 64.39, which was also considered to be rather good. The data showed that the students' writing achievement competency had a difference mean score on the pretest and posttest.

B. Table showing the percentage distribution and rate frequency of the students' content pre- and post-test scores

Table 2. the percentage distribution and rate frequency of the students' content pre- and post-test scores

Classification	Range of Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-10	0	0%	7	21.2
Very Good	86-95	0	0%	1	3.0
Good	76-85	3	9.1	1	3.0
Fairly Good	66-75	1	3,0	2	6.1
Fairly	56-65	3	9.1	7	21.2
Poor	46-55	11	33.3	11	33.2
Very Poor	0-35	14	12.5	4	12.0
Total		33	100%	33	100%

By looking at the table, it is clear that 3 (9.1%) of the students scored "Fairly" on the majority of the pretest questions. There were 3 (9.1% percent) students who received the classification of "good," 1 (3%) student who received the classification of "Fairly Good," and 11 (33.3 percent) students who received the designation of "poor" or "very poor." No student received the designations of "very good" or "excellent" (0 percent). On the other hand, 2 (6,0 percent) gained "Fairly" in the posttest. There were 11 (33.2 percent) students who received the grade "poor," 4 (12.0 percent) students who received the grade "very poor," 1 student (3.1 percent) who received the grade "good," 2 (6.1 percent) students who received the grade "Fairly Good," 1 student (3.1 percent) who received the grade "Very Good," and 7 students (21.2 percent) who received the grade "Excellent."

Table 3. pupils' writing skills have improved in terms of organization.

Indikator	Mean Score		The Improvement %
	Pre-Test	Post-Test	
Content	41.61	71.36	71.49

The mean scores for the pretests and posttests differed by table. The mean score on the pre-test for the students was 41.61, which was classified as "Fairly," while the mean score on the post-test for the students was 71.36, which was classified as "Good." It shown that the mean score improved following therapy. It demonstrates how using a genre-based approach can have an impact on raising students' writing performance.

The results of the students' pre- and post-tests are organized in a table together with their rate frequency and percentage distribution.

Table 4. The results of the students' pre- and post-tests

Classification	Range of Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	0	0	4	12.1
Very Good	86-95	0	0	5	15.1
Good	76-85	2	6.0	2	6.1
Fairly Good	66-75	3	9.1	8	24.3
Fairly	56-65	2	6.0	7	21,2
Poor	46-55	2	6.0	6	18.2
Very Poor	0-35	24	72.64	1	3.0
Total		33	100%	33	100%

Table shows that, in the Pretest and Posttest, 24 students (72.64 percent) scored "extremely poor," 2 students (6.0 percent) scored "poor," 2 students (6.0 percent) scored "pretty poor," and 3 students (9.1 percent) scored "very good." 2 pupils, or 6.0 percent, received the designation "good." No student received a Very Good or an Excellent grade (0 percent).

On the other hand, the majority of the students in the control group's posttest revealed that 6 (18.2%) of the students had been classified as "poor," 8 (24,3%) had been classified as "fairly good," 2 (6.1%) had been classified as "good," 5 (15.1%) had been classified as "very good," and 4 (12.1%) had been classified as "excellent."

After treatment, there was no statistically significant difference by table, as shown by the T-Test analysis, where the significant value (2-tailed) was

Table 5. Table the T-test results for the students' content writing ability.

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test content - Pre-test organization	3.545	7.071	1.231	1.038	6.053	2.880	32	.007

0.000, it was lower than $\alpha = 0.050$. with the T-Test is higher than T-Table $2.88 > 2.037$ It indicates that the alternative hypothesis (H_1) was significantly approved. It means that The use of genre based approach has significant effect to the students' writing skills at Man 4 Bone.

Table 6. Table The t-Test Values of the Students' writing skill in organization

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test content - Post-test organization	6.976	12.092	2.105	11.263	2.688	3.314	32	.002

By table, there was no a significant difference after being treated, it can be seen from the T-Test analysis where the significant value (2-tailed) was 0.000, it was lower than $\alpha = 0.050$. with the T-Test is higher than T-Table $3.31 > 2.037$ It indicates that the alternative hypothesis

(H₁) was significantly approved. It means that The use of genre based approach has significant effect to the students' writing skills at Man 4 Bone.

Discussions

The strategy used in teaching materials to develop the English writing talent is discussed in this section.

The usage of genre-based mobile applications as a teaching tool has a positive impact on raising students' writing achievement. When the pretest was administered, the students demonstrated that there was no discernible difference between the mean scores; however, when the pretest was administered, the students demonstrated that there was a discernible difference following application of the genre-based approach. In other words, teaching English writing using a genre-based approach helped students become better writers in terms of organization and content.

The majority of the students had low accomplishment on the writing test, as can be seen from the students' mean score, which is labeled as Poor, according to the researcher's analysis of the students' pre-test results. After receiving treatment, it improved and was given the Good rating. The pre-test mean was 45.15, and the post-test mean was 64.39; after treatment and in content, the improvement was 42.61 percent. In contrast, the pre-test mean for student organization was 41.61, and the post-test mean for student organization was 71.36; after treatment and in organization, the improvement was 71.49 percent. The application of a genre-based strategy in writing classes has been shown to improve students' grammar when producing recount texts, according to the results of this study that were based on Irawansyah's (2016) research. The opportunity for the pupils to plan their writing was plentiful. They were able to lower their writing errors. The compositions' quality and quantity improved as a result. The kids reported feeling more assured when writing. Additionally, it was well recognized that the grades for all five writing-related criteria—content, organization, vocabulary, and mechanics—had significantly improved.

The researcher used the t-test inferential statistic through the SPSS version 24.0 program to test the hypothesis based on the students' results, which were obtained and

stated in the findings and discussion above. Based on the statistics shown in the table above, it is concluded that the probability value is lower than alpha ($.000 > 0.05$). It indicates that was both approved and rejected. It has been determined that there was a substantial difference between the two groups' pretest and post-treatment results before treatment. The conclusion is that the genre-based approach can have an impact on or make a bigger contribution to the pupils.

CONCLUSION

Following the completion of the experimental study on the topic of using a genre-based approach to improve students' writing abilities, the researcher came to the following conclusion:

1. The use of a genre-based approach in English writing instruction helped students improve their writing abilities in terms of content. It has been demonstrated that when the content's t-test result is bigger than the t-table, like in this case ($2.88 > 2.037$), the mean score before and after treatment goes from 45.15 to 64.39.
2. Students' writing skills improved thanks to the use of the genre-based approach in English writing instruction. There is a difference in the mean score after treatment (41.61) in terms of improving writing skill in terms of organization (71.36). The outcome of the t-test calculation for the organizational indicators is greater than T-Table $3.31 > 2.307$. It implies that there is a significant difference between the two groups before and after applying the Genre Based Approach.

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