

The Effects of a Genre-Based Approach and Learning Encouragement on the Writing Achievement of Eighth-Grade Students at SMP Negeri 3 Air Kumbang

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ABSTRACT

There will be no more debates around the dinner table about the importance of effective communication in all aspects of life. As a result of this, English, as one of the languages used globally as a means of communication, has become critical to master. The purpose of this study was to discover the impact of a genre-based approach and learning motivation on the eighth-grade students' recount text writing achievement at State Junior High School 3 Air Kumbang. The research data were gathered through the distribution of questionnaires and the administration of writing tests, which were then quantitatively analyzed using SPSS. The study's findings demonstrated that (1) There was a substantial difference in creative accomplishment among students who were taught using a genre-based approach and those who were taught using a traditional approach; (2) There was a substantial difference in writing achievement between students with high learning enthusiasm and those who were taught using traditional approaches; (3) There was a substantial gap in writing achievement between students with high and low learning motivation who were taught using genre-based techniques and traditional methods.

Keywords: School Culture, Organizational Commitment, Teacher Performance

1. INTRODUCTION

Around 20% of more than 7 billion inhabitants on earth speak English to communicate. No more arguments around the table about how important an effective communication in all aspects of life. As a result of this, English, as one of the languages used internationally as a means of communication, has become important to learn. English learners must master the four language skills of listening, speaking, reading, and writing in order to achieve the goal.

Listening and reading are examples of receptive skills. The abilities that allowed people to passively receive knowledge. Speaking and writing, for example, are active skills that necessitate more than passive behaviors in the process. Writings considered as the most complex skill to learn [1]. The complexities include the mastery of grammar, spelling, phonology and morphology, semantic and syntactic structures. Therefore, learners need some kind of drives to foster their learning process.

The drives should come from both inside and outside of the learners themselves. From the inside, the need of strong motivation is unarguable. Motivation is important for effective language learning because it

provides learners with objectives, objectives, aims or whatever they are called that make one eager to learn [2].

Likewise, the need of drives from the outside is undeniable. As the teachers, one of the drives they need to provide is applying the right approach, method and techniques in teaching. In accordance to this matter, the writer found the urge to study how motivation and teaching approach may foster or even hinder the students' learning in writing particularly the students of State Junior High School 3 Air Kumbang. Moreover, based on her survey, many of the students encountered issues in writing.

Furthermore, in this review, the author defined the writing material to the writing of recount text and genre-based approach as the teaching approach. As a result, the writer sought to ascertain the impact of a genre-based approach and learning encouragement on the writing achievement of eighth-grade students at State Junior High School 3 Air Kumbang.

The first drive that contributes to the success of language learning is motivation. It is unavoidable that motivation plays an important role in language learning. It is widely accepted that when one is inspired, one

performs best. Failure can result from a lack of motivation.

Motivation is characterized as the degree of zeal with which one pursues one's goals. one contends to achieve a particular objective which in the process of pursuing the objective, a desire to do so goes along the way [3].

Further, an individual can be stated to have a motivation for the second language learning if he/ she occupy the functions characteristic of a motivation like: to establish and experience achievement; to strengthen one's interest or make anyone attracted, to reinforce one's own qualification, to cause positive attitude about learning language learners or make learning enjoyable [4].

From the previous point of views related to motivation, it is conveniently concluded the importance of motivation in language learning.

As it has been discussed earlier, the drives required for successful language learning also has to come from the outside of the learner. In this case, the writer specified it to the teaching technique, the application of genre-based approach. The genre-based approach is described as one of the approaches in language learning that provides some kind of guidance to students in order to promote understanding of social intent, organization, and language features contained in a broad variety of texts [5]. In literature, genre is described as a type of written text that helps students understand how the text's social purpose and structure relate to one another and influence writers' linguistic behavior [6].

The term 'cyclic strategic' refers to the phases of teaching and learning writing through a genre-based approach. Under the teaching and learning process, three phases that must be completed are proposed and implemented. The three stages are as follows: a) modeling a text, b) joint text construction, and c) separate text construction. They then describe each stage in depth, including some practical steps to take in a systematic manner. Recount text is the writing piece that was supposed to be one of the variables in this study Recount text is a form of text that retells past

events in a specific order of events [8]. Furthermore, recounts are sequential texts that concentrate on a set of events rather than a chronological sequence [8]. They went on to say that no matter how straightforward a text is, it still requires an orientation because it is difficult to tell a story unless there are characters set up in a specific time and place, even though many postmodern narratives play with these conventions.

Many studies have been done on the use of a genre-based method in teaching literature. One of them is the study by Trong [9], the findings of which show that a genre-oriented approach based on the three phases of the teaching learning cycle had a significant effect on these student participants. In reality, most of the participants had influence over the main elements of the appropriate recount genre, and in the meantime, they expressed their positive feelings about both this cycle and the recount genre used.

2. METHODS

The factorial design of experimental research was employed to this study. 52 participants were randomly chosen and divided into two groups: control and experimental. In an attempt of gaining the data, the writer distributed the questionnaire to measure students' motivation and a writing test of recount text. The result of the data display afterward, were analyzed by using SPSS for window program.

3. RESULTS AND DISCUSSION

1) The factorial design of experimental research was employed to this study. 52 participants were randomly chosen and divided into two groups: control and experimental. In an attempt of gaining the data, the writer distributed the questionnaire to measure students' motivation and a writing test of recount text. The result of the data display afterward, were analyzed by using SPSS for window program.

Table 1. Paired t-test for students with high motivation

		Paired Differences					T	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-High	-35.733	15.107	3.901	-44.099	-27.368	-9.161	1	0.000
	Posttest-High								

Table 2. Paired t-test for students with low motivation

		Paired Differences				T	df	Sig (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Low Posttest-Low	-38.818	7.012	2.114	-43.529	-34.108	-18.362	1	0.000

Tables 1 and 2 show the results of the paired t-tests of the pre-test and post-test for students with high motivation and students with low motivation, respectively. According to the table, the p-output is 0.000. As a result, there is a noticeable gap in writing achievement between students with high motivation and students with low motivation who are taught using a genre-based approach.

2) Writing achievement between students with high writing motivation and those with low writing motivation taught by using conventional method.

Table 3. Paired t-test for students with low motivation

		Paired Differences					T	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Low Posttest-Low	-17.143	10.761	4.067	-43.529	-7.190	-4.215	1	.006

Table 4. Paired t-test for students with high motivation

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest_high_control Posttest_high_control	-8.167	8.375	1.974	-12.332	-4.002	-4.137	17	.001

Tables 3 and 4 show the results of the paired t-tests of the pretest and posttest for students with high motivation and students with low motivation, respectively. According to the table, the p-output is

0.000. As a result, it can be said that there is a major difference in writing.

3) Writing achievement will be compared between students who will be taught using a genre-based approach and those who will be taught using a traditional teaching process.

Table 5. Independent t-test

		t-test for Equality of Means							
		Levene's Test for Equality of Variances							
						95% Confidence Interval of the Difference			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	
writing achievement	Equal variances assumed	2.751	.103	10.725	50	.000	32.923	3.070	26.757 39.089
	Equal variances not assumed			10.725	45.205	.000	32.923	3.070	26.741 39.105

The independent t-test was used to determine whether or not there was a substantial difference in post test scores between the experimental and control groups, which were taught using a genre-based approach and a traditional teaching form, respectively. The study results show that the difference is important.

4) Effects of a Genre-Based Approach and Learning Motivation on Students' Writing Achievement on a Recount Text.

Table 6. Test of Between-Subject Effect

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	17779.853 ^a	3	5926.618	335.815	.000
Intercept	103128.678	1	103128.678	5843.486	.000
Approach	1019.988	1	1019.988	57.795	.000
LM	16781.724	1	16781.724	950.888	.000
Approach * LM	197.025	1	197.025	11.164	.002
Error	847.127	48	17.648		
Total	156647.000	52			
Corrected Total	18626.981	51			

a. R Squared = .955 (Adjusted R Squared = .952)

The writer used way ANNOVA in this section to determine whether or not there was a major interaction impact of genre-based approach and learning motivation on students' writing achievement on recount text.

There were eight writing exercise included pre-test and post-test and giving writing exercise with different topics. The calculation of hypothesis one used the paired sample test analysis show the significance (Sig.2 tailed) was 0.000 since it was lower than 0.025. So, there was a substantial difference in writing achievement between students with high writing motivation and those with low writing motivation who will be taught at SMPN 3 Air Kumbang using a genre-based approach. The results of hypothesis testing showed that there was difference in students' writing achievement who had high and low motivation in experimental group. This shows that the significance (Sig.2 tailed) was 0.000 since it was lower than 0.025. Therefore, there was a significant influence of genre-based approach toward student' writing achievement and for students who had high motivation, they got writing score much better than the students who had low motivation. Based on the mean of students' pre-test-post-test with high motivation was -35.733 higher than the mean students' pre-test-post-test with low motivation was -38.818. This is consistent with [10] motivation, which aims to promote the production of need achievement, self-confidence, and self-direction in students who need these characteristics, it could conclude that learning motivation could influence students' writing achievement. It related to the result of validity questionnaire for number seven and nine, the both got highest result was 0.923 and the indicator for number seven and nine were the student interest to write (self-efficiency belief) and the students are motivated strongly because of environment supporting.

Second, The calculation of the paired sample test analysis. The results of hypothesis testing showed that there was difference in students' writing achievement who had high and low motivation in control group. This shows that the significance (Sig.2 tailed) was show the significance (Sig.2 tailed) pre-test-post-test low control was 0.006 and the significance (Sig.2tailed) pre-test-post-test high control was 0.001 since it was lower than 0.025. It means that there is a significant difference in writing achievement between students with high writing motivation and those with low writing motivation who will be taught by using conventional teaching method at SMPN 3 Air Kumbang. Therefore, there was a significant influence of conventional method toward student' writing achievement and for students who had high motivation, they got writing score much better than the students who had low motivation. The mean of students' pre-post-tests with high motivation was -8.167 higher than the mean of students' pre-post-tests with low motivation, which was -17.143. Learning encouragement can have an effect on students' writing achievement. It was linked to the validity questionnaire results for number seven and nine, which both obtained the highest result of 0.923, and the predictor for number seven and nine was the students' interest to compose. (self-efficiency belief) and the students are motivated strongly because of environment supporting.

Third, based on the data t-test review of a substantial difference in writing achievement between students who will be taught using a genre-based approach and those who will be taught using a traditional teaching process, the hypothesis testing results revealed that there was a difference in students' writing achievement in both the control and experimental classes. Relating to result of control was 0.000 and result of experimental was 0.000 it means that all scores were lower than 0.05.

Fourth, ANNOVA was used, it was used in analyzing an interaction effects between genre-based approach and learning motivation towards students' writing achievement on recount text. This is consistent with genre writing as a modern method of teaching and learning [4]. The product of the writing and the process, methodology, or strategy by which the product is created are truly combined. Finally, a genre-based approach can be used by teachers to teach writing skills, and it can boost students' achievement in writing, especially in writing recount texts [10]. Motivation improves learning by stressing activity, inquiry, adventure, social engagement, and usefulness. It is possible to infer that the interaction impact of learning motivation and genre-based approach could affect students' writing achievement, as demonstrated by hypothesis testing, which revealed that the p-output of motivation was 0.002. This value was less than 0.005, indicating that the interaction effects were important. As a result, the null hypothesis (H_0) was dismissed. Although the alternative analysis (H_a) was approved, the p-value of the pre-test post-test scores was 0.000. This value was less than 0.005, indicating a significant impact. As a result, the null hypothesis (H_0) was dismissed. In comparison, the alternative analysis (H_a) was accepted. It can be concluded that a genre-based approach has a major interaction impact on students' writing achievement on recount text at SMPN 3 Air Kumbang who have high learning motivation. A genre-based approach is a writing technique for recount text.

At the same time, the results of this study do not contradict those of previous related research. According to Hidayat, et al [11], the focused approach strengthened the students' ability to write recount text at Mts Darul Ulum Karangpandan's eighth grade. Then, Irmawati [12] supported that there was a noticeable increase in students' writing abilities taught using a genre-based approach to grade 8 class c students at Malang Junior High School No. 19. The result of this study answered that genre-based approach could influence the 8th student writing achievement of SMPN 3 Air Kumbang.

4. CONCLUSION

Based on the results and discussions discussed previously, the researcher concluded that: 1) there was a substantial difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught at SMPN 3 Air Kumbang using a genre-based approach; 2) there was a substantial difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught at SMPN 3 Air Kumbang using traditional methods; 3) there was a considerable difference in writing achievement between students with high learning motivation and those with low learning motivation who were taught using a genre-based approach and the traditional SMPN 3 Air Kumbang teaching process, and

4) there were important interaction effects of genre-based approach and learning encouragement on SMPN 3 Air Kumbang students' writing achievement.

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