



THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING RECOUNT TEXTS

Kety Soraya¹

¹Universitas Faletehan, Jl. Raya Cilegon KM. 06 Kramatwatu, Serang – Banten, Indonesia
Correspondent Email: ketysoraya88@gmail.com

ABSTRACT

This study attempts to identify the effectiveness of Genre Based Approach (GBA) in teaching writing recount text. It aims to answer the following research question: what is the effect of implementing GBA on students' writing ability? This study employed a true experimental design. The data were collected from a pretest, posttest and analyses of students' texts. The researcher applied GBA to the experiment class, on the other hand, the control class was taught using a regular method, a method which generally consists lecturing, discussing and games without structured cycle process. The obtained data from pretest and posttest were calculated using a t-test to identify whether there is a significant difference between the test scores of both groups, experimental and control group. The analyses of students' texts presented were used to find the students' progress or improvement that the students make after implementing GBA. The result of this study shows that GBA has a significant effect on students' writing ability. With a level of significance of 0.05, the value of t-test is higher than t-table. The result describes that there is a significant difference between the pretest and posttest scores obtained by the experimental group. In other words, there is an effect of implementing GBA on students' writing ability. With regard to the development of students' writing abilities as shown in the texts produced by the students, the student's writing skill were significantly improved in terms of the schematic structure and linguistic features. Based on these findings, the researcher believes that GBA has the potential to improve students' writing ability, therefore she recommended that GBA be applied in the teaching writing in Indonesia.

Keywords: Genre Based Approach, recount text, writing ability

INTRODUCTION

Writing has an essential role in language education. It is a skill that should be taught to the students of EFL (BNSP, 2007). Harmer (1998) states some reasons why writing should be taught to students. The first reason is reinforcement students will benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both the understanding of how it all fits together and as an aid to commit the new language to memory. The second is language development. It is the actual process of writing to help students to learn as they go along. The third reason is learning style - writing is appropriate for learners that need time

to produce language. It can also be a quiet reflective activity. The last reason is writing as a skill - writing is one of four skills that must be mastered by students. Students need to know how to write letters, how to put written reports together, how to reply advertisements, etc.

However, writing is not very easy to do. According to Alwasilah (2001:24) writing is considered as the most difficult skill to learn. This statement is similar to Gibbon's statement (2002:25). Gibbon states that writing English as a foreign language is difficult for the students. These difficulties according to Byrne (1998), Heaton (1998) and Harmer (2004) cover three common problems. The first problem is the

process and organization which cover the choice of sentence structure, the way the sentence are linked together and sequenced together and the organization of ideas, Second is the problem of language use which deals with the ability to use certain structures or mechanical skills. Third is the problem of content. This problem is about what to say in writing. Because of this problem, the teacher should make careful choices about methods, materials and procedures to use in the writing class. Teacher's choices are important because language learning will improve if the teacher constantly looks for the best method of teaching language.

Regarding the teachers' choices about the method of teaching writing. Genre Based Approach is considered as a better method to overcome students' difficulties in writing. This approach is also mentioned in the English curriculum used in Indonesia which was introduced in 2004. Based on this curriculum, English teaching should be designed to enable students to comprehend and produce texts, both oral and written to serve certain communication function.

In relation to the teaching learning process, GBA offers students explicit and systematic explanations of the ways that language functions in social contexts (Hyland 2003). Hyland notes that the goal of genre pedagogies is to guide students toward a conscious understanding of target genres and the ways language creates meanings in context (Hyland 2003:21, cited in Johns et al, 2006: 240). Teaching based on Genre-Based Approach moves through certain stages known as the curriculum cycle. The curriculum cycles are an important aspect to draw students' attention to recognize and analyze the salient schematic structures and linguistic features of a genre (Gibbons, 2002). There are several models of curriculum cycles. Derewianka (2004:6-9) and Gibbons (2002:60-67) state four phases of the cycle of teaching in GBA, they are Building Knowledge of Field, Modeling, Joint Construction and Independent Construction of the Text. Meanwhile Cope and Kalantzis (1993:10) mention three phases: Modeling of the Text, Joint Negotiation of a Class Text and Independent Construction of the Text. Teachers are s to take account of the cycle and implement it appropriately.

Many studies have been done to investigate the effectiveness of GBA in improving students' writing ability. Most research findings indicated, the positive influence of Genre-Based Approach on the students' achievement. Although most research findings indicated the positive influence of GBA on students' achievement, little attention was given to the investigation of the effects of GBA on students' writing performance in a Senior High School context. Therefore, in accordance with the effort in developing students' writing ability, it leads the writer to conduct the research on implementing Genre-based Approach in writing class to find out the effectiveness of this method.

METHODOLOGY

A. Research Design

In line with the purposes of this research, that is to find the effect of Genre-Based Approach on student's writing ability, the design used in this research was a true experimental design. In this study, students in an experimental class were taught by using Genre-Based Approach and students in a control group were taught with the traditional whole class-one, a method in which teacher delivers materials to all students in a uniform manner in form of lecturing and demonstration. However, to get data on the kind of students' improvement or progress in leaning recount writing, it used qualitative data through schematic structure and linguistic features analysis. The design used in this research was pretest-posttest design as follows G1 (random) T, X Tz Gz (random) T. T2

Where:

G1 Experimental Group

G2 : Control Group : Pretest

Tz Posttest X: Treatment With regard to the present study, this research design has several characteristics as follows:

1. It had two groups of subjects namely experimental and control group.
2. The two groups were compared with respect to measurement or observation on the dependent variable.
3. Both groups were measured twice, pretest and posttest.

- Measurement on the dependent variable for both groups were conducted at the same time with the same test and
- The experimental group was manipulated with particular treatment

In this study, the experimental group will be treated using Genre Based Approach in the classroom. Nonetheless, the control group will be taught using traditional whole class method.

B. Research Site

This study was conducted at a Madrasah Aliyah Negeri in Sumedang, West Java. There are some considerations for choosing this. This study was conducted at a Madrasah Aliyah Negeri in Sumedang, West Java. There are some considerations for choosing this school as the site in this study. First, implementing Genre-Based Approach is considered as a new thing in this school. Second, the researcher's personal reason that the researcher has been familiar with the situation and condition. Third, by having access and aids from the school, it was hoped that it would give ease to the researcher in terms of time management in running the research.

C. Population and Sample

The population of this research was the tenth grade students of a Madrasah Aliyah Negeri in Sumedang. The researcher involved the tenth grade students in the research site since the student had learned English for more than three years so it could be assumed that they had learnt more vocabularies that can help them to write in English. Moreover, based on English curriculum for Senior High school, one of the competencies that must be achieved by the tenth grades students is to be able to write recount texts in form of monologue and dialogue texts (Model Syllabus, 2007).

There are six classes in the tenth grades but the researcher only takes two classes that are 10 and 10s Cluster random sampling has been used in the appointment of the sample for this research. Both of the classes were selected as experimental group and control group: 103 was selected as control group and 10% was selected as experimental group.

D. Data Collection

To answer the two research questions, there were two kinds of instruments used to gather the data i.e. tests which consisted of pretest and

posttest and text analysis. The two kinds of instruments are discussed in the following section.

Pretest and Posttest

Both pretest and posttest items were in form of writing recount texts. In these tests, students in both experimental and control groups were asked to make a recount based on the topic given. The pretest was given in the first meeting in order to find out the students' previous ability in writing recount text before the treatment. The result of pretest was used as the starting point to assess the students' improvement. Meanwhile, the post test was conducted at the end of the treatment in order to find out the influence of Genre-Based Approach on students' writing ability in writing recount text. The materials for pretest and posttest were modified from some standardized English textbooks for ten year students of Senior High Schools.

Text analysis

To answer the second research question, the researcher presents the students' texts of experimental group: pretest and posttest, and then the texts were analyzed in terms of schematic structure and linguistic features.

E. Stages in Collecting the Data

In collecting the data, there were some steps done.

- Before the treatments were given to the experimental group, both experimental and control groups were given the same pretest in term of writing a recount text to know students' initial ability in writing recount text
- Upon the completion of first step, a series of treatment using GBA as has been discussed in chapter two was given to the experimental group, where it was conducted for eight meetings. Meanwhile, the control group was taught by using the regular method. The material, time and some activities in both groups were similar (Pre activities and post activities). The main activities done in both experimental and control group were started with teacher's presentation and ended with individual tasks. The difference was the use of teaching cycle in GBA class while in control group, the students learn the material without following the stages.

Regarding the text type taught in experimental and control class, recount text was

taught since it becomes one of the text types that must be learned by the students in tenth grades.

After the treatments had been finished, both experimental and control groups were given the same writing posttest in terms of writing recount text.

F. Data Analysis

The result of students' writing both in pretest and post test were assessed using scoring of recount text (Education department western Australia, 1997 in Emilia, 2011: 157). Then, to test whether or not the treatment has an effect on experimental group, the data gained through pretest and posttest were analyzed using t-test comparing two means. It is a formula that is used to compare two means (Hatch & Farhady, 1982). This study uses two kind of t-test formula: Case two studies and Matched t-test Case two studies was used to compare the mean of experimental class and of control class. Hatch & Farhady (1982) said that case two studies require a comparison of two means for two groups drawn from the population. This formula was used to test the null hypothesis. While Matched t-test was used to compare the mean of pretest and posttest of each group. according to hatch & Farhady (1982) matched t-test is a test that uses one group (experimental or control group). it compares pre-posttest. This study used matched t-test to compare the mean of pretest and posttest of experiment class and the mean of pretest and posttest of control class.

A Comparative analysis of Pretest and Posttest Scores of Each Group.

As it had been discussed in the earlier explanation, the pretest is carried out before the teaching activity begun and posttest is done after teaching learning process. Then, the results of both tests are compared using t-test. In the term of comparative analysis of pretest and posttest score of experiment group there are some steps done. First, the raw scores of both tests are presented. Second, the scores of both tests are calculated. It is done in order to know the means, standard deviation and standard error of mean of both groups, then it is compared. To see the significance difference before and after applying GBA, then the data above are calculated using t-test, in this part matched t-test is used. Calculating the standard error of difference between two

means is the first step that should be done before calculating t-test (Hatch & Farhady, 1982). The formula used is as follows:

Where: $t = t \text{ value}$ $X_1 = \text{posttest mean}$ $X = \text{pretest mean}$ When the t value was found, then it is consulted with t-table in order to know whether the hypothesis is accepted or rejected.

The formula above is also used to make a comparative analysis of pretest and posttest of control group. It is used to see the significance difference between pretest and posttest

The Hypothesis Testing

The purpose of testing of hypothesis is used to find out the level of significance of treatment given to the experimental group comparing to the control one. According to Brown there are two possible. They are: $H_0 \mu_1 = \mu_2$, where: $H_1 = \text{Pretest}$ $H_2 = \text{Posttest}$ There is no any significant difference between the means of the pretest post test score. $H_1 \mu_1 \neq \mu_2$.

The mean of the posttest score is higher than that of the pretest one. The two hypothesis above are tested by using test of statistic-t: (test of paired two sample of means (two tailed hypothesis). The criteria of the testing are: H_0 : accepted if $\mu_1 = \mu_2$ H_0 : Rejected if $\mu_1 < \mu_2$ The Statistical Hypothesis which is used in this test is as follows:

Notes: X_e Mean of experimental class X_c : Mean of control class n_1 : The number of experimental class n_2 : The number of control class S Standard Deviation S_e Standard Deviation of experimental group S_c Standard Deviation of control group.

Subsequently with the significant level ($\alpha = 0.05$), the obtained test result based on the calculation yield (t test) will be compared with the value of t_0 with the degree of freedom ($n-2$), in which n represent the total number of experimental group and control group samples.

After the tabs obtained, this result is consulted with the value. If t_{obt} is lower than the t_0 , it means that there is no effect of implementing GBA on students' writing ability. In other words, the null hypothesis (H_0) of this study is accepted and the alternative hypothesis (H_1) rejected. On the contrary, if t_{obt} is higher than the t_0 , it means that there is effect of implementing GBA on students' writing ability. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.



Further, the students' texts of experimental group were analyzed in term of schematic structure and linguistic features. Conclusion This section has presented a brief discussion of methodology related aspects of the study, including research design, research site, population and sample, data collections and stage in collecting data and data analysis.

RESULTS AND DISCUSSION

A. The effect of Implementing Genre Based Approach on students' Writing ability

Students' writing ability can be seen from the result data of pretest and posttest of experimental and control group. The data from pretest and posttest of both groups are described in the following sub section.

A Comparative Analysis of pretest and Posttest Scores of Experimental Group

This part presents the raw scores of pretest and posttest attained by the experimental group. The data obtained show that the minimum score of pretest gained by the experimental group is 60 and the maximum score is 75 with the range of 15, it is found that there are nine students (30%) who got score between 60-65. Eight of them (26.7%) got score between 67-70. Eight of them (26.7%) got score between 71-75, and five of them (16,7%) obtained score 75. In contrast to pretest score, the data in table above show that the minimum score of posttest gained by the experimental group is 70 and the maximum score is 80 with the range of 10. It means that there is a significant progress on students' posttest score compared to the pretest one. The significant progress on experimental class' achievement occurs after getting the treatment. After classifying the data, it is found that twelve students (40%) got score between 70-75 and there are eighteen students (60%) who get score 75-80. As pointed out in the previous, pretest was conducted to find the students' writing ability before treatment and posttest was carried out to investigate the effect of Genre-Based Approach on students' writing ability after treatment. From this reason, the data above were then calculated and analyzed by using t-test comparing two means. The analyses of paired test for experimental group's pretest and posttest score are to find the effect of Genre-Based Approach on students' writing ability. The result of computation of the experimental group's pretest and posttest

score by paired sample t-test is presented in the following table.

Table 1 experimental group's pretest and posttest

	Mean	N	Std deviation	Std error mean
Pretest-experiment	68.9	30	5,01	0.91
Posttest experiment	76	30	2.39	0.44

The table above shows that the pretest mean is 68.9, the standard deviation is 5.01 and the standard error of mean is 0.91. Meanwhile, the posttest mean is 76 and standard deviation is 2.39 and standard error of mean is 0.44. This data indicates that the posttest mean is higher than the pretest one; therefore, there is a significance improvement on students' writing ability after teaching writing with Genre-Based Approach employed in the experimental group. To make it clearer to see the significance difference in achievement of the experimental group, the following table will show the result of the analyses of paired sample test

Table 2. The result of matched t-test of experimental group

Pair 1 pretest-posttest	Paired differences		T	DF
	mean	Std deviation		
	-7.1	4.82	-8.07	29

From the result of computation above, it can be seen that the test is 8.07 whereas the tube at significant level of 0.05 ($\alpha = 0.05$) with the degree of freedom 29 is 1.70, the tesis higher than that of the table ($\text{test} > e$). Moreover, the difference means is -7.1. There is a very significant difference mean obtained by the experimental group before and after treatment. Then H_0 is rejected, it means that after applying Genre-Based Approach in teaching writing, the result show that the pretest score differs significantly from that of the posttest one. In other words, the implementation of Genre-Based

Approach has significant effect on the writing achievement of the experiment group.

A Comparative Analysis of Pretest and posttest Scores of the Control Group

This section describes the pretest and posttest raw scores of control group as indicated in the following table. The data above indicate that pretest score obtained by the control group is the same as the experimental group in which the minimum score 60 and the maximum score is 75, with the range of 15. It means that the initial ability of those two groups can be concluded at the same level.

However, there is a slight difference on the frequency distribution of score It is shown that there are seven students (23.3%) who got score between 60-65. Fifteen of them (50%) got score between 67-70 and eight students (26.6%) got score between 71-75

Meanwhile, the minimum score of posttest obtained by the control group is 68 and the maximum score is 75 with range of 7. The minimum score of posttest obtained by the control group is still the same as in the pretest one. However, there is an improvement on the maximum score obtained. After classified, it can be seen that there is ten students (33.3%) who got score between 68-70. Twenty students (66,6%) got score between 71-75.

To see whether teaching method implemented in control group can improve the students' writing ability, the analyses of the control group sco in pretest and posttest with paired samples is conducted. The result of the matching test from data above can be seen in the following table.

Table 3 The result of t test of the control Group

	mean	N	Std deviation	Std error mean
Pretest-experiment	68.97	30	3.76	0.76
Posttest experiment	71.9	30	4.58	0.8

The table above shows that the pretest mean is 68.97, the standard deviation is 3.76 and

the standard error of mean is 0.67. Meanwhile, the posttest mean is 71.9 and standard deviation is 4.58 and standard error of mean is 0.8. This data indicates that the posttest mean is higher than the pretest one, therefore there is also any improvement on students' writing ability taught using traditional teaching method. However, when it is compared to the experimental group, the control group's score improvement is lower than of that the experimental groups. The difference mean of posttest obtained by those two groups is significantly different in which the experimental group obtained was 76, meanwhile the control group obtained was 71.9

In addition, the following table will show the result of the analysis of control group paired sample test of pretest and posttest.

Table 4 The result of match t test of control group

	Paired differences		T	DF
	mean	Std deviation		
Pair 1 pretest-posttest	-2.93	4.2	-3.91	29

From the result of computation described above, it can be seen that the test is -3.91 whereas the table at significant level of 0.05 (a = 0.05) with the degree of freedom 29 is 1.70. The test is higher than that of the table (test >late). The test value is higher than that of t-crit. It can be said that there is a difference achievement between the pretest and posttest scores in the control group in which the mean of posttest score is higher than the mean of pretest one.

The Hypothesis Testing

There are five step in hypothesis testing: (a) identify a null and alternative hypothesis; (b) set level of significance, or alpha level; (c) colleg data; (d) compute the sample statistic; (e) and make a decision rejecting failing to reject the null hypothesis (Cresswell, 2008).

The hypothesis tested in this study is to find out the level of significance of treatment given to the experimental group comparing to the control one. The hypothesis testing was conducted by applying comparative analysis method for the four score groups taken from the two sample groups.



Comparative Analysis of pretest and Posttest scores of the experimental group.

The purpose of testing of hypothesis in this section is to find out whether there is a significant difference between the pretest and the posttest scores in the experimental group. According to Brown (1988), there are two possible hypotheses. They are: $H_0: \mu_1 = \mu_2$, where: Pretest $H_2 =$ Posttest There is no any significant difference between the means of the pretest and post test score.

The mean of the posttest score is higher than that of the pretest one. The two hypothesis above were tested by using test of statistic-t: 1-test of paired two sample of means (two tailed hypothesis). The criteria of the testing are: H_a : accepted if $t_{obs} < t_{table}$: $\mu_1 = \mu_2$ H_0 : Rejected if $t_{obs} > t_{table}$ $\mu_1 < \mu_2$

Concerning the scores gained in the present study, with the level of significance of 0.05 and degree of freedom of 29, it is found that the value of t_{obs} is -8.07. It is higher compared to the value of t_{table} that is 1.70. It indicates that H_0 is rejected. Therefore, it was concluded that there was a significant difference between pretest and posttest scores in the experimental group in which the posttest scores is higher than pretest score. This can be concluded that the teaching based on Genre-based Approach has helped the students of the experimental group to obtain higher and more significant scores for writing compared with control group.

Comparative Analysis of Pretest and Posttest Scores of the Control Group

Basically, the aim of testing hypothesis in this group is the same as what is done in hypothesis testing in experimental group. It is to find out the significant difference between the pretest and posttest in the control group. to test the hypothesis was used: $H_0: H_{12}$ Where: $H_1 =$ Pretest $P_2 =$ Posttest

There is no any significant difference between the means of the pretest and post test score. The mean of the posttest score is higher than that of the pretest one. The test of t_{obs} is used to test the two hypothesis above is t-test paired two sample of means (two tailed hypothesis). The criteria used are H_0 accepted if $t_{obs} < t_{table}$: $\mu_1 = \mu_2$ H_a Rejected if $t_{obs} > t_{table}$: $\mu_1 < \mu_2$

Based on the statistical calculation on 0.05 level of significance and 29 degree of freedom, the data shows that the value of t_{obs} is

3.91. The value is higher than of t_{table} , that is 1.70. It indicates that H_0 is rejected. It can be said then that there is a slight difference between the posttest and pretest scores in the control group in which the posttest score is higher than the means of the pretest one.

Comparative Analysis of Pretest Scores of the Experimental Group and Pretest Scores of the Control Group

This hypothesis testing was conducted to find out whether there is significance difference between the pretest score of the experimental group and the control group. To test it, the hypothesis proposed here are: $H_0: H_{12}$ where: H_1 - Experiment group $P_2 =$ Control group There is no any significant erence between the means of the pretest scores from both the experimental and control group. H_{12} where P_1 -Experiment group $P_2 =$ Control group The mean of the experimental group is higher than the posttest score of the control group. The hypothesis above was tested by using statistical testing-tt Test of paired two samples of (two-tailed hypothesis). The criteria used in this problem are H_0 rejected if $t_{obs} > t_{table}$: $\mu_1 < \mu_2$ H_a accepted if $t_{obs} < t_{table}$: $\mu_1 = \mu_2$

Based on the statistical calculation on 0.05 level of significance and the degree of freedom of 58, it is found that the value of t_{obs} is 0.01 with the value of t_{table} is 2.000. The value of t_{obs} is lower than the value of t_{table} Therefore, it can be concluded that H_0 is accepted, it means that there was no significant difference between the mean of pretest of experimental group and the pretest of the control group. It means that the starting writing proficiency between the two groups can be said on the same level and the same condition.

Comparative Analysis of Posttest Scores of the Experimental Group and Posttest Scores of the Control Group

The hypothesis testing in this section was carried out to see whether there was any significant difference between the posttest score of the control group. The following hypothesis was proposed in this test: $H_2: \mu_1 = \mu_2$, where: $H_1 =$ experiment group $H_2 =$ Control group. There is no significant difference between the means of the posttest! scores of experiment group and the means of the posttest scores of control group. $H_1: \mu_1 > \mu_2$.

The mean of the experimental group is higher than the mean of posttest score of the

control group. Like the other analysis before, the statistical testing used in the test is statistic-t t-test comparing two means. The criteria of testing are:

H_0 : accepted if $t_{\text{obs}} \leq t_{\text{table}}$

H_0 : rejected if $t_{\text{obs}} \geq t_{\text{table}}$

Based on the statistical calculation on 0.05 level of significance and the degree of freedom of 58, it is found that the value of t_{obs} is 4.32. It is higher than the value of t_{table} that is 2.000. It can be stated that there is a significant difference of the posttest score of the experimental group and the posttest score of the control group. The posttest score of the experimental group was higher than that of the control one. Thus the application of Genre-Based Approach has a significance influence of the achievement of experiment class. All the computation result of the comparative analysis method to the four score groups taken from the two sample groups can be seen in appendix.

B. Students' Text Analysis

This section discusses about what improvements that the students make in learning writing through GBA. Data from this aspect were gained particularly from the students' text of Experimental group. In order to get a description about students' improvement in learning writing through GBA an analysis is based on the systemic Functional Grammar (SFG). The presentation of the findings of the analysis will be divided into the data from Pretest and the data from Posttest

Data from Pretest

This section presented the three texts were produced by the students of Experimental group before the implementation of genre Based Approach. The texts gained were written by the lower, middle and high achiever. It will be argued that although the three texts showed the used the schematic structure of a recount text, they were reasonably undeveloped texts. Text 4.1 was written by the low achiever while text 4.2 was written by the student of middle achiever and text 4.3 was written by the student of high achiever.

Based on the data obtained from the result of comparative analysis using t test of the posttest of experimental and control it shown that t_{obs} is higher than t_{table} . This indicates that implementing Genre Based Approach seems more effective than the regular method in developing students' writing performance. Students made some improvement in most writing assessment

criteria such as in the term of schematic structures and linguistic features.

CONCLUSION AND SUGGESTIONS

This study investigates the implementation of GBA and its effect on students' writing ability, in particular the study looks into students' improvement in writing recount text. Based on the theories, findings and discussion explored in the previous chapter, a conclusion can be drawn as follow.

The statistical test indicates that GBA has more significant effect in improving writing ability rather than regular method used by the teacher. The data shows that the students' writing ability of the experiment class has significantly improved compared to the control class. Considering this fact, It can be assumed that GBA has a significant effect on students' writing skill

Regarding the students' progress in writing recount text, the students show improvement particularly in the area of schematic structure and linguistic features. Some students, especially the high achievers wrote their recount texts with correct organization which includes orientation, event and reorientation. In addition their recount texts also indicated an improvement of linguistic features. They show awareness on the use of past tense, specific participants, the use of temporal and additive conjunction to connect the message of clause, so their texts indicated relatively coherent structures.

However, there is a gap between the high and low achiever students. The low achiever students could not arrange the texts well so their texts could not fulfill the requirement of recount text. The students also made mistakes when using linguistic features. They could not apply appropriate conjunction, circumstance and complex sentence. They also had difficulties, for example in understanding and using past tense. Besides, the students also tend to translate their own draft word for word. Seeing this fact, it indicates that these students still need the teacher's scaffolding in writing their texts.

In conclusion, GBA is a recommended approach to improve students' writing. Besides the evidence from the statistical analysis, the students' texts also proved that they have learned to write better texts although low achiever students need more attention from teacher. The research also



indicated that scaffolding is an important part in teaching writing.

Based on the findings of the implementation of GBA, there are some recommendations proposed both for further research and for practical purposes. The recommendations are intended to enhance and find the best way in teaching writing for senior high school students. The recommendations are proposed as follows: (1) As the data shows that GBA can improve students' writing ability significantly, the English teachers are suggested to apply GBA in teaching writing about various text types; (2) Seeing the data that the low achiever students still struggle to make recount texts, the teachers are suggested to give more scaffolding in the teaching learning process; (3) In this study, the researcher only focus on Genre based Approach as an approach used in experimental group. Future researchers are invited to use the combination between GBA and others method as a method used in experimental group; and (4) Since Genre Based Approach is considered less familiar method, especially in this research site, it will be better if the government gives more practice and more knowledge about this method.

REFERENCES

- Alma H. Buchori, 2012. *Belajar mudah Penelitian*, Alfabeta: Bandung
- Arikunto Suharsimi, 2010. *Prosedur Penelitian*. PT Rineka Cipta
- Leacock, C., Chodorow, M., Gamon., M., Tetreault., J., Hirst, G. *Automated Grammatical Error Detection for Language Learner*. 2010. Morgan & Claypool Publisher.
- Eli Hinkle, 2011. *Handbook of Research in Second Language and Learning*. Volume II.
- Ilyasin, M, 2019, Exploring excellency base curriculum for Indonesian primary school in relation to the social community environment. *Journal of Social Studies Education Research*, 10 (4), 246-165
- Nganga, L, 2019. Preservice teacher's perception and preparedness to teach for global mindedness and social justice using collaboration, critical thinking, creativity, and communication (4cs), *Journal of Social Studies Education Research* 10 (4), 26-57.
- Raiker, A. (2020). Praxis, pedagogy and teachers' professionalism in England. *Center for Educational Policy Studies Journal*, 10(3), 11-30. <https://doi.org/10.26529/cepsj.874>
- Solikhah, I., & Budiharso, T. (2019). Investigating the learning outcomes of an INQF-based english language teaching curriculum in Indonesia. *Journal of Social Studies Education Research*, 10(4), 153-175
- Studies, S., & Bilgiler, S. (2020). Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia Ija Suntana 1 & Betty Tresnawaty 2. 11(4), 149-174
- Tausif, M. R., & Haque, M. I. (2021). Managing quality in university framework: Students' perspective. *Management Science Letters*, 11, 627-636. <https://doi.org/10.5267/j.msl.2020.9.004>