

## The Use of Genre Based Approach to Improve Students Writing's Skill in Recount Text

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**Abstract:** This study aims to enhance students' writing abilities in recount texts at the SD School of Life Lebah Putih's fourth grade. This study employs a quasi-experimental design to investigate the effectiveness of the genre-based approach in improving students' writing skills in recount text. Data obtained pre-test and post-test. It can be inferred from the research findings and discussion that the pupils' mean score growth between the pre- and post-test served as evidence. The pre-test mean score for the students was 66.84, which was categorized as fairly good, whereas the post-test mean score was higher at 79.36, which was categorized as excellent. Additionally, the data analysis revealed that the t-test value was greater than the value in the t-test table ( $11.050 > 1,711$ ). It implies that the difference was substantial. H1 was approved whereas H0 was disapproved. In other words, the employment of a genre-based approach (GBA) can help students write recount texts more effectively.

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## Introduction

Writing is an essential skill in language learning, and it plays a crucial role in communication. However, many students struggle with developing their writing skills, particularly when it comes to specific text genres. One such genre is the recount text, which focuses on retelling past events or experiences (Fisya & Fudhla, 2022). To address this challenge, the implementation of a genre-based approach can be a valuable instructional strategy.

Genre-based approach refers to an instructional method that emphasizes the explicit teaching of different text genres and their corresponding linguistic features. According to Martin, J. R. (1992) stated that "Genre-based approach emphasizes the importance of teaching writing as a social practice, where students learn to write by engaging with real-world genres and their communicative purposes". By providing students with a framework and specific language patterns, this approach enables them to understand and produce texts effectively. Incorporating the genre-based approach into teaching writing has shown promising results in various language learning contexts (Emilia, 2011).

Implementing the genre-based approach in the teaching of recount texts offers several advantages. Firstly, it provides students with a clear understanding of the purpose and structure of recount texts (Merris & Sari, 2019). This awareness helps students organize their thoughts and ideas in a logical sequence, enhancing the overall coherence of their writing. This is in accordance with what Rose, D. (2008) said that "The genre-based approach

provides students with a scaffolded framework that helps them navigate the complexities of different text types, enabling them to produce more coherent and effective writing."

Secondly, the genre-based approach focuses on teaching specific language features commonly found in recount texts. According to Yu (2020) states that students learn to use appropriate verb tenses, connectives, and vocabulary choices, which contribute to the clarity and accuracy of their writing. This explicit instruction allows students to develop a repertoire of language resources that they can draw upon when composing their own texts. Hyland, K. (2003) stated "By explicitly teaching the structure, language features, and purposes of recount texts, the genre-based approach equips students with the necessary skills to engage in successful writing tasks."

Lastly, the genre-based approach promotes student engagement and active participation in the writing process. Through collaborative activities and analysis of authentic recount texts, students develop a deeper understanding of the genre's purpose and audience (Tachia& Loeneto, 2014). This understanding encourages them to reflect critically on their writing and make revisions to improve its quality. "Through collaborative activities and analysis of authentic texts, students develop a sense of audience and purpose, engaging them in meaningful writing experiences that promote critical thinking and revision." - Johns, A. M. (2002).

In conclusion, the implementation of a genre-based approach in teaching recount texts holds significant potential for enhancing students' writing skills. By providing explicit instruction on the structure, language features, and purposes of recount texts, this approach equips students with the necessary tools to produce coherent and effective writing. As educators, it is essential to explore innovative approaches that empower students to become confident and proficient writers in different genres.

## **Research Method**

This study employs a quasi-experimental design to investigate the effectiveness of the genre-based approach in improving students' writing skills in recount text. The experimental group will receive instruction using the genre-based approach, while the control group will receive traditional writing instruction. The participants of this study will be 4 grade students from two randomly selected schools. Each school will be assigned as either the experimental group or the control group. A total of N students will be included in the study, with an equal number of participants in each group.

The instrument used in this research is pre-test and post-test. Pre-test and Post-test: A writing task will be administered as a pre-test and post-test to both the experimental and control groups. The task will require students to write a recount text based on a given prompt. The texts will be assessed based on specific criteria, such as organization, language use, and coherence. The pre-test and post-test writing samples from both the experimental and control groups will be collected and assessed using the predetermined criteria. The scores will be analyzed to determine any improvements in the experimental group compared to the control group. The writing scores from the pre-test and post-test will be compared using appropriate statistical analysis (e.g., t-test) to examine the effectiveness of the genre-based approach in improving students' writing skills.

## Result and Discussion

The classification of students' pretest and post-test results is the subject of this study's findings. The researcher gave a test that was given twice in order to determine the response to the research topic from the preceding chapter. The first question of this research, which sought to determine whether students' ability to write recount texts had improved, could be answered by the post-test's results. A pre-test was administered prior to treatment in order to gauge students' writing proficiency before treatment, and a post-test was administered following treatment to gauge students' writing proficiency.

**Table 1. Pre Test**

NO	NAME OF STUDENTS	SCORE
1	DQNR	51
2	AKA	71
3	ALWN	75
4	AI	69
5	SAR	65
6	FLN	60
7	BUK	75
8	NI	66
9	TNL	55
10	AHW	73
11	LADK	65
12	AD	70
13	BLM	69
14	NS	57
15	DLM	70
16	SGRJ	81
17	VKL	55
18	NCT	76
19	NT	66
20	MNK	67
21	NF	60
22	LFR	67
23	RA	67
24	MNR	59
25	SNF	71

**Table 2. Statistic of pre test**

N	Minimum	Maximum	Mean	std deviation	Variance	
Pre test	25	55	81	66,84	6,926	47,973
Valid N	25					

According to the Pre-Test statistics, the average pre-test score was 66,84, with a minimum score of 55 and a maximum score of 81, and a standard deviation of 6.926.

**Table 3. Frequency and Rate Percentage of the Students' Writing in Pre-test**

Score	Classification	Frequency Pre test	Percentage Pre test
91-100	Very good	0	0%
76-90	Good	3	12%
61-75	Fair	15	60%
51-60	Poor	7	28%
<50	Very poor	0	0%
<b>Total</b>		25	100%

The frequency and percentage of pre-test writing from 25 students were displayed in a table. As was made evident, the majority of the students (60%) were categorized as fair. Only a relatively small fraction of students were proficient writers, while other students had inadequate abilities.

**Table 4. Posttest**

NO	NAME OF STUDENTS	SCORE
1	DQNAR	67
2	AKA	83
3	ALWN	77
4	AI	84
5	SAR	76
6	FLN	68
7	BUK	82
8	NI	80
9	TNL	70
10	AHW	85
11	LADK	82
12	AD	81
13	BLM	72
14	NS	78
15	DLM	87
16	SGRJ	87
17	VKL	80
18	NCT	81
19	NT	77

Additionally, no students received a very good or very poor grade. In conclusion, the fourth-grade pupils at Lebah Putih Elementary School exhibited average writing skills, particularly for recount texts, prior to the treatment.

**Table 5. Statistic of post test**

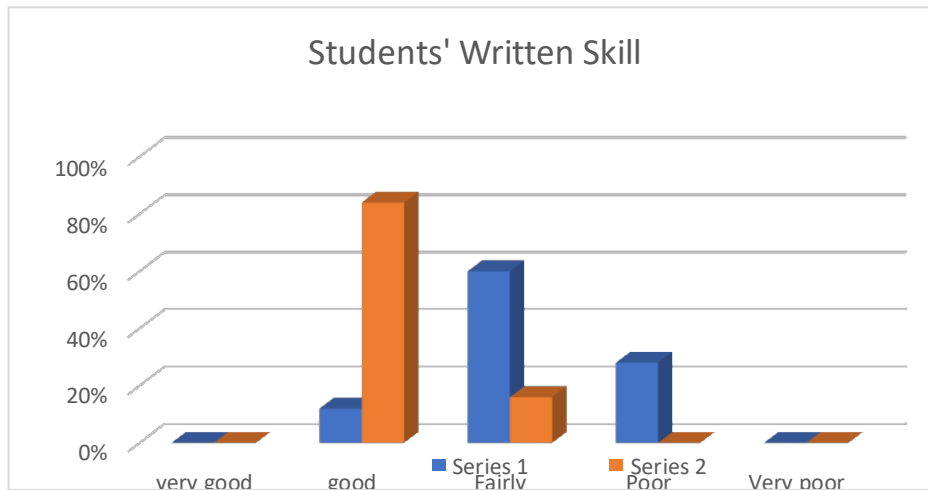
N	Minimum	Maximum	Mean	std deviation	Variance	
<b>Pre test</b>	25	70	87	79,36	4,377	19,157
<b>Valid N</b>	25					

According to the Pre-Test statistics, the average pre-test score was 79,36; the minimum and maximum scores were 70 and 87, respectively, and the standard deviation was 4,377.

**Table 6.**  
**Frequency and Rate Percentage of the Students' Writing in Post-test**

Score	Classification	Frequency	Percentage
		Pre test	Pre test
91-100	Very good	0	0%
76-90	Good	21	84%
61-75	Fair	4	16%
51-60	Poor	0	0%
<50	Very poor	0	0%
<b>Total</b>		25	100%

The post-test scores of 25 students' writing frequency and percentage were displayed in a table. Nearly every student, as seen in the table, fell into the good group or possessed strong writing skills. Additionally, only 4 students, or 16% of applicants, were placed in the fair category. In addition to poor and very poor students, there were no ones in the very good category. It indicated that following treatment, the writing skills of the children at that school had greatly improved.



**Figure 1. Students' written skill at school**

Figure displayed the written work of the students. The pre-test and post-test results were thus different once the investigation was completed. According to the figure, after the intervention, the frequency of pupils in the good group increased from 12% to 84%. The average pre-test score for pupils in the fair category was 60%, but the post-test score dropped to 16%. Writing proficiency scores for the poor category kids ranged from 28% on the pre-test to zero after treatment. Finally, neither the pre-test nor the post-test revealed any pupils who fell into the very good or very poor category. Therefore, it is quite advantageous and useful to use GBA to help students develop their writing skills, especially in descriptive language.

**c. The Improvement of Students' Vocabulary in Pre-test and Post-test**

**Table 6. The improvement in pre-test and post-test**

Indicator	Pre-test	Post-test	Improvement (%)
Writing	66,84	79,36	18,73%

The table displayed a score of 79.36 for the post-test, which was higher than the pre-test's 66.84. Therefore, there was an 18.73% improvement in the students' pre-test and post-test mean scores. It shows that the students' writing extensively incorporates content from GBA.

**Hyphotesis Testing**

To determine the level of significance of the pre- and post-tests, the research team used a t-test analysis on the level of significance (p) + 0.05 with the degree of freedom (df) = N-1, where N = the number of subjects (25 students), and the value of the table was 1,71. The T-test is examined by the researcher using the SPSS 24 application.

Regarding the research's hypothesis, H0 contends that GBA has no discernible influence on students' ability to write recount texts, while H1 contends that GBA has a discernible influence on the teaching of writing to recount texts.

**Table 7. The result of t-test calculation**

	Mean	Std. deviation	Std. error Mean	lower	upper	T	Df
<b>Before treatment</b>	-	5.665	1.133	-14.858	-10.182	-	24
<b>After treatment</b>	12.520					11.050	

According to the table, if significance 0.05 and the t-test result is 11,50 > the t-table result is 1,71, H0 was rejected, indicating that H1 was approved. Thus, there were variations in the writing skills of the students before and after GBA treatment.

**Table 8. The T-test and T-table of the Students' Improvement**

Variable	t-test Value	t-table Value
Writing	11.050	1,711

Table revealed that the t-test value (11.050 > 1,711) was greater than the t-table value. This indicates that the usage of GBA to enhance students' recount text writing abilities has improved. It is clear from the foregoing explanation that H0 was disregarded. The alternate hypotesis (H1) was approved in all other cases. In other words, the use of GBA can help students write recount texts more effectively.

This section of the conversation focused on how the genre-based approach (GBA) was used to enhance students' writing abilities in recount texts at the SD School of Life Lebah Putih's fourth grade. The results of the 25 students' pre- and post-test scores served as

the indicator. The majority of students (60%) were categorized as fair before receiving treatment using the genre-based approach (GBA), according to the researcher. Only a very tiny number of students had good writing skills, and some had terrible writing abilities. Additionally, there were no students who fell into the "very good" or "very poor" categories. Therefore, the fourth-grade students at SD School of Life Lebah Putih had average writing skills, particularly for recount texts, prior to the treatment. Students have difficulty creating specific material because there isn't enough information, the thesis growth is very limited, and the problem isn't fully addressed despite the limited relevance of the thesis.

The use of the term good, deliberate words and phrases are less exact, and vocabulary was low can all be inferred from the vocabulary aspect. Students frequently write with mechanical errors. Students struggle to use structures that are appropriate for their work and coherent, and there are mechanical issues with capitalization, punctuation, and spelling. The assessor came to the second conclusion that the pre-test and post-test organization, which was agreed by the upper text of the upper-middle reply, has good coherence and a suitable schematic structure. However, after receiving the GBA treatment, almost all of the pupils were in the good group or had good writing skills. Additionally, there were just 4 pupils, or 16% of the total, who received the fair category. There were no students in the very good, poor, or extremely poor categories. As a result, the findings indicated that it is advantageous for fourth grade students to develop their writing skills in recount texts by using a genre-based strategy.

In other words, using genre based approach (GBA) can help students write better, especially when writing recounts. The students were more engaged and passionate during the teaching and learning process of writing thanks to the use of GBA. The students were unafraid to speak their ideas. The findings of this study also indicated that GBA could help students write better, particularly in recount texts that concentrated on five different components of writing: content, grammar, structure, vocabulary, and mechanics.

The results also revealed that the pre-test mean score was 66.84 and increased to 79.36 after the treatments, meaning that the post-test score was higher than the pre-test score. Additionally, there was an improvement of 18.73% in the students' pre-test and post-test means scores. The other result of this study demonstrated a t-test value that was greater than the value in the t-test table ( $11.050 > 1,711$ ). It is clear from the foregoing explanation that  $H_0$  was disregarded. The alternative hypothesis ( $H_1$ ) was accepted in the absence of that. In other words, the employment of GBA can enhance fourth-grade students' writing abilities in recount texts throughout the academic year 2023–2024.

In conclusion, to the research mentioned above, using GBA to help students write better recount texts had a considerable impact on the teaching and learning process. Because it offers a variety of implementation materials to relieve students' boredom in learning to write, such as writing descriptive, recount text, narrative text, essay, and so forth, the usage of GBA is extremely suitable as a learning tool for English teachers who use the GBA as a method.

## Discussion

The researcher sheds light on the effectiveness of employing a genre-based approach to enhance students' writing skills, specifically in the context of recount text. According to Malek (2019) states that this approach acknowledges the significance of teaching writing as a purposeful and communicative act, emphasizing the role of genre awareness in fostering linguistic competence. It can be seen from the results above that the employment of a genre-

based approach (GBA) can help students write recount texts more effectively. It can be inferred from the pupils' mean score growth between the pre- and post-test served as evidence.

One key aspect highlighted by researcher is the targeted nature of genre-based instruction, which aims to familiarize students with the structural and linguistic features inherent to recount texts. By providing a clear framework and specific guidelines, educators can empower students to comprehend, analyze, and produce texts within the recount genre more effectively (Hiver & Jiwon, 2018).

The results also delve into the practical implications of adopting a genre-based approach in the classroom. Through this method, students not only refine their writing abilities but also develop a deeper understanding of the purpose behind various textual features (Lail, 2022). This approach is seen as a departure from traditional teaching methods, as it actively engages students in the writing process by immersing them in real-world applications of language use (Irawansyah, 2016).

Moreover, the researcher points out the potential benefits of integrating technology and multimedia tools within the genre-based approach. Botifar (2018) states that by incorporating these elements, educators can create a more dynamic and interactive learning environment, catering to the diverse learning styles of students. Rosnaningsih & Puspita (2020) define that the use of multimedia resources not only enhances engagement but also provides a bridge between classroom learning and real-world communication.

In conclusion, the discussion underscores the importance of the genre-based approach in honing students' recount writing skills. By fostering genre awareness and integrating modern teaching tools, educators can pave the way for more effective and engaging writing instruction, equipping students with the necessary skills for effective communication in various contexts.

## **Conclusion**

The employment of a genre-based approach can enhance students' writing abilities, particularly when they are producing recount texts in the fourth grade at SD School of Lebah Putih, it can be inferred from the research findings and discussion. The pupils' mean score growth between the pre- and post-test served as evidence. The pre-test mean score for the students was 66.84, which was categorized as fairly good, whereas the post-test mean score was higher at 79.36, which was categorized as excellent. Additionally, the data analysis revealed that the t-test value was greater than the value in the t-test table ( $11.050 > 1,711$ ). It implies that the difference was substantial. H1 was approved whereas H0 was disapproved. In other words, the employment of a genre-based approach (GBA) can help students write recount texts more effectively.

## **Recommendation**

Based on these results, the employment of a genre-based approach (GBA) can help students write recount texts more effectively. Also recommended is to encourage genre-based approach (GBA) skill through writing recount text.

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