

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF USING GENRE-BASED LEARNING METHOD ON
STUDENTS' WRITING DESCRIPTIVE TEXT AT SMP N 1
PARANGINAN

DIAJUKAN OLEH:

Nama : Widya A Siburian
NPM : 20120015
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S-1)
Tanggal Ujian : 12 Juli 2024

Dinyatakan Benar Telah Mengikuti Ujian Akhir (Meja Hijau) Dan Telah
Memenuhi Syarat Dengan Hasil "A" dan Memperoleh Gelar SARJANA
PENDIDIKAN (S.Pd)

Medan, 12 Juli 2024

Panitia Ujian Akhir Meja Hijau

Dosen Penguji I



Dr. Christina N. Sarugi, S.Pd., M.Hum

am Dosen Penguji II



Nurhayati Sitornis, S.Pd., M.Si

Dekan FKIP UHN Medan




Dr. Maki Sigiro, M.Si, Ph.D

Ketua Program Studi


Dr. Sahlar Tampubolon, M.Hum

CHAPTER I

INTRODUCTION

1.1 The Background of Study

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 student's 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:

Table 1.1.1 Preliminary data

No	Initial Name	Content	Organization	Vocabulary	Grammarly	Mechanic	Total Score
1	AB	13	7	9	6	2	37
2	AK	14	7	10	9	2	42
3	AS	13	8	10	7	2	40
4	CE	13	8	9	8	3	40
5	CI	13	7	11	9	2	42
6	DL	14	7	10	10	2	43
7	DU	14	7	7	9	3	50
8	EK	13	8	7	7	2	37
9	FL	14	9	7	7	2	39
10	FR	15	8	11	9	2	45
11	FT	14	7	7	11	2	41
12	GI	14	7	10	10	2	43
13	GP	13	8	9	9	3	42
14	HT	13	8	8	7	3	39
15	HW	13	7	7	7	2	36
16	IN	13	7	8	12	2	42
17	KA	14	7	10	11	2	44
18	KT	15	7	8	13	2	45
19	RM	13	7	9	11	3	43
20	RR	13	8	7	10	3	41
21	SU	14	7	10	9	2	42
22	SP	14	9	11	7	3	44
23	SK	15	9	11	7	2	44

KKM = 75

Total Score = 961

Data = 23

Mean = 41,7

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.

1.2 The Problem of Study

From the background above, a problem can be found namely "Does the using Genre-based Learning method affect students' writing skills at SMP N 1 Paranginan"

1.3 The Objective of the Study

This research aims to determine whether the effect of using the Genre-Based Learning method on students' writing abilities at SMP N 1 Paranginan.

1.4 The Scope of Study

Researcher have conducted research at SMP N 1 Paranginan in Humbang Hasundutan district, North Sumatra Province. According to researcher, students' writing skills there are still very low. One way that researcher do this is by using learning methods where learning methods are a strategy used to carry out plans that have been prepared to achieve learning objectives. The method consists of several types, namely: Place-Based Learning, Project-Based Learning, Genre-Based Learning, and Challenge-Based Learning. This research uses the Genre-Based Learning method to influence students' ability to write descriptive text. 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 that type of text such as narrative, descriptive, recount, procedure, review and so on. So, the type of text that has been used is written descriptive text because it requires students' ability to convey information clearly and in detail. Students need to learn to compose clear and logical sentences and paragraphs to explain the object

or situation being described. The aim of this method is to increase students' understanding of language and how it is used in various contexts.

1.5 Significance of Study

In accordance with the explanation above, the author can obtain several theoretical and practical benefits

- a. Theoretically, This research can help broaden insight into teaching media that influence writing abilities. It is hoped that this research can make it easier to use genre-based learning on writing skills.
- b. Practically, it is hoped that this research can help make it easier for students to improve their writing skills, and for the researcher, this research is an exercise in developing the ability to write good research.
- c. It is hoped that this research can help make it easier for teachers to choose the right methods and media to achieve learning goals and produce high-achieving students.
- d. It is hoped that this research can help readers to provide an overview of the English teaching and learning process well.

1.6 Hypothesis

In this research, the researcher tries to make a temporary hypothesis, namely as follows:

- a. There is the effect of using a Genre-based learning method on students' writing skills at SMP N 1 Paranginan
- b. There is no significance effect of using the Genre-based learning method on students' writing skills at SMP N 1 Paranginan

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a literature review and explanation of the material to be discussed and the author also presents several related theories to strengthen this research. This research also uses several concerns and terms in the theoretical explanation of the concept terms used.

2.1.1 Learning

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.

Learning is an activity that involves several components in the learning process, namely as follows:

- a. students: actors who receive lessons explained by the teacher and carry out learning activities to develop their potential abilities. Without students, teachers would not exist because there are students who would make learning interactive.
- b. teacher: the main actor in learning because only the teacher is able to explain the subject matter well in accordance with the applicable curriculum. Learning can be said to be successful if the teacher is able to carry out learning well and effectively.
- c. objectives: this component is the basis used as a basis for determining learning strategies, materials, media, and evaluation. Learning objectives are targets to be achieved in learning activities.
- d. subject matter: is the core of learning where the learning that is delivered is the subject matter in other words, the learning process is the process of delivering the material.
- e. method: components used to achieve the stated learning objectives. The success of a learning process is greatly influenced by choosing a good and correct method according to the student's condition.
- f. media: material used in the learning process to achieve learning objectives and has a complementary function.
- g. Evaluation: a component that functions to find out whether the set goals have been achieved or not. Evaluation also functions as feedback to find out the extent to which students can follow the learning well.

In learning, there are learning principles that need to be understood. Learning principles are the basis for thinking with the hope that learning objectives are achieved and a directed learning process grows. According to several learning experts, the principles of learning are as follows:

- a. Attention and motivation: attention has an important role in learning because if students pay great attention to what they are learning, they can direct themselves to do their learning well. Meanwhile, motivation is the force that moves and directs students to be interested in studying the material.
- b. Activeness: student involvement in the learning process by carrying out several physical activities such as reading, writing, listening, and answering questions.
- c. Challenge: learning that is new, innovative, creative, and challenging will make students feel challenged to participate in learning so the use of experimental, inquiry, and discovery methods is very important to apply in learning.

2.1.2 Genre Based-Learning

The term genre refers to the way a text varies according to its social purpose. 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. This method is usually used in foreign language teaching but can also be applied in first language teaching. There are four steps in implementing a genre-based learning model, including:

1. Building Knowledge of the Field (BKOF)

This stage builds students' knowledge or background knowledge related to the topic they being written. The aim of building knowledge of the field is to establish what students already know and develop their language and understanding of the topic. At this stage, the teacher also builds the cultural context of the text to be taught.

There are several things that need to pay attention to, namely:

- a) students provide text regarding the topic they will write about
- b) students read the text and then are asked questions about the text. In this stage, the teacher can assess students' reading ability.
- c) students identify words or expressions that they do not understand.
- d) listening to monologue texts to improve students' listening skills.
- e) using native speakers to talk about the topic to be discussed.
- f) oral discussion of the topic being discussed.
- g) asking questions whose answers are useful for improving students' critical thinking abilities.

2. Modeling of the Text (MOT)

The teacher provides a model or example text as a reference for students in producing oral or written work. The following are some of the activities carried out at this stage, namely:

- a) the teacher explains the type of text to be written including the purpose, benefits, social context, and context of use.
- b) explain the stages or structure of the organization

- c) introduce one of the texts in its entirety in the type of text that is the focus which is presented using an organizational structure chart, model text, and linguistic characteristics.
- d) students are asked to read and answer questions related to the text.
- e) teachers and students identify the organizational structure and linguistic features of the text.
- f) students are given another text and asked to identify it.
- g) students are given a text with several grammatical errors, and then identify and correct the errors.
- h) students with high abilities can be given longer and more complex texts.

3. Joint Construction of the Text (JCOT)

In this stage, the teacher will guide students and produce text together

4. Independent Construction of the Text (ICOT)

In this stage, students independently write the topics discussed in the types of texts they have studied. Several things that can be done at this stage are:

- a) initiating the individual (guide) writing
- b) establishing routine consultation with teachers and peers to shape discourse
- c) editing, reworking, further feedback, and finalization
- d) personal reflection on the degree of success

2.1.2.1 Characteristics of Genre-Based Learning

Genre-Based Learning (GBL) is a learning approach that teaches and learns based on certain types of text. Genre-based learning is also called genre-based pedagogy which is an approach to language teaching and learning that focuses on

teaching language through the analysis and production of different genres or types of texts. Here are some of the main characteristics of genre-based learning:

- a) **Textual Analysis:** In genre-based learning, students analyze original texts from various genres to understand the linguistic characteristics, structure, and purpose of each genre. This analysis also helps students discover patterns and conventions within the genre.
- b) **Functional Approach:** It emphasizes on the use of language in specific contexts and genres. Students learn how language is used for specific communication purposes in genres such as narrative, report, discussion, etc.
- c) **Contextual Learning:** Different genres allow language learning to be placed in a meaningful context. Students do not learn languages in isolation, but as languages are used naturally in real-world contexts. It improves students' understanding and ability to use language for specific purposes.
- d) **Explicit Genre Teaching:** Teachers teach the features and structures of different genres, such as vocabulary, grammar, discourse markers, and rhetorical patterns, explicitly. This instruction helps students understand the standards and norms associated with each genre.
- e) **Genre Based Activities:** These activities focus on genre tasks such as text analysis, genre identification, genre creation, and genre transformation. These activities engage students in using language authentically and increase their genre awareness and proficiency.
- f) **Process-Oriented Approach:** In genre-based learning, this approach often involves using a process-oriented approach to the writing process. This approach involves students doing activities before writing, such as analyzing

genres and looking for ideas, as well as composing, revising and editing texts that fit the genre. This method emphasizes that recursive writing is important and that multiple drafts are essential to improving the quality of the text.

- g) **Scaffolding and Modeling:** Teachers offer support and modeling to help students in the process of learning to write texts in different genres. This support includes providing students with examples of genre-specific texts, helping them analyze those texts, and providing feedback on genre-based writing by students.
- h) **Authentic Assessment:** Genre-based learning assessment focuses on students' ability to write texts that meet the standards and expectations of a particular genre. These may include portfolio assessments, genre-based writing assignments, and performance assessments that evaluate students' awareness and proficiency in genres.
- i) **Integration of Language Skills:** Genre-based learning combines reading, writing, listening and speaking skills in the context of different genres. This helps students understand the relationship between language skills and how they can be used in real-world communication.
- j) **Cultural Awareness:** Genre-based learning often combines cultural elements related to different genres. It helps students in improving linguistic skills and using language culturally in various contexts.

2.1.2.2 Advantages of Genre-Based Learning

The effectiveness of Genre-Based Learning can vary depending on the teaching method, skills, and specific needs of students. Here are some of the advantages of using the Genre-Based Learning method:

- a) Genre-based learning often combines texts and real-world situations which can make students' learning experiences more relevant and authentic. The connection with everyday life means that students can see the practical application of their learning when faced with different genres commonly encountered in everyday life.
- b) Exposure to a variety of genres helps students develop proficiency in a variety of language strands, enabling them to navigate a variety of communication contexts effectively. The new vocabulary that emerges due to different genres allows students to gain a wider vocabulary, thereby improving their language skills.
- c) Studying different genres can encourage students to analyze and understand the structure, purpose, and language features specific to each genre, thereby fostering critical thinking skills. Problem-solving by engaging in a variety of genres helps students learn to adapt their communication styles to different contexts, enhancing flexible and effective problem-solving abilities.
- d) Genre-based learning helps students develop the skills necessary to communicate effectively in different situations and with diverse audiences.
- e) A diversity of genres can provide varied learning experiences, reducing monotony and potentially increasing student motivation and engagement. This personalizes students' perception of certain genres as more interesting or relevant to their personal interests, thus making the learning experience more enjoyable and motivating.

2.1.2.3 Disadvantages of Genre-Based Learning

The effectiveness of genre-based learning depends on a variety of factors, including the goals of the educational program, the needs of the learners, and the pedagogical approach used by the instructor. Although genre-based learning has its limitations, it can also be a valuable tool when deeply integrated into a broader language education framework. Following are some of the disadvantages of Genre-Based Learning:

- a) An emphasis on genre conventions can lead to a rigid approach to writing and communication, where students become more focused on following established formulas than on developing critical thinking and adaptability. This can hinder their ability to respond effectively to new or unfamiliar situations.
- b) Genre-based learning often places great emphasis on written genres, potentially ignoring other important means of communication, such as oral or visual communication. This may not fully prepare students for the variety of ways they may need to communicate in real-world situations.
- c) Genre-based learning may focus heavily on certain genres relevant to academic or professional environments, thereby potentially ignoring other important aspects of language and communication. This narrow focus may limit students' overall language proficiency and flexibility in using the language in a variety of contexts.
- d) Relying too much on genre-based learning can cause rigid text classification. Some texts may not fit into predefined genres, and students may have difficulty analyzing or creating content that does not fit these classifications.

2.1.3 Method

Learning methods are systematic and regular processes carried out by teachers or educators to convey material to their students. Learning methods are also strategies or tactics for carrying out learning activities in the classroom that are used by teachers to achieve learning goals. In this way, it is hoped that the teaching and learning process can run well. Therefore, it is very important for an educator to be familiar with learning methods so that students feel more enthusiastic when following lessons in class. Apart from that, by choosing the right method, students do not get bored quickly during learning. A teacher must be able to understand the characteristics of his students before choosing the right learning method. Teachers must also be able to apply different methods for each class according to the characteristics and abilities of the students there. A teacher uses appropriate learning methods to create an effective and efficient teaching and learning process. So it is likely that students can learn well because the learning methods used by the teacher make the material more interesting and good. Therefore, teachers must be familiar with learning methods to support the achievement of learning goals.

2.1.3.1 Type of method

For a teacher who wants to know learning methods more clearly, it is not just about understanding the meaning. But also need to understand what types of learning methods there are. Below are some methods that teachers understand.

- a) Lecture Method: This method is one of the more conventional learning approaches because educators deliver material to students orally. Over the years, this method has been considered the most effective and cost-effective.

However, so that students don't get bored, a teacher must be able to use this method interestingly.

- b) Discussion Method: As the name suggests, this method focuses on discussion activities that involve students learning to solve problems. In practice, this method is usually used by forming groups of students to discuss problems.
- c) Demonstration Method: The demonstration method is a learning method that uses practicum to give students the opportunity to see and practice the material directly. This method becomes more interesting for students and makes them focus more on the lesson.
- d) Experimental Method: This method is used to give students the opportunity to see the lesson material directly through experimental or practical activities in the laboratory. In most cases, it can cover the fields of natural science (science), biology, and so on.
- e) Mind Map Method: This method is a learning approach that allows students to improve their ability to analyze and think critically to understand a problem from start to finish.
- f) Debate Method: This method allows students to debate individually or in groups. However, the debate is carried out formally and follows certain rules for discussing and resolving issues.

2.1.3.2 Method Objectives

The main goal of the learning method is to help students improve their individual ability to solve problems. To better understand, here are some method learning objectives:

- a) Help students improve their abilities so they can tackle problems with innovative solutions.
- b) Assisting with teaching and learning activities so that they can carry out them in the best way.
- c) Facilitates searching, testing, and compiling data needed to develop scientific disciplines.
- d) To achieve learning goals, facilitate a learning process that is fast, precise, and in line with expectations, directing learning in the right direction.
- e) Students can more easily understand the material if the learning process is carried out in a more enjoyable and motivational environment.

2.1.4 Writing

Writing is one aspect of language skills that is very complex because it is one of the estuaries of other language skills and still needs to be supported by adequate linguistic knowledge. Writing has become an ongoing activity so learning also needs to be done continuously. This is based on the idea that writing is the basis for learning. 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.

In learning writing skills, there are still several factors that cause students' low ability to write, namely 1) low knowledge of English due to lack of interest in reading, 2) lack of knowledge in using small skills such as using symbols, using sentences, composing sentences and phrases with appropriate structures. true, 3) the difficulty of finding writing according to the students' conditions and abilities, 4) there is no written work or effective restrictions because there are still many students who complain that writing is boring and uninteresting, 5) the lack of confidence of students in writing texts because they feel unable to write in English, 6) student scores below the minimum standards targeted by the school, and 7) lack of guidance from teachers to assign students to write. In writing skills, teachers play an important role in planning, implementing, evaluating, and changing learning styles so that students do not get bored with learning and other activities.

2.1.4.1 Writing process

Writing as a process of reasoning/thinking means that in writing the writer is required to have good reasoning to produce good writing because reasoning in writing is the basis of the writing process. Usually, a writer has very good reasoning skills and is systematic in producing writing. When the writer is expressing his thoughts, he needs the ability to express opinions, use reasoning, and also compose by carrying out good writing stages to create creativity in writing. The results of writing include paragraphs and are the result of expressing thoughts, thoughts, and feelings obtained from creative and critical thinking activities. Therefore, the writer must consider the context of the writing which includes what, when, who, for what, what form the writing is in, what presentation medium is chosen, and so on by looking at the reader's background.

Several experts expressed their opinions about writing as a process. According to Harmer (2004: 4-5), the writing process is the stages a writer goes through to produce something in the form of final writing (an essay). A writer plans his writing, then writes, revises, and finishes the writing. However, in reality, the writing process is not that simple because, in writing, someone starts by planning first, then starts writing, revises their writing, then writes again, and revises again and again until they get the final writing. The writing process as an activity in the classroom combines four basic writing stages: planning, composing (writing), revising (rearranging), and editing. In addition, the teacher gives students three additional stages, namely evaluation, post-writing, and responding (sharing). The process of writing in the classroom requires regular teaching of process skills. As a result, at least initially, this process may not allow for free variation of the previously

mentioned writing stages. The teacher organize the classroom for activities that help students learn specific writing skills at each stage.

In a journal entitled "Students' Difficulties in Writing Recount Text At Inclusion Classes" written by Husna, Atikasari Multazim, and Akhmad (2019:55), the author quotes Harmer's (2004) opinion regarding the four main components of the writing process:

- a) Planning: Writers should consider three main issues when writing. They should consider the purpose of the product writing from the start. This impacts the type of text to be created, the language used, and the information selected. To sequence the facts, ideas, or arguments to be selected for inclusion, authors must consider the content structure of their work (Harmer, 2004).
- b) Drafting is the first step in writing, usually done with the assumption that the text will be changed later. A number of drafts may be created during the writing and editing process (Harmer 2004)
- c) Editing (Reflection and Revision)—Writers usually review their drafts to see what works and what doesn't. Reflection and revision are often steps aided by comments and suggestions from readers or editors (Harmer, 2004).
- d) Final version Authors have amended their draft, made changes they deemed necessary, and created a final version. According to Harmer (2004).

2.1.4.2 Types of writing

In simple terms, genres can be summed up as different types of texts, but the types of texts that appear in society do not emerge from a vacuum and are uniform in another society as types of texts that function as references so that a text can be

made more effective. The effectiveness in question is related to the accuracy of social objectives, the selection and arrangement of text elements, and the use of grammatical elements. Genres are formed because of the existence of a discourse community that refers to previous statements. So a genre is a type of text, both spoken and written, in which there is a relationship between language and its social function. The types of writing in the text are divided into several parts, below is an explanation of these types of writing.

1) Description

Description is a presentation or description using words about an object, place, atmosphere, or situation.

2) Narrative

Narrative is a story of an incident or incident that presents a series of events arranged chronologically according to time sequence. Narrative relates to an attempt to tell an incident or event by describing as clearly as possible to all readers how the event occurred so that the reader can be immersed and feel like they are in that situation.

3. Procedure

Harahap Nuri Yanni (2018) said that a procedure text is a text that explains how to make or do something is called a procedure text. Generic structure, social function, and lexicogramatics are some of the standards that must be adhered to when studying procedural texts. Procedure text is text that contains how to make or do something which consists of stages and has an imperative sentence structure in the form of a command.

4. Recount

Recount text is a type of text in English that retells events or events in the past in the form of actions or activities before someone wrote the text. A recount text has linguistic characteristics or in English terms language features. According to Saragih, Silalahi & Pardede (2014) which states that the language characteristics seen in recount texts are the use of nouns and pronouns to differentiate between animals, humans, and things; the use of past action verbs to refer to events; and the use of past tense verbs to refer to events related to the experience of time, using conjunctions to order events, using adverbs and adverbial phrases to indicate place and time, and using adjectives to indicate nouns.

5. News Items

News items are short and concise articles that are important and worthy of being reported to readers about daily events or current events. The purpose of writing news items is to convey information to readers or listeners that is interesting and worthy of being news and in a way that conveys public attention.

6. Report

Report text is an English text that presents information related to an object which can be an animal, place, event, or something else in general, and is in accordance with the information as it is. Report text is similar to descriptive text because both provide information about an object which provides factual information related to the object being described to the reader or listener. The difference is that descriptive text describes a specific object, while report text provides information related to general objects.

7. Analytical Exposition

Analytical exposition is a text that explains a phenomenon or problem comprehensively using arguments that support the text's ideas. Its main function is to tell and convince readers that the issue considered is important. The language style of this analytical exposition uses simple present tense, mental process words, words of relational process, uses words that connect phrases and sentences. The purposes are to persuade by presenting arguments and to analyze or explain “how” and “why”.

8. Hortatory exposition

Hortatory exposition is a type of English text whose purpose is to convince readers to be able to decide or take action. Usually, this text can be found in article texts, speeches, and much more.

9. Explanation

Explanation is a form of writing that explains the process of occurrence or formation of an event or phenomenon and discusses social, political, legal, economic, and cultural phenomena. The explanatory text explains an incident of this phenomenon in a coherent manner. Explanation details and logically describes the stages in a process, so it can be said that an explanatory text is a text that explains the causal or cause-effect relationship of an event.

10. Reviews

Review text is a type of text in English that aims to review or assess a film, book, and so on. Usually in a review the advantages and disadvantages of something being assessed are written. The purpose of the review text is to criticize or provide an evaluation. The linguistic structure of the text review uses the present tense, using adjectives.

2.1.5 Descriptive Text

Descriptive text is text that aims to explain, describe or describe something. This something can take the form of anything, be it an animal, object, location, and so on. According to Kosasih (2006: 26), descriptive text is an essay that describes something in a way that makes readers feel like they can see it for themselves. Descriptive text aims to describe, represent, or reveal a person or an object, whether abstract or concrete. So, it is written in clear and concise language so that it can be understood easily.

2.1.5.1 Structure of Descriptive Text

The descriptive text has two structures, namely:

a) Introduction

This section identifies the object or subject that is explained. This identification provides a general idea of what is discussed in the text. For example, these objects can be tourist attractions, objects, or individuals.

b) Description

The main component of descriptive text is the part where the author provides the reader with an in-depth explanation of the topic. Descriptions may include information about physical appearance, traits, characteristics, and other relevant topics. Descriptive language helps readers gain a clear and in-depth understanding of the topic to be discussed.

2.1.5.2 Characteristics of Descriptive Text

The descriptive text has several special characteristics, namely as follows

- a. Employ the simple present tense a fact or truth about an item or a person is explain using the simple present tense

- b. Using lots of adjectives. Adjectives are words like good-bad, and big-small. Because descriptive texts reveal the qualities of an object, whether human or animal.
- c. There are Relating Verbs. Verbs like "be," "have," and "seem" are examples of related verbs; they function as a connection to provide explanation for the noun that is the subject. Related verbs are frequently used in descriptive writing to connect the topic with the explanation.
- d. Descriptive text focus to explain one object.

2.2 Previous Study

The title of the thesis that the researcher wrote was about the effect of using the Genre-Based Learning method on student writing skills at SMP N 1 Paranginan, inspired by the internet, where the researcher searched for this title and was then interested in researching this title and hoped to be able to solve the problems at the school. through the genre-based learning method by reading several journals from several people related to the researcher's title. According to the type of learning, genre-based learning should help students overcome the problems encountered in writing. According to (Prakoso et al., 2021) genre-based learning can provide educational benefits to improve students' knowledge and skills.

The first is research from I. Irawansyah with the title "Genre Based Approach: "A Method to Exchange Students' Writing Capabilities" seeks to determine whether a genre-based approach can strengthen students' writing abilities. Each cycle includes five stages, namely planning, implementing, observing, and reflecting. In addition, tests, observations, interviews, and field notes were used to collect data. After collecting data, the data was analyzed using descriptive statistics

(quantitative) and data reduction, data presentation, and drawing conclusions (qualitative). The results of this research show that the use of the Genre-Based Approach method can improve aspects of students' writing skills including content organization, vocabulary, spelling, and pronunciation. In this research, students' average writing scores continued to increase starting from the pre-test, cycle I, and cycle II. Every aspect of students' writing skills improves, especially grammatical aspects. Improving students' writing skills by using a genre-based approach provides students with greater opportunities to solve their problems. In using the GBA method, students become effective participants in their academic and professional environments as well as in their broader communities. This previous research will be able to help future researcher to choose and design appropriate methods for researcher to use.

The second is research written by Atmazaki Ramadhan, Syahrul Indriyani, and Vivi (2013) entitled "Genre-Based Learning Model With Literacy Activities and Character Strengthening: Effectiveness in Language Learning". The goal of this research is to combine character development with literacy exercises to create a genre-based learning model. Researcher test the created product throughout the assessment stage to ensure its usefulness and efficacy. The instruments used were questionnaires, observation sheets, and tests. The subjects of this research were students of SMA Negeri 8 Padang. Based on the research results, the Genre-Based Learning model which integrates literacy activities and character strengthening in Indonesian language learning is considered valid, applicable, and effective. In line with previous research, the Genre Based Learning paradigm has been widely used for language learning, including first languages, second languages, or foreign

languages. This previous research is a reference for researchers to help provide a strong theoretical foundation for researcher to understand the context and concepts relevant to the research topic.

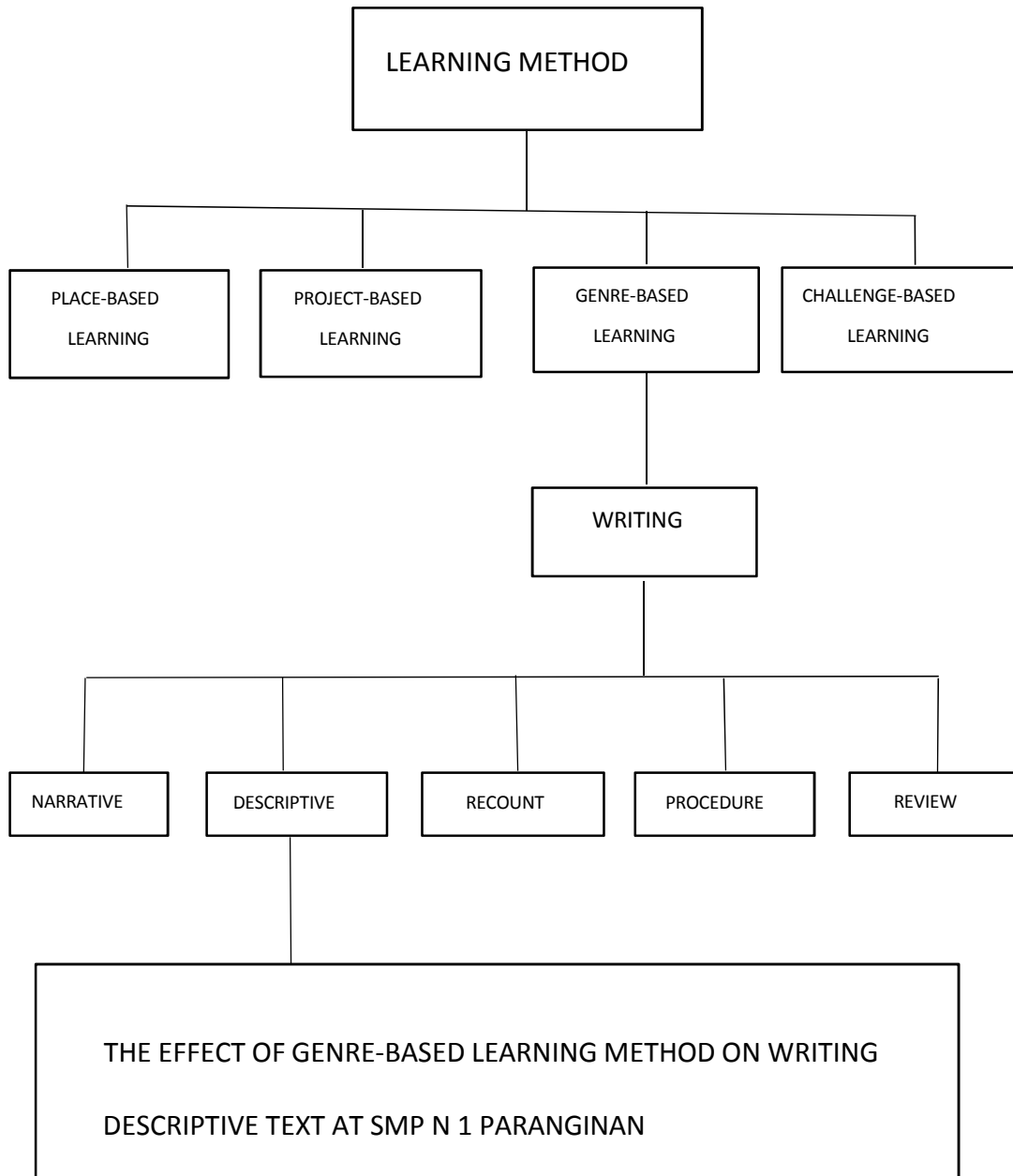
The third is according to a journal written by Fatjriya, Meyliza Hayrani Tahrin (2021) Sari, and Artanti Puspita entitled "The Effects of a Genre-Based Approach and Learning Encouragement on the Writing Achievement of Eighth Grade Students at SMP Negeri 3 Air Kumbang". A factorial experimental research design was used in this research. 52 participants were randomly selected and divided into two groups: control and experimental. In an effort to obtain data, the author distributed questionnaires to measure student motivation and recount text writing tests. The results of the data display were then analyzed using the SPSS for the window program. Based on the research results, the Genre-Based Learning model which integrates literacy activities and character strengthening in Indonesian language learning is considered valid, applicable, and effective. In line with previous research, the Genre Based Learning paradigm has been widely used for language learning, including first languages, second languages, or foreign languages. By building on and expanding existing research, researcher are able to develop a deeper understanding of this topic and provide a starting point for innovation and new developments in the research field.

The difference between previous research and this researcher is that the previous research aimed to improve aspects of students' writing skills including aspects of organization, content, vocabulary, grammar, and mechanics, whereas this research aims to find out whether the use of Genre-based learning methods can influence students' writing skills through descriptive text.

2.3 Conceptual Framework

To improve students' writing skills, a genre-based learning strategy is one of the development strategies in learning. Genre-based learning is designed to make it easier for students to be more active in writing activities. Genre-based learning is expected to help students overcome difficulties experienced during the writing process. according to (Prakoso et al., 2021) genre-based learning is able to provide opportunities for students to learn meaningfully in building students knowledge and skills.

Table 2.3.1 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

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.

This research is included in experimental research which uses two group pre-test and post-test. The pre-test provides a measure of several attributes or characteristics that the researcher assesses to participants in an experiment before the group receives treatment, while the post-test measures several attributes or characteristics that are assessed to participants in an experiment after being given treatment (Creswell, 2008: 301). The researcher conducts experimental research,

there are two groups; the experimental group and the control group. This means that this research uses two groups to collect data. The experimental group was the group that received treatment using Genre Based learning while the control group was the group whose learning. The research design is described as follows:

Table 3.1.1 The design of the research

Group	Pre-test	Treatment	Post-test
Experimental	X1	□	X2
Control	Y1	-	Y2

Where:

X1 = Pre-test of Experimental Group

Y1 = Pre-test of Control Group

X2 = Post-test of Experimental Group

Y2 = Post-test of Control Group

3.2 Population and sample

3.2.1 Population

As a very important research and analysis material, Sugiyono (2012:308) states that "data collection techniques are the most important step in research because the main aim of research is to obtain data." Therefore, data collection techniques must be appropriate. research purposes. Quoting from a journal written by Hutabarat, Berni Arnita Pohan, Albert Effendi Adam, Adam (2017) entitled "The Effectiveness of Shared Reading Strategy Against Students' Reading Achievements. So, the population is all the elements to be studied which consist of objects and subjects that

have quantities and characteristics determined by the researcher to be studied and conclusions drawn. Experimental research requires a relatively homogeneous population because the more homogeneous the population, the greater the validity of the experiment. SMP N 1 Parangan Academic Year 2023/2024 Class consists of IXa 25 students, IX b 20 students, IX c 23 students, IXd 20 students. So in total there are 4 classes with 88 students.

3.2.2 Sample

According to Sugiyono (2010:118) states that the sample reflects the quantity and quality of the population. This is the portion of the population studied so that the knowledge gathered can reflect the population as a whole, but the population remains defined. The type of sampling in this research is random sampling. Random sampling is a sampling method that is carried out randomly on a certain population, where each member of the population has the same opportunity to be selected as part of the sample. In random sampling, each individual element in the population has the same opportunity to be taken as a sample, without any bias on the part of the researcher. This process is carried out by selecting sample elements randomly, either by using techniques such as using random number tables, using computer software, or other methods that ensure that each member of the population has an equal chance of being selected. The sample chosen in this study was class Ixb as the control group because based on the explanation of the teacher concerned that this class is a class that is quite talented in English compared to other classes and Ixd as the experimental group because this class is quite weak in English and really needs special attention to be able to follow the lesson well. The number of samples in this research was 40 second semester students of SMP N 1 Parangan.

3.3 Instrument of Collecting Data

The researcher used a writing test to collect data. In collecting data, students will be instructed to write descriptive text types before delivering the material with the aim of finding out the extent of students' writing abilities.

3.4 Technique of Collecting Data

Data collection techniques are the methods used by researcher to collect research data. Sugiyono (2012: 308) stated that the data collection technique is "The most important step in research because the main goal of research is to obtain data." Therefore, data collection techniques must be in accordance with the research objectives. There are many. To obtain accurate and valid data, data collection techniques require systematic and strategic actions. In this research there will be data collection techniques carried out during 3 meetings, namely:

1. The class was divided first into 2 classes, namely: a) control class, namely the group that did not receive intervention as the focus of the research, namely class IXb because after the researcher asked the English subject teacher that class b was superior in English compared to class -other classes and b) experimental class, namely the group that received intervention and was intervened, namely class IXd because in this class the students' ability in English is still very weak.
2. On the first day the researcher gave a pre-test, namely an initial test given by the researcher to determine the extent of students' abilities regarding the material to be taught, namely writing a descriptive text. Researcher give students 30 minutes to create a text and then all answers were collected. After completing the test, the researcher asked what the students' difficulties were in creating a descriptive text and then the researcher explained slowly about the material.

3. The second meeting is the treatment stage where each independent variable is manipulated by the researcher, and the exact form depends on the type of research carried out to help students understand the material well. The researcher tried to explain again how to write well and correctly according to the type of text to be written and provide a direct description, namely making one of the students the object and the researcher and other students describing the student. This aims to make it easier for students to understand how to describe something.
4. At the third meeting, the researcher repeated the material that had been studied at the previous meeting for 45 minutes to sharpen students' memories. After students understood, the researcher asked students to recreate a good descriptive text with the same example during the pre-test for 45 minutes as well. From the results of these tests, researchers can see whether the first test and second test have improved. If students understand the material better after the learning process and have accurate explanations then it can be said that the teaching is considered successful, and vice versa.

3.5 Validity

According to Sugiyono (2019:175), research results are valid if there are similarities between the data collected and the data that actually occurs on the object being studied. 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 actually occurs on the object and the data that can be collected by the researcher.

Validity is a measure that shows the level of validity of a test. A test is said to be valid if the test measures what it wants to measure. The test has high validity if

the results are in accordance with the criteria, in the sense of having alignment between the test and the criteria. According to Sugiyono (2017: 125), it shows the level of accuracy between the data that actually occurs on the object and the data collected by the researcher. This validity test is carried out to measure whether the data obtained after the research is valid data or not. The testing technique that researcher often use to test validity is using Bivariate Pearson correlation (Pearson Moment Product). This analysis is carried out by correlating the score of each item with the total score. The total score is the sum of all items. Question items that correlate significantly with the total score indicate that the item is able to provide support in expressing what you want to express. The testing technique that researcher often use is content validity. The following is the content validity assessment scale according to Heaton (1990:146)

Content	
30-27	EXCELLENT TO VERY GOOD: knowledgeable-substantive-etc
26-22	GOOD TO AVERAGE: some knowledge of subject-adequate range-etc
21-17	FAIR TO POOR: limited knowledge of the subject -little substance-etc
16-13	VERY POOR: does not show knowledge of subject-nonsubstantive-etc
Organization	
20-18	EXCELLENT TO VERY GOOD: fluent expression-ideas clearly stated-etc
17-14	GOOD TO AVERAGE: somewhat choppy- loosely organized but main ideas stand out-etc
13-10	FAIR TO POOR: non-fluent-ideas confused or disconnected-etc
9-7	VERY POOR: does not communicate-no organization-etc
Vocabulary	
20-18	EXCELLENT TO VERY GOOD: sophisticated range-effective word/idiom form, choice, usage-etc
17-14	GOOD TO AVERAGE: adequated range-occasional errors of word/idiom form, choice, usage but meaning not obscured
13-10	FAIR TO POOR: limited range -frequent errors of word/idiom form, choice, usage-etc
9-7	VERY POOR: essentially translation-little knowledge of English vocabulary
Grammarly	
25-22	EXCELLENT TO VERY POOR: effective complex constructions-etc
21-19	GOOD TO AVERAGE: effective but simple constructions-etc

17-11	FAIR TO POOR: major problems in simple/complex constructions-etc
10-5	VERY POOR: virtually no mastery of sentence construction rules-etc
Mechanics	
5	EXCELLENT TO VERY POOR: demonstrates mastery of conventions-etc
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation-etc
3	FAIR TO POOR: frequent errors of spelling punctuation, capitalization-etc
2	VERY POR: virtually no mastery of sentence constructions rules-etc

This analysis is carried out by Bivariate Pearson Correlation (Pearson Moment Product). The total score is the sum of all items. Question items that correlate significantly with the total score indicate that the item is able to provide support in expressing what one wants to express.

Pearson product-moment formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where:

r_{xy} = Correlation coefficient between variable X and Y

$\sum xy$ = Number of multiplications between variable X and Y

$\sum x^2$ = Sum of the squares of the X values

$\sum y^2$ = Sum of squares of Y values

$(\sum x)^2$ = The sum of the X values is then squared

$(\sum y)^2$ = The sum of the Y values is then squared

The validity test was carried out using Ms. Excel 2010 with the following criteria:

1. If $r_{count} > r_{table}$ then the statement is declared valid.
2. If $r_{count} < r_{table}$ then the statement is declared invalid.

3.6 Technique of Analysis Data

After completing the pre-test and post-test, the researcher calculated the average value of the data. The data will analyzed by using some steps:

1. Read the students' answer papers and give scores
2. Find out the mean score of each group by using

$$M = \frac{\sum d}{N}$$

Where:

M = mean

$\sum d$ = total score

N = sum of students

2. Tabulating the data for the control group and experimental group
3. Comparing the score of the pre-test and post-test by using a t-test

3.7 Hipotesis Testing

Hypothesis testing is a form of statistical inference that uses data from a sample to draw conclusions about a population parameter or population probability distribution. First, tentative assumptions are made about the parameters or distribution. This assumption is called the null hypothesis and is denoted by H_0 . Alternative hypothesis (denoted H_a), which is the opposite of what is stated in the null hypothesis. The hypothesis testing procedure involves using sample data to determine whether H_0 can be rejected or not. If H_0 is rejected, the statistical conclusion is that the alternative hypothesis H_a is true.

To test the hypothesis researcher using the t-test formula. The T-test formula is a statistical test used to compare the averages of two groups of data. The purpose

of a t-test is to determine whether the difference between two groups of data is statistically significant or simply the result of ordinary statistical doubt. The two most common types of t-test are; a) The one-sample t-test is used to find out whether the sample mean of the population has a certain mean value and b) The two-sample t-test is used to compare the means of two groups separately. The formula for the t-test according to Arikunto (2010:354) is as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

T = the effect

Mx = mean of the experimental group

My = Mean of the control group

$\sum x$ = the standard deviation of the experimental group's scores

$\sum y$ = standard deviation from the control group's scores

Nx = the total number of samples from the experimental group

Ny = total number of samples in the control group

By using this formula, the researcher is able to evaluate the differences between the means of two separate groups differences in means are statistically significant. This occurs if the calculated absolute value of t is greater than the critical value for the chosen level of confidence and the corresponding degrees of freedom.

