

IMPROVING STUDENTS' WRITING OF TENTH-GRADE STUDENTS MAJORING TRAVEL AND TOURISM BUSINESS OF SMK NEGERI 5 DENPASAR THROUGH GENRE BASED APPROACH

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa tentang teks yang menceritakan kejadian lampau dengan menggunakan pendekatan berbasis genre. Partisipan dari penelitian ini adalah 36 siswa dari kelas X Usaha Layanan Wisata 1 di SMK Negeri 5 Denpasar. Penelitian ini merupakan penelitian tindakan kelas dan instrumen yang digunakan dalam pencarian data adalah melalui nilai dari tulisan siswa pada kegiatan pra tes, siklus 1 dan siklus 2. Hasil data dari kegiatan pra tes menunjukkan bahwa hanya 27.78 % (10 siswa) yang berhasil mendapatkan nilai diatas KKM sementara 63.22 % (26 siswa) mendapatkan nilai dibawah standar. Setelah dilaksanakan pembelajaran berbasis genre pada siklus 1 dan siklus 2 nilai dari kemampuan menulis siswa semakin meningkat secara signifikan, pada hasil siklus 1, 17 siswa (48.57%) mendapatkan nilai diatas KKM. Peningkatan nilai berlanjut pada siklus 2 dimana 26 siswa (72.22%) mendapatkan nilai diatas KKM. Berdasarkan hasil ini maka dapat disimpulkan bahwa penggunaan pendekatan berbasis genre ini dapat membantu siswa dalam meningkatkan kemampuan menulis mereka dalam memuat teks menceritakan kejadian lampau dalam berbagai aspek seperti kosakata, struktur kebahasaan, mekanisme penulisan, struktur penulisan serta kelancaran dalam menulis.

Kata Kunci: Kemampuan menulis, Peningkatan, Pembelajaran berbasis genre

Abstract

This study aims to improve the students' writing ability in making recount text through the Genre Based Approach. The samples of study were 36 students in the class of X ULW 1 (Travel Tourism Business) at SMK Negeri 5 Denpasar. This research was a classroom action research and the instruments of the data were collected from the students writing score in pre-test, post test 1 and post test 2. The result of the data showed that in the pre – test only 27.78% (10 students) gained score above the passing grade while the other 63.22% (26 students) scored below it. After the implementation of genre based learning in cycle 1 and cycle 2, the score of the students writing ability has been increased significantly. In the cycle 1 in the post- test 1, 17 students (48.57%) have been passed the passing grade. Further improvement was noted in the cycle 2 where 26 students (72.22%) have passed the passing grade. These findings suggest that the use of Genre Based Approach could improve the students writing ability in making recount text from the aspect of vocabulary, grammar, organization, mechanism and fluency.

Keywords: Writing ability, Improvement, Genre based approach

1. PENDAHULUAN

Writing, speaking, listening and reading are four basic skill required to be mastered when we learn a new language. In terms of English language, where in Indonesia considered as foreign language, from all of those basic skills, writing presented difficult challenges.

According to Harmer (2001), the importance of teaching writing to the students are very crucial in order to create reinforcement, language development, leaning style and also making writing as an important skill to master. Writing text in English language requires practice and guideline in order to make the text meaningful and well structure. The result of a good witting can become beneficial for the readers to gather information in a good structure and pleasant way (Siddik, 2016).

Having a great writing skill is very important in order to show a person's ability in mastering a language. From all the basic skills in learning a language, writing skill presents a great challenge or the student to be mastered. According to Richard and Renandya (2002) common problems faced by the student in writing are even if they had the vocabularies, the students still have to generate and organize ideas and also translating those idea into a readable and well structure text. In the process of making a great text or a simple writing requires a lot of time for organizing the idea, writing the sentence until it becomes a paragraph and making sure that the text is readable and well structure. It also said by Negari (2011) the cognitive and metecognitive activities such as brainstorming, planning, outlining, organizing, drafting and revising are the processes required to be done if we want to have a great result for our writing.

According to Anderson (2003) a recount text is a written work that recounts historical events, often in the chronological sequence that happened. Recount texts serve a societal purpose by recalling historical events in their original order. Experiences, diaries and personal messages are examples of recount texts. Moreover, according to Gerot & Wignel (1994) recount is retelling past events in order to inform or entertain about what and when it happened.

The purpose of genre based approach is to prepare the student in using their writing skills by focusing on how language shout be used to achieved various goal such as telling story and explaining things (Slamet, 2012). This approach requires several steps to be conducted. According to Hammond et.al (1992) there are four stages in teaching learning cycle which virtually based on genre approach, they are; building knowledge of the field, modelling of the text, join construction of the text, and independent construction of the text.

According to Taher, et al (2023) this genre-based approach has advantages compared to other language learning methods because this learning allows students to

learn the language explicitly. According to Hayland (2004) as cited in Irawansyah (2016) the advantages of using genre based approach can be described as follow: 1. Explicit (makes clear what is to be learned to facilitate the acquisition of writing skills; 2. Systematic (Provide a coherent framework for focusing on both language and context); 3. Needs-based (Ensure that course objectives and content are derived from student's needs; 4. Supportive (Give teachers a central role in scaffolding student in learning and creativity); 5. Empowering (provide access to the patterns and possibilities of variation and valued texts; 6. Critical (Provide the resources for the student to understand and challenge valued discourses); and 7. Consciousness rising (Increase teacher awareness of texts and confidently advise students on their writing.

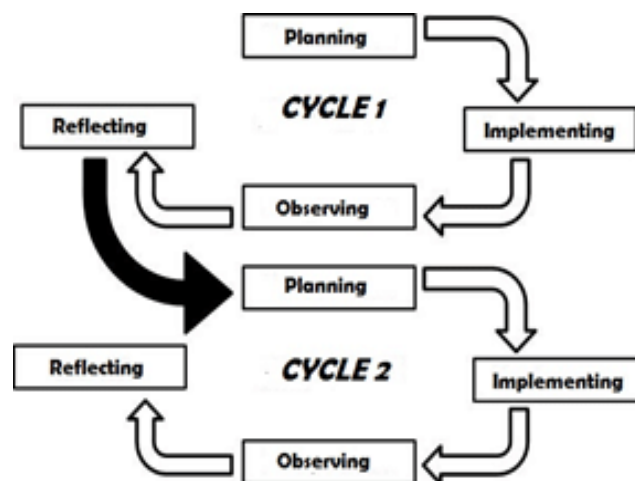
Based on the result of the observation and interview conducted by the researcher as a student in PPG Calon Guru Program (teaching training program) in Mahasaraswati University Denpasar with the tenth grade English teacher in SMK Negeri 5 Denpasar, it was found that the students' writing skill were considerably low. Although the teachers often gave direction to write something, the students tend to search on their Smartphone to find references and not using their own ideas. In this case, most students were too lazy to think of ideas and their lack the vocabulary and grammar also became their struggle in writing text in English. From all the classes majoring travel and tourism business in the tenth grade, the X Usaha Layanan Wisata 1 class had the lowest score among the other classes when it comes to writing assignment based on the result of the writing test which was conducted in the first semester by the English teacher of SMK Negeri 5 Denpasar.

Based on the other researcher experience, this type of research has been conducted by Yassin and Sood (2024) entitled "Implementing Genre Based Approach to Improve Students' Writing Skill at EFL students in Indonesia". The aim of their research was to delve whether students' writing skill can be improved through the implementation of Genre Based Approach at tenth graders of SMK Awaludin Batu Ampar. This research adopts Kemmis and Mc Taggart model of cycles in which each cycle comprises four phases; planning, acting, observing and reflecting as their method in implementing the research and their main focus is to improve student's writing skill in writing a procedure text. The result of their research shows that Genre Based Approach is an effective strategy to resolve writing issues and increase students' ability in writing a procedure

text. In addition this approach can also gain student confident and positive attitude in learning English. Therefore the focus of the study is similar in which about implementing the Genre Based Approach to improve students' writing skills but the topic would be specifically focus on writing a recount text.

2. METODE PENELITIAN

This study applied a classroom action research. The application of classroom action research is typically follows a cyclical process involving planning, acting, observing, and reflecting (Pelton, 2010). The subject of this study were tenth-grade students of X Usaha Layanan Wisata 1 class (travel and tourism business), which was consisted of 36 students. The Instrument of this research was in the form of a written test especially in the form of recount text which was scored based on writing criterion such as: vocabulary, grammar, organization, mechanism and fluency. The data collection was collected from two cycles. The pre-test was conducted first before the implementation of the GBA, and then followed by post – test 1 and post test 2. The cycle can be seen in as figure follow:



Gambar 1. Classroom Action Research

The data of this study was analyzed by using quantitative approach since the main focus of the study was to see the improvement of student's writing skill obtained after the GBA conducted in the class. The researcher compared three set of score from the pre-test, Post-test 1 and post test 2 to determine the level of improvement in students'

writing skill in making a recount text. The comparison is based on the minimum mastery criterion (KKM), which was set at the score of 76.

To get the mean of students' writing scores in making a recount text, in pre-test and post-test the researcher using the formula as follow;

$$X = \frac{\sum x}{n} \qquad Y = \frac{\sum y}{n}$$

Note :

X : The mean of Pre-Test score

Y : The mean of Post-Test score

n : The number of the data

Furthermore, to count the percentage of the students' the researcher use the formula as follow :

$$P = \frac{F}{N} \times 100 \%$$

Note :

P : Rate Percentages

F : Frequency

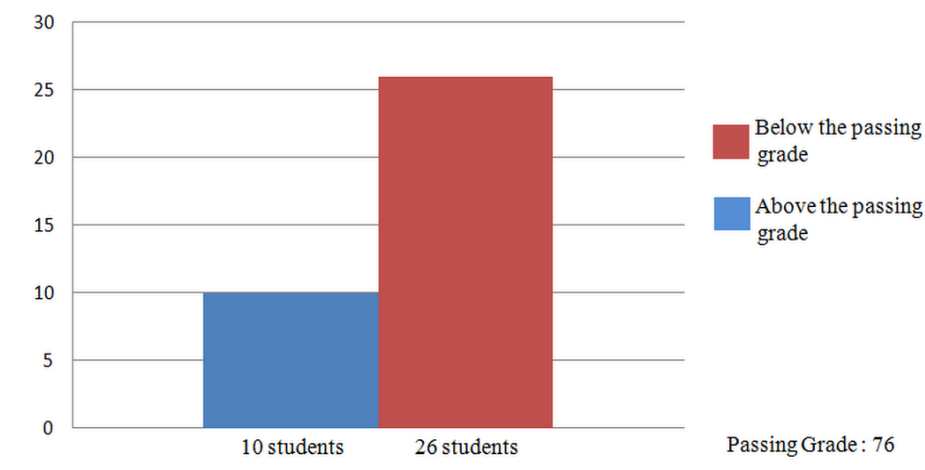
N : The total number of the students

3. HASIL DAN PEMBAHASAN

Hasil

The test was conducted based on three kinds of tests, they were pre test, post-test1 and post-test 2. In the pre test, the students' recount texts were made based on their own knowledge without receiving any treatments, direction and discussion. In the cycle 1, the researcher applied GBA treatment then followed by the Post-Test1. After the reflection, the GBA technique were applied in cycle 2, the followed by giving the Post-Test 2.

The number of students which has scored above or below the passing grade in the pre-test before the implementation of genre based approach can be illustrated as below;

**Gambar 2. Students pre-test score**

From the data above, it can be seen that in this pre test, the percentages of the students which passed the passing grade were only 10 students. The other 26 students got lower score then passing grade. Based on the writing criterion, grammar got the lowest score among the other criterion which was only 9.58 out of the 20. Therefore, after understanding the students' writing ability and weakness in writing recount text, the researcher conducted the genre based approach to improve the students' writing ability. After the cycle 1 has been conducted, the result of the Post-Test1 can be seen as the table below:

Table 1. Students' post-test 1 score

Participant	Passing grade	Writing Score					Total score
		Vocabulary	Gramma r	Mechanism	organization	Fluency	
S1	76	15	15	15	15	20	80
S2	76	15	15	10	15	15	70
S3	76	15	15	10	15	15	70
S4	76	10	10	10	15	15	60
S5	76	15	15	20	15	15	80
S6	76	15	15	15	10	15	70
S7	76	15	15	15	15	20	80
S8	76	15	15	15	15	20	80
S9	76	15	15	15	20	15	80
S10	76	10	10	10	15	15	60
S11	76	15	15	15	15	20	80
S12	76	15	10	10	15	15	65

S13	76	15	15	15	20	15	80
S14	76	15	15	20	20	15	85
S15	76	15	10	15	15	15	70
S16	76	15	10	15	15	15	70
S17	76	15	15	20	15	15	80
S18	76	15	10	15	10	10	60
S19	76	15	15	15	15	20	80
S20	76	15	15	15	15	20	80
S21	76	15	15	15	20	15	80
S22	76	15	15	20	20	15	85
S23	76	15	15	10	10	10	60
S24	76	15	15	15	20	20	85
S25	76	15	15	15	15	20	80
S26	76	15	15	20	15	15	80
S27	76	15	10	15	15	15	70
S28	76	15	10	15	10	10	60
S29	76	15	10	15	10	10	60
S30	76	10	15	15	15	15	70
S31	76	10	15	15	10	10	60
S32	76	10	10	10	10	10	50
S33	76	10	10	10	10	10	50
S34	76	15	15	10	15	15	70
S35	76	15	10	10	15	10	60
S36	76	15	15	15	15	20	80
Total		510	480	515	530	545	2580
Mean		14.17	13.33	14.31	14.72	15.14	71.67
Percentage of passing		48.57%					

From the table above, it can be seen that after the researcher applied the GBA in the teaching process, the percentages of the students which passed the passing grade was increased from 27.78% to 48.57% (17 students). The other 19 students still got lower than passing grade. Based on the mean score of the writing criterion, grammar still got the lowest score among the others criterion which was only 13.33 out of the 20. However, even though the entire writing criterions were still considerably low, the score of each criterion has been increased.

Therefore, to maximize students' writing ability in writing recount text in each criterion, the researcher conducted the genre based approach in the cycle 2. After the cycle 2 has been conducted, the result of the Post-Test 2 can be seen as the table below:

Table 2. Students' post-test 2 Score

Participant	Passing grade	Writing Score					Total score
		Vocabulary	Gramma r	Mechanism	Organizatio n	Fluency	
S1	76	15	15	20	20	20	90
S2	76	15	15	15	20	15	80
S3	76	15	15	15	15	20	80
S4	76	10	10	10	15	15	60
S5	76	15	15	20	20	15	85
S6	76	15	15	15	15	20	80
S7	76	15	15	15	20	20	85
S8	76	15	15	15	20	20	85
S9	76	15	15	15	20	15	80
S10	76	10	10	10	15	15	60
S11	76	15	15	15	15	20	80
S12	76	15	10	15	15	15	70
S13	76	15	15	15	20	15	80
S14	76	15	15	20	20	20	90
S15	76	15	15	15	20	15	80
S16	76	15	15	15	15	20	80
S17	76	15	15	20	20	15	85
S18	76	15	10	15	15	15	70
S19	76	15	15	15	20	20	85
S20	76	15	15	15	20	20	85
S21	76	15	15	15	20	15	80
S22	76	20	15	20	20	15	90
S23	76	15	15	15	15	10	70
S24	76	15	15	15	20	20	85
S25	76	15	15	15	20	20	85
S26	76	15	15	20	20	15	85
S27	76	15	15	15	20	15	80
S28	76	15	15	15	10	10	65
S29	76	15	10	15	15	15	70
S30	76	15	15	15	15	20	80
S31	76	15	15	15	20	15	80
S32	76	15	10	10	15	10	60
S33	76	15	10	10	15	10	60
S34	76	15	15	15	15	20	80
S35	76	15	10	10	15	15	65

S36	76	15	15	15	20	20	85
Total		535	500	545	635	595	2810
Mean		14.86	13.89	15.14	17.64	16.53	78.06
Percentage of passing		72.22%					

From the table above, it can be seen that after the researcher applied the GBA in the teaching process for in cycle 2, the percentages of the students which passed the passing grade was increased until 72.22% (26 students). The other 10 students still got lower score then passing grade. Based on the mean score of the writing criterion, grammar still got the lowest score among the others criterion which was only 13.89 out of the 20. However, even though the entire writing criterions were still considerably low, the score of each criterion has been increased.

Table 3. The percentages of the frequency of pre test, post-test 1 and post-test 2

No	Grade	Pre Test		Post-Test 1		Post-Test 2	
		Frequency	Percentages	Frequency	Percentages	Frequency	Percentages
1	> 76	10	27.78%	17	48.57%	26	72.22%
2	< 76	26	63.22%	19	51.03	10	27.88%
Total		36	100%	36	100%	36	100%

From the table above, it can be seen that the frequency of the student who took the Pre-Test which was 36, the result showed that 27.78% (10 students) has passed the KKM score but the other 63.22% (26 students) still obtained below the passing grade. However, after the implementation of the Genre Based Approach in the classroom, the students' score has been increased significantly and showed progress. In the cycle 1, the student percentages which passed the passing grade were increased from 27.78% (10 students) to 48.57% (17 students). Furthermore, from the cycle 1 to cycle 2 the student's percentages which passed the passing grade were increased from 48.57% (17 students) to 72.22 % (26 students).

Discussion

In this section, the researcher would discuss the finding of the data that has been found, analyzed and described above. The discussion adjusted the finding and the purpose of this research. Each discussion would discuss about the result of each test that has been conducted.

From the score of the pre test, it can be seen that, percentages of the students which passed the passing grade were only 27.78% (10 students). The other 26 student's got lower score then passing grade. According to the short observation and question asked by the researcher to the participant, They mention that, the material of recount text has been taught before by the teacher in their previous school (Junior high school), this indicated that some students have the knowledge about the definition of recount text, the generic structure and language features that should be used in making the text. However, based on the result of the writing score, some student faced difficult problem in term of vocabulary, grammar, organization, mechanism and fluency. Most difficult aspects which considered hard for them were the grammar, mechanism and the ability to write their ideas into written text. So based on that data and comments, the researcher applied the Genre Based Approach to improve the students' writing skill in making a recount text.

In the cycle 1, GBA has been proved to be effective in improving students' writing ability in making a recount text. It can be seen in the table 1 as the student's Post-Test 1 score, the percentages of the students which passed the passing grade was increased from 27.78% to 48.57% (17 students). This GBA has been conducted by following the steps such as (1) building knowledge of the field; (2) modelling of the texts; (3) join construction of the text; (4) and independent construction of the text. In building knowledge activity, various explanations about grammar and vocabulary were given in this section so it could help the student in constructing the text using the generic structure given in the modelling text activity. Those steps have been proven to be effective in increasing some students' writing score in each of the writing criterion. However, since the frequency of the students which could pass the passing grade was still considerably low, the second cycle has been conducted to increase the student's writing skills.

In the cycle 2, the number of students which passed the passing grade was increased from 48.57% (17 students) to 72.22 % (26 students). The mistakes made in the grammar, organization, mechanism and fluency has been decreased and the number of various vocabularies has been improved. In the activity of independent construction of the text, the students' tent to me more confident and focus in making their own

writing. Unfortunately from the entire students, there were still 10 students that had not passed the passing grade score in writing a recount text.

Based on the data explanation above, this classroom action research was regarded as successful in improving students' writing skills in making a recount text since more than 790% of the students has been passed the KKM score and the Genre based Approve has been proven effective in increasing student's writing skills in the aspects such as vocabulary, grammar, organization, mechanism and fluency.

4. KESIMPULAN DAN SARAN

This research has been design as a classroom action research with purpose to improve students' writing ability in making recount text by using Genre Based Approach. The data of this research were collected through the written text instrument. Based on the finding data and the discussion, this study concluded that The Genre Based Approach has be successfully conducted and The result of the Pre Test, Post Test 1 and post Test 2 showed significant improvement toward the student's writing abilities. The frequency of the student who took the Pre-Test which was 36, the result showed that 27.78% (10 students) has passed the KKM score but the other 63.22% (26 students) still obtained below the passing grade. However, after the implementation of the Genre Based Approach in the classroom, the students' score has been increased significantly and showed progress. In the cycle 1, the student percentages which passed the passing grade were increased from 27.78% (10 students) to 48.57% (17 students). Furthermore, from the cycle 1 to cycle 2 the student's percentages which passed the passing grade were increased from 48.57% (17 students). to 72.22 % (26 students). Furthermore the most difficult aspects of the students in writing a recount text were in the grammar, vocabularies and mechanism of the text.

The suggestions that could be addressed are this research could be as references to the teacher to teach other students in different classes using Genre Based Approach since the result of GBA has been proven effective in improving students' writing ability. Furthermore, the scope of this study is limited only to improve the student's writing abilities and the time, cycles and instruments used were still limited. Therefore, it is expected for the other researcher who would conducted the similar research to use

more instruments, conducted more cycles and give more detail explanation regarding to the aspect of student's writing ability.

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