THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING RECOUNT TEXT TO PROMOTE STUDENTS' WRITING SKILL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana *Genre Based Approach* diimplementasikan, *Genre-Based Approach* dapat mengembangkan kompetensi menulis siswa atau tidak, dan untuk mengetahui respon mereka terhadap metode tersebut. Peneliti mendesain penelitian ini menggunakan metode kuantitatif dan kualitatif. Metode kuantitatif digunakan untuk mengetahui perkembangan siswa dalam menulis dan metode kualitatif digunakan untuk mengetahui bagaimana GBA diimplementasikan serta mengetahui respon siswa terhadap metode tersebut. Subjek dari penelitian ini adalah siswa kelas 1 SMA. Terdapat 25 partisipan yang secara aktif berpartisipasi dalam penelitian ini. Data dikumpulkan dengan mengadakan tes (pre dan post tes), observasi serta memberikan kuisioner. Data dianalisa menggunakan SPSS untuk memudahkan dalam menemukan hasil. Hasil pertama dari penelitian ini adalah bahwa *Genre Based Approach* diimplementasikan dengan baik. Semua tahap telah diimplementasikan dari BKOF (*Building Knowledge of Field*), MOT (*Modelling of the Text*), JCOT (*Join Construction of Text*), dan ICOT (*Independent Construction of the Text*). Kedua, pengimplementasian GBA dapat mendukung kompetensi menulis siswa karena nilai ρ (*two-tailed*) menunjukkan .000 yang kurang dari 0.05. Hal tersebut berarti bahwa terdapat efek yang signifikan dari GBA terhadap kepenulisan siswa. Terakhir, beberapa siswa terbantu dengan metode ini terutama dalam memahami sebuah teks. Beberapa dari mereka juga terbantu dibeberapa aspek yang berbeda seperti memahami fungsi sosial, struktur teks unsur-unsur kebahasaan dan lain-lain.

Kata kunci: implementasi, menulis*, genre-based approach.*

Abstract

The aims of this research are to know how Genre Based approach is implemented, Genre Based Approach can promote students' writing competence or not and to know their responses towards it. The researcher designed this research using quantitative method and qualitative method. Quantitative method was used to know students' improvement in writing and qualitative method was used to know how GBA was implemented and students' response towards it. Subjects of this research were 1st grade students of senior high school. There were 25 participants who actively participated in this research. The data were collected by conducting tests (pre and post-test), doing observation and giving questionnaire. The data were analyzed using SPSS to make it easier to find the result. The first result of this research was that Genre Based Approach was implemented well. All stages were implemented from BKOF (Building Knowledge of Field), MOT (Modelling of the Text), JCOT (Join Construction of the Text) and ICOT (Independent Construction of the Text). Secondly, the implementation of GBA could promote students' writing competence because the ρ (two-tailed) showed .000 which was less than 0.05. It means that there was significant effect of GBA towards students' writing. Last, some students were helped with this method especially in understanding a text. Some of them also were helped in different aspects such as understanding the social function, structure of the text, language features and etc.

Keywords: implementation, writing, genre-based approach.

INTRODUCTION

Writing is one of skills in English which plays important role in learning language (Irawansyah, 2016). Writing is classified into productive skill. Productive skill is the skill that produced to share information by writing and speaking. It became an essential tool for people whether it is used in informing analyses of current events for web pages or newspapers, academic essays, business reports, letters, and messages (Weigle, 2015). Writing became increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both foreign and second language (Rosnaningsih & Puspita, 2020). Rosnaningsih and Puspita also stated that the most complicated skill is writing. Students find it difficult within the process of forming the words and reading since both of language skill and cognitive are

important to each other. Writing is a complicated skill that should be learnt by students to promote their language skill. It involves another language skill such as reading to support their prior knowledge before they write a text. The more students read, the better writing they can create. Writing is the skill that need so many things to be concerned. Those are structure, organization, vocabulary, spelling and etc. Besides that, the skill of writing enables people to communicate, though they are from different culture and background (Weigle, 2015). According to Irawansyah (2016), writing helps people to express their ideas, feelings and their opinion. Hiver & Jiwon (2018) stated that second language writing pedagogy are that is needs based, systematic explicit and awareness-raising. Writing is a difficult skill of language, but when students do a lot of practice, it would help them to promote their competence. Students could try it by make some short note, translating short story or create their own story about experiences that happened in the past.

In curriculum 2013, it is stated in standard competency that students should be able to construct a text. It can be a spoken or written text. Based on Yu (2020), in L2 writing class, students with a low language and writing understanding may be marginalized. There are some problems that inhibit students to make a good writing. it can be caused by the low information that they have about how to write, the lack of language understanding, such as structure and some important components that need to be concerned in their writing. The most crucial is idea, students usually have so many ideas but they are still confused to put it in the written text because of the components that need to be concerned in their writing. Besides that, students usually have a low confidence to elaborate their idea in their writing using English language. As we know that there are so many kinds of text and it has different language features, structure and social function. Therefore, teacher should provide the best and systematic way of learning to the students. To actualize it in the class successfully, the teacher should explain and show some well-written sample reading text that includes features of specific text types (Rosnaningsih & Puspita, 2020).

Teaching writing is one way of the teacher to help students to generate error-free text according to correct models. To implement writing cycle successfully in actual classroom, teachers should introduce well-written sample reading text which has the features of specific text types. (Rosnaningsih & Puspita, 2020). The writing of L1 and L2 is much different because students have to learn in using another language. The second is because some expressions that uttered in L2 are different with the L1 and they must learn it too. Some structure of L1 and L2 text may have similarities, but it depends on the text that discussed.

There is an approach named Genre Based Approach that can help the teacher to teach writing. Genre is a category of communicative events that holding some communicative purpose. It is also defined as types of written text that helps to understand the connection between text's structure and social purpose (Nagao, 2019). Genre Based Approach is a kind of writing instruction which focused on subject context, a process in forming text, and linguistic forms and attempt to associate readers and writers (Rosnaningsih & Puspita, 2020). Genre Based Approach is a systematic approach in teaching. this approach makes the teaching and learning process become more structured. In GBA, the centerpiece of instruction is text, text also seen as purposeful cultural and social practices that involving probabilistic language patterns (Abdel-malek, 2019). There is the positive effect of Genre Based Approach based on Mingsakoon & Srinon (2018) that GBA helps promoting students writing and understanding about the purpose, meaning and organization of the text. There was previous study to support that GBA can promote students' skill. The study was conducted by Nagao in 2018. The result of his study showed that students' understanding was developed, especially in comprehending text. Another result of his study found that students understanding of lexico-grammatical features such as textual, interpersonal and experimental meaning was improved. It can be concluded that applying GBA in writing instruction patented to enhance L2 students' awareness of interpersonal meaning and generic structure of the text. Another study was conducted by Irawansyah in 2016, student of IAIN Raden Intan Lampung. The result of his study found that students' mean score of writing was developed such as the vocabulary, organization, mechanics including the pronunciation and spelling. GBA gave them chance to solve their problems and makes them became greater participants in their environment and academic as well as in their broader communities (Irawansyah, 2016).

According to Mingsakoon & Srinon (2018), there are four stages in Genre Based Approach: First, BKOF (Building Knowledge of Field) is to encourage students with the background of the meaning of the modelling text and their own that they are going to write. In this stage, students are expected to speak up and share their opinion about the text that would be discussed in the class. Second, MOT (Modelling of the Text) is to discuss about the pattern and language features of the text that selected. In this stage, the teacher shows the sample of the text that discussed to be analyzed the social function, structure and language features. Third, JCOT (Joint Construction of the Text) is to gain ideas and details about the text in a group. Students are divided into several group. In this stage, students are expected to construct the text that discussed

in a group. Fourth, ICOT (Independence Construction of the Text) is to let students develop language use and accuracy to enhance their confidence when writing or presenting works individually and independently. In this stage, students have to make their own text independently. Therefore, it is recommended to use Genre Based Approach to teach about text. By using this approach, students are expected to be easier in understanding the material especially the social function, the language feature and the structure of the text. Students are also expected to build their text confidently because in this approach they are trained to work with their peers and from that they can learn to make their own text independently. Besides, the purpose of this study is to find out that Genre Based Approach can promote students' writing competence. There are three research questions that need to be answered in this study:

1. How can GBA implemented for writing instruction?
2. Does the implementation of GBA improve students' writing competence?
3. How are the students' responses towards the implementation of GBA?

METHOD

According to Grove (2003), research design is the blueprint that makes the data valid. Research design could be the way to answer the research questions. This research had three questions that need to be answered. Based on the research questions, this research was designed using quantitative and qualitative method. The dominant was the quantitative. According to Ary, et al (2010) Quantitative method means this research analyzes data in form of numbers while the qualitative method analyzes data in form of words. The quantitative method was used to know students' improvement in writing and the qualitative method was used to know how GBA was implemented and students' response towards it.

The subjects of this research were 25 students from 1st grade senior high school students of MAN Kota Mojokerto. This school was chosen because the teacher uses various approach in teaching English. The teacher also supported the learning activities using media that could help the students easier in understanding the material. The data was collected by conducting test (pre-test and post-test), observing the process of teaching and learning, and giving questionnaire to the students.

The researcher prepared lists of students' name and instruments that would be used in collecting data. The instruments were field note, observation sheet, question for tests, and questionnaire. After that, the researcher gave a pre-test. Then, it was continued by observing treatment of all stages in GBA. After students were given treatment,

they were given post-test to know if GBA could improve their writing or not. The last, students were given questionnaire that consists of nine questions. The questionnaire was given to know students' responses towards GBA.

There were two ways of analyzing the data. The first is quantitative data. Initially, the researcher collected all students works from both pre-test and post-test. Students' work were analyzed and given score using instrument of writing assessment that adapted from Brown (2000). After the researcher gave the score, the data was analyzed using statistical analysis. The researcher used application named SPSS to analyze it. There were two test that conducted (pre-test and post-test). Therefore, the researcher used paired sample t-test in SPSS. After that, the researcher also counted the effect size using eta squared. The second was qualitative data. The researcher used descriptive analysis. According to Ary et al. (2010) there are three steps of descriptive analysis. The first is by familiarizing and organizing. The researcher familiarized by reviewing, reading and listening repeatedly to the recorded data and organize it in to transcribe to avoid potential bias The second is by coding and reducing. Coding is like make sort of data based on the meaning from the pattern of the word, phrase and sentence. After that, the data were selected whether it would be used or not. The third is by interpreting and representing. Interpreting is about telling the story, providing and developing the explanation. Representation is about how the data is presented.

This research spent time about four meetings in four weeks. Due to the pandemic reason, the class divided into two. In each meeting there were only half of class who entered and it was changed in the next meeting and so on with the same treatment and test.

RESULTS AND DISCUSSION

Results

This part presents the results of the three research questions. The first result was the implementation of GBA in teaching recount text. The second was the improvement of students' writing competence. The third was the students' responses towards GBA.

The Implementation of Genre Based Approach

GBA has four stages there are BKOF (building knowledge of field), MOT (modelling of the text), JCOT (joint construction of the text) and ICOT (independent construction of the text). According to Rosnaningsih & Puspita (2020), previous theorists stated that GBA can be applied in some stages. Some of them applied four, five until six stages. Based on the result of observation, the implementation of GBA in this study can be seen in the

following checklist which was adapted from Tachia & Loeneto (2014).

Table 1. Checklist of the implementation

Item	Scale				
	1	2	3	4	5
Greeting				v	
Checking students' attendance				v	
Explaining the purpose of the lesson				v	
BKOF				v	
MOT				v	
JCOT			v		
ICOT			v		
Reflection					v

1=very bad 2=bad 3=good 4=very good 5=excellent

In this research, there were four stages of Genre Based Approach that implemented. This method was well implemented in the class. At the beginning, the teacher greeted the students and checked students' attendance. Then, the teacher opened the class and introduced the researcher and the purpose. First was BKOF, in this stage, the teacher provides activities that could gain students' information and related it with their background knowledge to make them have a better understanding about text. In the implementation of BKOF, the teacher gave some questions of students' prior knowledge about recount text. Some students remembered and some forgot about the material. The teacher also connected the material with the students' daily life. Recount text has been taught in the previous meeting by the teacher. The teacher gave an overview to the students about recount text to let them build their knowledge and guess what the material is about. At first, the class was very quiet because the students seem got difficulties in understanding the teacher's mean. After the teacher said that the material was like when people write a dairy note, the students gave a better response. The second stage was MOT (modelling of the text). In this stage, the teacher provided texts samples of text to be observed and discussed. In the implementation, the teacher showed an example of the recount text to the students and read it to know the content of the text and to let them all speak up. There was a problem, the students seem need motivation to read English text, therefore the teacher guided them in the reading. After that, both of the students and teacher observed it together from the structure, contents, language feature and etc. During this stage, the teacher asked students to underline and take notes for the important parts to be remembered. The teacher also gave an occasion for the students to ask if there was something unclear or difficult. Students gave a direct response when asked about the structure of recount text.

The third stage was JOINT (join construction of the text). In this stage, there was a collaboration between students in finishing assignment. The process was discussion, making some draft, checking and revising into the correct model. In the implementation, the students were given worksheet and divided into several group. Due to the pandemic reason, the students did the group work in pair with their closest seatmate. There was a problem when implementing JOINT, because some students didn't have enthusiasm in the discussion. They said that English lesson was difficult. The teacher reminded those students and they started to do the work. The fourth stage was ICOT (Independent construction of the text). In this stage, the facilitator gave students occasion to create their text individually based on the material that explained. In the implementation, students were given instruction to create a text independently. After all the stage was implemented, the teacher did the reflection by asking students about the material that taught. Most of students were actively answered the questions that given by the teacher. This means that students were understood the material. At the end of the lesson, the teacher closed the class by praying together.

The improvement of students' writing

The researcher collected all the students' work to be analyzed and observed, gave score using writing assessment that adapted from Brown (2000), and made a list of students' scores in Microsoft Excel to make it organized. The data was analyzed using SPSS to help finding the result quickly. Tables below shows the core of students' pre and post-test.

Table 2. Pre-Test Score

No	Name	Score
1	ADA	66
2	KIK	58
3	LF	59
4	MAM	63
5	NNS	64
6	AD	65
7	DAM	65
8	DNY	66
9	DPL	66
10	KR	66
11	MAN	68
12	AKC	70
13	DPRS	70
14	MPS	71
15	DS	71
16	MAA	71
17	NS	71
18	NAE	71
19	SMM	71
20	QNZA	72
21	AP	75
22	ADF	75
23	MA	75
24	MR	79
25	JNHW	83

Total	1730
Mean	69,2

Table above shows that the total score of students' pre-test was 1730 and the mean score was 69,2.

Table 3. Post-Test Score

No	Name	Score
1	ADA	75
2	QNZA	68
3	DNY	70
4	DAM	70
5	MR	71
6	MA	71
7	KR	73
8	AKC	75
9	MPS	75
10	MAM	75
11	MAN	75
12	NS	75
13	KIK	76
14	NAR	79
15	DPS	80
16	LF	80
17	MAA	80
18	NNS	80
19	AP	82
20	JNHW	83
21	DPL	84
22	AD	88
23	ADF	88
24	DPRS	88
25	SMM	88
Total		1949
Mean		77,96

Table above shows that students' total score of post-test was 1949 and the mean score was 77,96.

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	69.2000	25	5.72276	1.14455
	Post test	77.9600	25	6.13379	1.22676

This table shows that N=25. It shows that the data is 25, and the mean score of the pre-test and post-test are different. The post-test score is increased from the pre-test score.

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post test	25	.089	.671

The table above shows the correlation between pre-test and post-test. The sig. shows .671 which more than 0.05 that means there is no correlation between pre-test and post-test.

Table 6. Paired Samples Test

		Paired Differences							Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-test - Post test	-8.76000	8.00666	1.60133	-12.06499	-5.45501	-5.470	24	.000

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N-2)}$$
$$= \frac{-5.470^2}{-5470^2 + (25-2)}$$
$$= \frac{29.9209}{29.9209 + 24}$$
$$= \frac{29.9209}{53.9209}$$
$$= 0.55$$

The table above showed that a paired sample t-test was applied to evaluate the implementation of GBA in teaching recount text to promote students' writing competence. There was a statistically significant increase in writing scores from pre-test ($M = 69.2000$, $SD = 5.72276$) to post-test ($M = 77,9600$, $SD = 6.13379$), t (24) =-5.470, ρ<.000 (two-tailed). The mean increase in writing scores was 8.76000 with 95% confidence interval ranging from -12.06499 to -5.45501. The eta squared statistic (0.55) indicate a large effect.

From the result above, it can be concluded that the implementation of GBA can promote students writing competence with a large effect.

Students' responses towards genre based approach in teaching recount text

Students' responses were collected using Google form that can be accessed by them through their smartphone. The researcher provided 9 questions in type of scale and one question in open-ended question type. Students were asked to answer the questions based on their experience after taught using GBA. The table below showed the students' responses towards the implementation of Genre Based Approach to their selves. The result has been summarized as follows:

Table 7. Students' responses towards GBA

No	Statement	Scale (in percent %)				
		1	2	3	4	5
1	I work better in individual work	0	1 (4%)	7 (28%)	11 (44%)	6 (24%)

2	I work better in group work	1 (4%)	4 (16%)	7 (28%)	9 (36%)	4 (16%)
3	I can make a text using the correct structure	0	1 (4%)	8 (32%)	15 (60)	1 (4%)
4	I can write using the correct tenses	0	1 (4%)	14 (56%)	9 (36%)	1 (4%)
5	My vocabulary is improved	0	1 (4%)	13 (52%)	7 (28%)	4 (16%)
6	I understand the structure of the text	0	2 (8%)	7 (28%)	14 (56%)	2 (8%)
7	I understand the social function of the text	0	3 (12%)	12 (48%)	10 (40%)	0
8	I can write using the correct language feature	1 (4%)	3 (12%)	12 (48%)	6 (24%)	3 (12%)
9	I feel helped with this method	0	0	13 (52%)	9 (36%)	3 (12%)

1= totally disagree
2=disagree
3=neutral
4=agree
5=totally agree

Table shows that there were various aspects with various students' response. There were some aspects that improved and some aspects did not. Related to students' individual work, there were 68% students agreed that they did the work better in individual work. This means that they could work independently in creating a text based on their own idea to create a good writing. Students might be disturbed when they must work in a group because besides the advantages, there was also the disadvantage. Sometimes in a group work, not all member were actively participated in the discussion, it was possible that there was a passive member. Besides that, there were 52% students agreed that they did the work better in a group work. It could be assumed that the students had a good teamwork and they were liked to discuss or share what in their mind to their peers. Group work could create a good atmosphere towards members because it could build their confidence to share their opinion.

Based on the result of second research question, students' writing competence was improved. It was supported by the students' responses about the structure of the text, tenses and language feature. There were 64% students who agreed that they could create a text with correct structure. It could be assumed that they have a good understanding about text's structure and they could manage which structure should be placed in the correct

order. For tenses, there were 56% students who answered neutral. They did not agree nor disagree. It could be assumed that they were lack of understanding about tenses. Next, there were only 48% students who agreed that they could write using the correct language feature after taught using GBA. Based on results above, we could see that students needed more treatment about grammar either language features of the text.

In the MOT, the teacher provided several vocabularies to improve students' understanding about English. Related to students' responses about their vocabulary, there were only 44% students who felt their vocabulary was improved after taught using GBA. The dominant answer was neutral with 52% students who didn't feel their vocabulary increased, nor decreased. It showed that students still need more vocabulary to be learned.

There were three points that students should understand while learning about text such as the structure, social function and language features. For structure of the text, there were 64% students answered agree that they could understand the structure of the text. The material that taught was about recount text which quite simple. It could be the reason why they could have better understanding about it. On the other hand, related to social function of the text, there were about 40% students who answered agree that they could understand the social function of the text. Each text has different social function, this might make them felt difficult in comprehending it.

From the result above, we could see that students' understanding were improved in different aspects. The researcher also provided an open-ended question in the questionnaire to support the statement. The result was selected and summarized. Almost half of students or about 48% students agreed that this method helps in understanding about text because the example of the text was provided, there was a question-and-answer section, easy to remember and understand. The result below is the evidence of their response. The samples were chosen based on students who explained their opinion clearly and informatively.

Q_LF _21
"I feel that the method that used was good and easier for us to understand the material, by listening and directly giving us examples"

Q_DPS_21
"I feel that the method that used was interesting and it helped me in understanding all material that given"

Q_DPL_21

"*I think this method was quite helpful in understanding a text, especially for me who can't speak English, because there was question and answer section*"

From the students' answers above, we can know that students felt that they were helped with this approach. It was related with students' response that 48% students felt helped with this method. They said that the approach was good, fun, easy to understand and remember especially for them who cannot speak English. It was supported with the response that 64% students agreed that they understood the structure of the text and 40% students agreed that they understood about the social function of the text. The students agreed it because the researcher provided the examples directly and there was question and answer section to check students understanding and let them speak up. Therefore, the material became easier to be understood for them.

Discussion

According to the findings, the researcher pointed out that GBA has some advantages and disadvantages. In each stage of GBA, there were some problems that might happen during the learning process. First in the BKOF stage, the teacher provides some questions and example about recount text, but the students were silent because they didn't know the answer. The teacher told the students to be more relax about the material because it was like when we learn to write a dairy note because it talks about someone's personal experience that happened in the past. Then, the students agreed about that and they started to answer questions that given by the teacher in the beginning of the lesson. Some students also opened their note to remember about the material that explained. The second in MOT, the teacher provides some examples of recount text. The teacher asked the students to read the text together by dividing class into two group to make sure all students read the text. The voice was very low, and the teacher guide them by read it loudly to let them know how to pronounce the words and build their confidence in reading English text. There was no problem with the explanation the students could understand it goodly.

The third, in JOINT stage, the students were given a group work to be finished together. The teacher divided group in pair with the closest seatmate in the class. There is a problem that happened when the student didn't do their work and did something else instead of the work. The teacher reminded the student and he/she started to do the work by the guide of the teacher. When the students finished, the teacher discussed it together with them to correct the answer. The students answer was correct and

for them who wasn't finished yet could write the correct answer.

Last is ICOT stage, where students were asked to make their own recount text with the specific theme. At the beginning they felt it difficult but, in this stage, the result of their writing was better than the previous one in the pre-test. They could arrange the structure and the components correctly and the tenses understanding was improved.

The advantages are students can have a better understanding about text because there is MOT stage that showing a sample of the text. Using the specific text resource could promote in students participation in learning process (Rosnaningsih & Puspita, 2020). This approach also provided two kinds of work (group and individual). Similar with the result of study that conducted by Irawansyah in 2016, he found that GBA gave chance to solve their problems and made them became greater participants in their environment and academic as well as in their broader communities. Besides that, there was the disadvantage that some students may need more motivation in doing their assignment such as in JOINT stage, there must be a group work but there were only some students who actively participated in finishing it in the group. As stated by Rosnaningsih & Puspita (2020) that in teaching and learning process, students and teacher should actively share meaning and discussing in both group and individual work. Therefore, the researcher expected that in the future the students became more motivated in learning English.

CONCLUSION

Based on the findings of this research, the researcher concluded that in MAN Kota Mojokerto, GBA was implemented following all stages that must be in. At the beginning, the teacher opened the class and gave the researcher opportunity to implement GBA in the class. The first stage is BKOF (Building Knowledge of Field). The teacher asked several questions related to the material, gave some general description about the material and asked them to guess the material that would be discussed. The second stage is MOT (Modelling of the text). The teacher shows examples of recount texts to be observed together with the student. The researcher explained and asked students to underline and write the important part. The teacher also gave occasion for students to ask if there is any difficulty or something unclear. The third stage is JOINT (join construction of text). In this stage, the teacher divided class into several group. Students were asked to work in pair with the closest seatmate to discuss about a text. The teacher also guided them if there is something that they need to ask. The fourth stage is ICOT (independent construction of text). In this stage, the teacher asked students to create a text individually to

implement "independent" as the name of this stage. At the end of the class, the teacher gave some reflection to make sure that students understand the material that given and the class was ended after that.

The data that collected was 50. There were 25 from pre-test and 25 from post-test with the same subject in the different time. The data was observed and analyzed using SPSS to make it quicker. The result shows that the ρ (sig)=.000 is less than 0.05. This means that there is significant effect of GBA (Genre Based Approach) towards students writing. The Eta Squared shows 0.55 which indicate a large effect size.

The result of questionnaire was divided into two, the quantitative and qualitative data. The result of the quantitative data shows that there were 17 or about 68% students agree that they work better in individual work. There were also 13 or about 52% students who felt that they work better in group work. There were 16 or about 64% students who agreed that they can write a text with the correct structure. On the other hand, there were only 40% students who feel that they can write using the correct tenses. Most of students about 56% didn't feel vocabulary improvement. 64% students agreed that they can identify the text based on the structure. The social function, there were 40% students who agreed that they could understand it. There were 36% students agreed that they can write a text using appropriate language feature and 48% students agreed that GBA could help them in understanding about text. The open-ended question in questionnaire showed that the students were helped in their understanding a text because the method that implemented was good and fun. They felt it easier to remember and understand, especially for them who couldn't speak English. Based on the result, it can be concluded that students still need more treatment to promote their knowledge from their grammar, vocabulary, spelling and etc.

Suggestions

According to the result of this study, the researcher would like to give some suggestions to the future researchers, English teachers, university students and them who learn about English language. The researcher suggested the future researchers to apply Genre Based Approach in another language skill such as reading, listening and speaking for their research. In order to find whether this approach might be useful for another language skill. Secondly, for the English teachers, the researcher suggested to implement GBA during teaching and learning process. The teachers should make the class became more interactive between teacher and students. Therefore, the teacher can check students understanding and know what aspect that students feel it confusing or difficult. The teacher can also use some media to support the teaching to

motivate students in learning English. Third, for the university students especially from English education study program, the researcher suggested to use this article as their reference to support their argument in their composition and to find more information or fact about GBA deeper to gain more knowledge about this approach. Last, for them who learn about English language, the researcher suggested to do many practices by reading, listening, speaking or writing. They can use some way to make it fun, English can be learned anytime and anywhere, alone or together. They can also use media to motivate their learning such as audio, music, movies, novels, game or anything that can build their knowledge about English language.

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