The Implementation Of Genre Approach On Students' Skill In Writing Anecdot Text At SMA Nusa Penida Medan In 2018 – 2019 School Year

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ABSTRACT
This study was about the effect of two teaching approaches on the students' writing achievement. The two teaching approaches were Process Approach and genre Approach. An experimental research design was used to conduct the study. The study involved the Grade XI students of SMA Nusa Penida Medan in 2018-2019 School Year the samples were 40 students divided into two experimental groups which were given a pretest. The first group was the first experimental one taught with process approach while the second experimental group was taught with genre approach. After giving the treatment, a post test was administered to both groups to have the data. The data were, then analyzed by using t-test. The findings showed that both approaches significantly affected the students' achievement in writing anecdote text. It was indicated by the value of the t-observed which was greater than the t-table. However, there was no significant difference of the implementation of both approaches. Based on the result of the study, both approaches were suggested to be used in the language teaching learning process to improve the students' achievement especially in writing anecdote text.

Kata Kunci	*Genre Approach, Writing Anecdot Text.*

INTRODUCTION

Writing is one of language skills students should master in learning a certain language. It is stated in the newest curriculum, namely Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), that writing as an action / rhetorical competence is an aspect to achieve the goal of learning a language, namely to have the communicative competence. Therefore, besides listening, speaking, and reading, writing should also be trained to the students in achieving the language learning objective.

Contrary to the explanation above, there are many students finding it difficult to put their ideas on a piece of paper. This fact can be seen from the students' products in writing a certain genre and form the result of informal interview with some of English teachers of Senior High School. The students find it difficult due to their limits of knowledge in expanding their schemata, vocabulary mastery relating to topic being discussed, and so on. Therefore, the students are inactive and getting bated and lazy writing class.

Due to the problem, an attempt to make writing class become more interesting and affective is need of implementation. In this research, some teaching approach in teaching writing are proposed as an alternative to improve the students' writing skill namely Process Approach and Genre Approach in teaching written narrative text. To concluded, this study is investigating the effect of Process Approach and Genre Approach in teaching English writing skill to the students.

Conducting such kind of research can be very significant in improving the horizon and knowledge of teaching English as a foreign language. The result of the study will give the contribution as the guide for English teachers to choose the best way in teaching their students beside it can also give a wide enough explanation on the use of both approaches.

RESEARCH METHOD

This study is an experimental research. Experimental design with two groups pre-test and post-test designs were applied. In this design, the participants were randomly assigned into two groups functioning as the first and second experimental group. This experimental research was applied to find out the effect of Process Approach and Genre. Approach in teaching writing on the students, narrative achievement. The design of the study was drawn in the following table:

Table 1.
Design of the Research

	Group	Pre – test	Independent Variables (Treatment)	Post – test
R	Experimental Group (A)	Y_1	Taught with Process Approach	Y_2
R	Experimental Group (B)	Y_1	Taught with Genre Approach	Y_2

The data will be collected in this study is through writing test or the students' writing assignment. The instrument is used as pre-test and post-test. The pre-test is used to investigate the students' basic competence in writing narrative text (the students' achievement in writing) and to assign the sample randomly also. In this case, the researcher found that the whole students' ability is averagely the same. It is because the students are in the same level. Some differences between the students' ability in the first and second experimental group are not significant. The post-test is used to obtain the data (i.e. the students' achievement in writing) which are compared to the pre-test one.

In evaluating the students' narrative writing products, the researcher used analytic scoring purpose of composition such as content, language use, and mechanic as indicator on the analytic method. The criteria for evaluating the students' writing text can be seen in the following table entitle Scoring Rubric of Evaluating the Students' Writing Products.

To analyze the data, the researcher will use 't-test'. This inferential statistic is used to prove whether the difference of mean of two groups is significant. With the level of significance 0,5, the formulas that is used are:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T   = t-value for non-independent (corrected) means

D   = the difference between the paired scores

$\overline{D}$ = the mean of the differences

$\sum D^2$ = the sum of squared difference scores

N   = the number of pairs

Which was used to compare the pre-test and post-test and;

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum x1^2 + \sum x2^2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

X1   = mean of the first group

X2   = mean of the second group

$\sum X1^2$ = the sum of squared deviation scores of the first group

$\sum X2^2$ = the sum of squared deviation scores of the second group

n1   = the number of data of the first group

n2   = the number of data of the second group

This is used to compare the post – test of both groups.

RESEARCH RESULT AND DISCUSSION

Based on the data previously presented, the researcher made some analysis by using inferential statistic calculation. In this case, the t-test was used. The t-test was used to determine the significance of the differences between the groups. To systemize the analysis, the discussion was ordered to answer the problems of the study one by one. In other word, the discussion was arranged to test the three hypotheses. The followings were the calculation of the t-test for each hypothesis being stated in the previous chapter.

The Testing of Hypothesis One

The first hypothesis stated that the process approach significantly affects the students' writing achievements. Looking at the result of the first experimental group, the students' achievement was improved. However, it was still needed to prove whether the difference was significant or not. To test the first hypothesis, a table to help the calculation of t-test was needed. The following were the table and the calculation.

Table 2.
T – test Table for the First Hypothesis

No	Students	Pre – test Scores	Post – test Scores	Difference (D)	Squared Difference (D2)
1	IPA	75	83.3	8.3	68.89
2	LKD	66.6	75	8.4	70.56
3	LS	58.3	75	16.7	278.89
4	LTW	58.3	75	16.7	278.89
5	MA	50	66.6	16.6	275.56
6	MIS	50	75	25	625
7	MT	66.6	83.3	16.7	278.89
8	MS	75	83.3	8.3	68.89
9	MSP	41.6	66.6	25	625
10	NK	58.3	66.6	8.3	68.89
11	PMJS	58.3	75	16.7	278.89
12	RM	50	66.6	16.6	275.56
13	RA	66.6	75	8.4	70.56
14	SS	58.3	66.6	8.3	68.89
15	SS	58.3	66.6	8.3	68.89
16	SH	75	83.3	8.3	68.89
17	TD	66.6	75	8.4	70.56
18	W	58.3	75	16.7	278.89
19	SL	50	66.6	16.6	275.56
20	TS	50	75	25	625
Σ				283.3	**4721.15**
Mean Score				**14.165**	------

Using the data in the table, the following formula was applied to answer the first hypothesis.

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.165}{\sqrt{\frac{4721.15 - \frac{(14.165)^2}{20}}{20(20-1)}}}$$

$$t = \frac{14.165}{\sqrt{\frac{4721.15 - 10.03}{380}}}$$

$$t = \frac{14.165}{\sqrt{\frac{4711.12}{380}}}$$

$$t = \frac{14.165}{3.52}$$

$$t = 4.02$$

Looking at the table of t-values for the number of degrees of freedom 19, the t-observed was higher than the given value for the level of 0.5 and 0.1. Therefore, the first null hypothesis was rejected. In other word, the process approach significantly affected the students' ability in writing narrative text.

The Testing of Hypothesis Two

The second hypothesis stated that the genre approach significantly affects the students' writing achievements. Looking at the result of the second experimental group, the students' achievement was improved. However, it was still needed to prove whether the difference was significant or not. To test the second hypothesis, a table to help the calculation of t-test was also needed like in the previous analysis. The followings were the table and the calculation.

Table 3.
T-test Table for the Second Hypothesis

No	Students	Pre – test Scores	Post – test Scores	Difference (D)	Squared Difference (D2)
1	AC	41.6	58.3	16.7	278.89
2	AE	75	83.3	8.3	68.89
3	AF	50	66.6	16.6	275.56
4	AS	50	66.6	16.6	275.56
5	ASA	41.6	66.6	16.7	278.89
6	BA	50	75	25	625

7	BD	66.6	83.3	16.7	278.89
8	BCD	75	83.3	8.3	68.89
9	C	50	75	25	625
10	DD	66.6	75	8.4	70.56
11	DW	58.3	75	16.7	278.89
12	ES	58.3	75	16.7	278.89
13	ESD	50	66.6	16.6	275.56
14	GT	58.3	75	16.7	278.89
15	GRA	66.6	75	8.4	70.56
16	HD	75	83.3	8.3	68.89
17	HS	66.6	75	8.4	70.56
18	HW	75	83.3	8.3	68.89
19	I	50	66.6	16.6	275.56
20	IL	66.6	75	8.4	70.56
Σ				283.4	4583.38
Mean Score				14.17	------

Using the data in the above table, the following formula was applied to answer the second hypothesis.

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.17}{\sqrt{\frac{4583.38 - \frac{(14.17)^2}{20}}{20(20-1)}}}$$

$$t = \frac{14.17}{\sqrt{\frac{4583.38 - 10.04}{380}}}$$

$$t = \frac{14.17}{\sqrt{\frac{4573.34}{380}}}$$

$$t = \frac{14.17}{3.47}$$

$$t = \mathbf{4.08}$$

Looking at the table of t-values for the number of degrees of freedom 19, the t-observed was higher than the given value for the level of 0.5 and 0.1. Therefore, the second null hypothesis was also rejected. In conclusion, the

process approach significantly affected the students' ability in writing narrative text.

The Testing of Hypothesis Three

The last hypothesis stated the genre approach more significantly affects the students' writing achievements respectively than the process approach. It means that in teaching narrative to the students the implementation of genre approach was better than the process one. Looking at the result of the post-test of the first and second was higher than the first one namely, 74.14 and 73.72.

However, it was still needed to prove whether the difference was significant or not. Like the previous analysis, to test the third hypothesis, a table to help the calculation of t-test was also needed. The following were the table and the calculation to test the last hypothesis.

Table 4.
T-test Table for the Third Hypothesis

No	X	x	x2	Y	y	y2
1	58.3	-15.84	250.9056	83.3	9.58	91.7764
2	83.3	9.16	83.9056	75	1.28	1.6384
3	66.6	-7.54	56.8516	75	1.28	1.6384
4	66.6	-7.54	56.8516	75	1.28	1.6384
5	66.6	-7.54	56.8516	66.6	-7.12	50.6944
6	75	0.86	0.7396	75	1.28	1.6384
7	83.3	9.16	83.9056	83.3	9.58	91.7764
8	83.3	9.16	83.9056	83.3	9.58	91.7764
9	75	0.86	0.7396	66.6	-7.12	50.6944
10	75	0.86	0.7396	66.6	-7.12	50.6944
11	75	0.86	0.7396	75	1.28	1.6384
12	75	0.86	0.7396	66.6	-7.12	50.6944
13	66.6	-7.54	56.8516	75	1.28	1.6384
14	75	0.86	0.7396	66.6	-7.12	50.6944
15	75	0.86	0.7396	66.6	-7.12	50.9644
16	83.3	9.16	83.9056	83.3	9.58	91.7764
17	75	0.86	0.7396	75	1.28	1.6384
18	83.3	9.16	83.9056	75	1.28	1.6384
19	66.6	-7.54	56.8516	66.6	-7.12	50.9644
20	75	0.86	0.7396	75	1.28	1.6384

Σ	1482.8	0.0	**961.348**	1474.4	0.0	**736.712**
	X = 74.14	---	---	**Y = 73.72**	---	---

The following formula was applied to answer the third hypothesis.

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum x^1 + \sum x^2}{1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{74.14 - 73.72}{\sqrt{\left(\frac{961.348 + 736.712}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{0.42}{\sqrt{\left(\frac{1698.06}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{0.42}{\sqrt{\left(\frac{44.69}{10}\right)}}$$

$$t = \frac{0.42}{2.11}$$

$$t = 0.199$$

Looking at the table of t-values for the number of degrees of freedom 19, the t-observed didn't reach the given value for the level of 0.5 neither did 0.1. Therefore, the third null hypothesis was accepted. In conclusion, the students' achievement taught with genre approach was not significantly higher than those taught with process approach.

Findings and Discussion

After presenting and analyzing the data of the study, the findings were presented as a consideration in drawing some conclusions. Form the result of analysis, the researcher discovered some findings. They were:

1. The calculation of t-test showed that process approach could improve the students' achievement in writing paragraph.
2. It also showed that the genre approach could also improve the students' achievement in writing narrative paragraph.
3. Both process approach and genre approach significantly affected the students' achievement in writing narrative text.
4. There was no better approach in teaching writing especially narrative text since both approaches didn't show significant difference.

The four findings showed that the approaches were suitable enough to be implemented in teaching writing narrative text to the students. There was no any significant different between both approaches. Therefore, the approaches

are recommended to be implemented especially in teaching writing to the students.

CONCLUSION

In accordance with the findings discussed in the previous chapter, some conclusions are staged as the followings.

1. Narrative is one compulsory texts taught to the students due to the wide usage of the genre in communication.
2. There must an attempt to find out the better way in teaching the students about narrative text and English as general.
3. The teaching of writing should also consider the other aspects of language learning such as the teaching of vocabulary, structure, and so on.
4. Teaching procedure in process approach could significantly improve the students' achievement in writing narrative paragraph.
5. Teaching procedure in genre approach could significantly improve the students' achievement in writing narrative paragraph as well.

Both process approach and genre approach significantly affected the students' achievement in writing narrative text and both approaches didn't show significant difference.

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