

## The Use of Genre Based Approach (GBA) to Improve Students' Writing Descriptive Text

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### Abstract

The study aimed to find whether there were significant differences between those who are taught by using Genre Based Approach (GBA) and the students who are taught by using conventional to improve the students' writing descriptive text of the tenth-grade students. Some problems that become a reason for the student's difficulty in writing are the students unknown the way to begin the writing, (1) they were not able to generate their ideas, (2) they can not make a sentence well, (3) they were sometimes confused to make writing in a paragraph well appropriate with the generic structures, (4) the student's motivation is low. This study used quantitative research which used experimental method and quasi-experimental design. The population is 159 students, where 68 students selected chose as samples by purposive sampling. To collect the data, the students write descriptive text, then analyzed by using independent t-test SPSS 20. Furthermore, the writer concluded that the Alternatif Hypothesis (Ha) of this study is accepted and the Null Hypothesis (Ho) of this study is rejected. It means that, no significant differences between students who are taught by using the Genre Based Approach (GBA) and those who are taught by using conventional to improve the students' writing descriptive text of the tenth-grade students.

Keywords: Writing, Genre Based Approach (GBA), Descriptive Text

### INTRODUCTION

A language is a communication tool for the nation all over the world. Based on, Susan (2009:2), Language defined as a way of human to interact with the other. The communication itself, not only by spoken but also can be by written words. According to Tarigan (2008:1), in a language there are some skill must be mastered so we can communicate well, such: listening, speaking, writing, and reading. One of the skills is written is a special skill. It was caused in the written skill we need critical thinking to observe many words to choose a word to be good sentences, so the written can be easier to understand by the reader (Riddel, 2003:132).

Tarigan (2010:22), explained that through, it same as we explore the ideas in our main to be critical thinking. Furthermore, Ricard and Renandya (2002:3) that problems in writing accrued when the writer unusual to composing unknown dialect students dominate. Moreover, Brown (2011:338) state that there are five important aspects in writing, namely contents, organizations, vocabularies, language uses, and mechanics. Thus, it made the students thought that writing was a troublesome ability to dominate due to the cycle constrain them to investigate numerous intellectual and etymological systems.

Furthermore, after the writer found the matters explained in the paragraph above, the writer has researched the teaching of writing ability. Some problems that become a reason for the student's difficulty in writing are the students unknown the way to begin the writing, they were not able to generate their ideas, they can not make a sentence well, they were sometimes confused to make writing in a paragraph well, agree with the generic structures. Secondly, the student's motivation is low.

Thus, from the matters explained before, the writer was attracted to do a study, that is about the teaching of writing ability, particularly when Genre Based Approach can give effect to the students' writing ability. It means that with this genre-based approach students can develop the knowledge and skill to deal with spoken and written texts in social contexts. It is also purpose to prevent a learner from gaining access to opportunities to develop their literacy skills in a second language and from understanding and responding to the written texts.

### Concept of Writing

Palmer (1994: 5) explained that writing is a parallel concept. It means that writing is an activity to turn words to become a sentence, or it can be called a process of a turn an idea in our mind into written text. The writing process is using a continuous of thinking and organizing, rethinking, and reorganizing, (Boardman,2002:11).

Moreover, Anderson (1996:5) assumes that writing is an ability that must be learned by the students. It will very important in teaching and learning English caused by writing, the students will ready to communicate their thought, thought, and feelings recorded as a hard copy. The opinions appear by the result of what they feel and writing will found the way to deliver languages came by their thought. writing is one of the skills which demand us should having a good ability to select some words, in order easier to understand. in a text (Riddel, 2003:132). That is caused the reader's difficulty to criticize directly.

Based on the explanation above, the writer concludes that writing is an activity in which we as the writer explore our opinions or ideas in a text using a few rules which include and suitable word decisions or utilizing fitting sentence structure, grammar, and mechanics. In order, the reader interest and easy to understand the written.

### Concept of Descriptive Text

According to Mukarto (2007:140), descriptive text a sort of text to depict something, somebody, or place. The different specialists are Gerot and Wignel in Denil (2013:281) express that illustrative content has the direction to portray specific things, individuals, or spots that show the peruser about the actual appearance of something clear leader.

In addition, to portray the highlights of the subject, the utilization of descriptors is important because it clarifies how the subject is depicted. Modifiers ordinarily give tangible insights concerning how something feels, tastes, scents, and resembles. Identified with these reasons, Palmer (2014:143) partitions the goal of unmistakable content into six, to be specific: to engage, express emotions, relate insight, illuminate (for a peruser new to the subject), advise (to make a new appreciation for the natural), and convince.

### Concept of Genre Based Approach (GBA)

Based on Christopher N. Candlin and Neil Mercer (2001:201)state that the Genre-based approach is a methodology language gaining from the viewpoint of writings requires a going with the approach. It means that with this genre-based approach students can develop the knowledge and skill to deal with spoken and written texts in social contexts.

The genre-based approach is one of the approaches in English Language Teaching (ELT). Hyland (2003:18) stated that the Genre-based Approach refers to how to make use of language patterns to achieve a coherent and purposeful composition. The genre-based approach provides learners with sufficient opportunities to become aware of the different purposes of written text and different ways information is organized in written texts.

The procedure of Teaching Writing Descriptive Text Using Genre Based Approach based on Nugroho & Hafrizon (2009:22), there were four stages of teaching English using GBA, There were :

- 1) Building the Context.  
Learners acquainted with the social setting of a true model of the text - type being considered.
- 2) Modeling and deconstructing the text.  
Learners contrast the model and different instances of the text–type
- 3) Construction of the Text.  
Learners start to add to the development of entire instances of the sort text
- 4) Independent Construction of the Text.

Learners work independently with the text.

In using an approach there will always be advantages and disadvantages. The disadvantage of Genre Based Approach (GBA) is the teachers has known GBA, but many of them do not understand how do apply it in the classroom according to curriculum requirement and the stages of GBA generally has not been done properly.

## METHODOLOGY

Quantitative research is a type of research used in this study. Quantitative research has two methods commonly used, namely survey method and experimental method. And the experimental method used in this study. Experimental design is the traditional approach to conducting quantitative research. In experimental research, you can test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell 2012:294-295).

In this study, the writer used the experimental group and the control group as the samples. The experimental group was taught by using the Genre Based Approach (GBA). Before doing the treatment, the writer was given a pretest in both groups. Then, after treatment, they were given a posttest instrument.

Essentially, the study has variables namely dependent and independent variables. Dependent variables include writing, then the independent variables include Genre Based Approach (GBA). The population in this study were all students of tenth-grade students of MA YPI Darul Huda Lubuk Harjo with a total population of 159 students divided into 5 classes. This study used purposive sampling to chose a sample of 2 classes and the number of research samples is 68.

In addition, in data collection, a written test was used as an instrument to determine students' abilities in writing descriptive texts. And to analyze the data using the Independent t-test

## RESULT AND DISCUSSION

Before treatment, the writer gives a pretest to the experimental group and control. Then, determined the students' scores. There was a treatment meeting with students in learning to write descriptive text using the Genre Based Approach (GBA). The research findings have been carried out by highlighting the results of normalities, homogeneities, and hypotheses taken during the study. The result based on the calculation for normality in writing Genre Based Approach (GBA) is 0.142 and writing by using conventional approach is 0.142 in Kolmogorov-Smirnov. Besides for homogeneity in lavene is 0.387. And finally, for the independent t-t

est 0.00. it meant that  $H_a$  is accepted and  $H_o$  is rejected.

## CONCLUSION

The writer concluded that there were any significant differences between the students who were taught by using Genre Based Approach (GBA) and the students who were not taught by Genre Based Approach (GBA) to improve students' writing descriptive text at the tenth grade of MA YPI Darul Huda Lubuk Harjo. Furthermore, the estimation of Sig (2-followed) was 0.00, which implied that the estimation of t-obt was 4.598 higher than t-t = 2.000 with df was  $(n-2) = (68-2) = 66$ , and estimation of Sig (2-followed) was not exactly the estimation of importance level ( $\alpha = 0.05$ ).

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