



The Effect of Genre-Based Approach on Students' Proficiency in Writing Recount Text at Islamic Boarding Schools

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ABSTRACT

This paper investigates the effectiveness of teaching recount texts using a genre-based approach on Islamic boarding school students. The research adopts a quantitative approach with a pre-experimental method, specifically the One-Group Pre-test-Post-test Design. The sample consists of 10 students from Class VIII of MTs SA Miftahul Huda Pabelan, which was selected based on specific criteria. The data were analyzed using the Paired Sample Test, which resulted in a significance value (Sig.) of 0.000. Based on the predetermined criteria, a significance value below 0.05 leads to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (Ha). In addition, there is a significant difference in the average scores between the Pre-test and Post-test, which were a pre-test mean score of 58.6 and a post-test mean score of 68.6. These findings indicate the effectiveness of the genre-based approach in improving students' skills to write recount texts in the boarding school context. In conclusion, the genre-based approach is effective in enhancing students' writing skills in the recount texts in the boarding school based on the findings.

Keywords: *genre-based approach, Islamic boarding school, writing skills, recount text*

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INTRODUCTION

Writing skills are highly crucial for achieving academic success and effective communication. According to Warschauer (2010), writing is an essential skill for academic and professional success, making it one of the most important abilities an individual can possess. Strong writing skills are particularly important for students throughout their academic journey as it allows them to organize their thoughts and ideas clearly and convey meaning through well-developed content (Al Mubarak, 2017).

However, on the other hand, teaching writing as a second language is not an easy task but rather presents its own challenges. Zheng, in Sohli and Eginli (2020), argues that learning to write proficiently in a second language is more complex compared to acquiring other language skills. Writing involves complex cognitive functions and comprehensive knowledge of the target culture, which requires teachers to cover various topics in their lessons. Additionally, writing necessitates a series of steps to produce clear, concise, and informative written work (Yuce and Atac, 2019). This skill involves the intricate process of generating ideas from text, not just by transcribing words, but also by selecting and organizing ideas based on multiple factors.

These challenges are also experienced by students in Madrasah Tsanawiyah Satu Atap Miftahul Huda, a junior high school within the umbrella of Miftahul Huda Islamic boarding school, where most of the students reside. As a formal school following the government curriculum, including English as a mandatory subject, the students face difficulties in generating relevant ideas for recount texts, organizing information coherently, and constructing well-structured sentences and paragraphs. These challenges are further exacerbated by the division of time and attention between religious and non-religious subjects.

To address these challenges, a genre-based approach can be implemented. This approach serves as a valuable resource to enhance students' comprehension and production of texts. What make this approach

significant in genre-based literacy programs is its focus on grammar as a resource for meaning-making and its emphasis on text as a resource for meaning-making in a social context (Martin, 2009). By studying the structure, characteristics, and language features of each genre, students can develop a better understanding of composing appropriate texts. This approach fosters student engagement with their surroundings, facilitates their understanding of writing as a functional tool, and enables them to recognize how writers structure ideas to achieve coherence (Pham & Bui, 2021).

A study conducted by (Nasir et al., 2021) showed that students' narrative writing improved with continuous use of a genre-based method. The experimental group showed significant improvements in various areas, including writing mechanics, language use, content development, and writing structure. The mean scores of the students in the initial and final assessments of the first and second cycles indicated noteworthy improvement throughout the intervention.

Further investigation conducted by (Lukmawardani & Badriyah, 2022) It has been revealed that the implementation of a genre-based approach has the potential to augment students' writing proficiencies. Through this methodology, students acquire the ability to comprehend the organization and attributes of specific textual categories, enabling them to generate written works that are more methodical and aligned with intended communicative objectives. The findings of this study demonstrate that the genre-based approach is effective not only in a specific region but also in various significant islands in Indonesia.

This research aims to address the current gaps in knowledge regarding the implementation of the genre-based approach by reviewing several previous studies on the subject. Its primary objective is to investigate the extent to which the use of the genre-based approach can enhance the writing skills for recount texts among students enrolled in Islamic boarding schools. Thus, this study intends to provide a creative contribution and deepen understanding within the context of teaching students in Islamic boarding schools. The main goal of this research is to determine the effectiveness of teaching students in Islamic boarding schools to write recount texts using the genre-based approach.

LITERATURE REVIEW

Genre Based-Approach

The Genre-Based approach in language education draws its theoretical foundations from the systemic functional linguistics theory introduced by Halliday in 1978 and 1994. This approach has been further developed and expanded upon by scholars such as Christie in 1992, Mackenhorarik in 2001, and Martin in 2004 (Firkins et al., 2007). These researchers have contributed significantly to our understanding of how language functions within different genres and communicative contexts.

The Genre-based Approach (GBA) is an instructional approach that incorporates various methodologies. The subject matter under consideration is the communicative approach, which seeks to support students in proficiently and methodically employing language by establishing correlations between language and context (Botifar, 2018; Nagao, 2019). It prioritizes the development of students' understanding of the various methods of structuring information in written communication. One effective approach to achieve this objective is by analyzing and comparing the unique characteristics of different types of purpose-driven written texts. According to (Wingate, 2012), the primary goal of the genre-based approach is to use textual analysis as a means to facilitate students' comprehension and mastery of the conventions and discourses specific to their academic field.

The genre-based approach to teaching writing serves as an instrument for providing students with systematic writing instruction, with the ultimate goal of assisting them in producing meaningful writing (Burns, 2000). This approach connects language knowledge with social objectives, emphasizing the purpose of writing from the reader's perspective rather than the writer's own viewpoint (Sari, 2019, p. 32).

Recount Text

In the pedagogical domain of writing instruction, various text types are taught to students, including the recount text, which describes or narrates past events or personal experiences. Proficiency in composing

recount texts can enhance students' narrative abilities, enabling them to articulate their personal experiences in a more clear and organized manner.

A recount text, also known as a narrative text, serves as a medium for narrating or describing past events or incidents. It can be in written or spoken form, with the purpose of retelling a series of experiences or occurrences that have taken place. According to (Anderson & Anderson, 2003), a recount text follows a chronological order in presenting the events. (Knapp & Watkins, 2005) argue that recount texts are considered fundamental types of texts with a sequential structure, focusing on organizing a series of events coherently. Regardless of the complexity of the narrative, every recount text requires an orientation that sets the context for the story. The presence of characters within a specific temporal and spatial framework is essential for constructing a narrative, although postmodern narratives may experiment with these conventions. Moreover, (Agustiawati, 2019; Hyland, 2004) stated that recount text is created by revisiting past experiences and presenting them in their original chronological sequence.

Steps of Genre-Based Approach Process

There are multiple steps that can be taken when putting into action the Genre-Based Approach (GBA) to teaching writing, there are several stages that can be carried out. According to (Gibbons, 2009; Mingsakoon & Srinon, 2018), there are four stages that are involved in this process.

1. **Building Knowledge:** This stage involves introducing students to the specific genre, in this case, recount writing. Students learn about the purpose, structure, and language features of recount texts. They also explore different examples of recount texts to develop their understanding.
2. **Modeling:** In this stage, teachers provide clear models of well-written recount texts. These models serve as examples for students to observe and analyze. Teachers highlight the organization, language use, and other key features of the genre. Students then discuss and deconstruct these models to gain insights into effective writing techniques.
3. **Joint Construction:** Students collaborate with their peers and the teacher to construct a recount text together. This stage focuses on guiding students through the process of planning, organizing, and writing a recount text. Students actively participate in discussions, brainstorming ideas, and co-creating the text under the teacher's guidance.
4. **Independent Construction:** In this stage, students work individually to write their own recount texts. They apply the knowledge and skills they have acquired from the previous stages. Teachers provide feedback, support, and scaffolding as needed. Students have the opportunity to express their own ideas, experiences, and writing style while adhering to the genre's conventions.

By following these four stages, students gradually develop their writing skills and become proficient in producing well-structured and coherent recount texts. The Genre-Based Approach provides a systematic and scaffold approach to teaching writing, allowing students to gain a deep understanding of the genre and develop their writing abilities.

METHOD

The research methodology utilized in this study is a pre-experimental design. The design employed in this study is the One-Group Pre-test-Post-test Design, which involves measuring the learning outcomes before and after the intervention. This allows for a more accurate assessment by comparing the results with the participants' initial state (Sugiyono, 2008). This design is selected in accordance with the research objective, which aims to investigate the influence of implementing the genre-based approach on the writing proficiency of recount texts among junior high students in Islamic boarding schools.

Additionally, the pre-experimental design utilized in this study entails the researcher observing a primary group and implementing interventions throughout the research. This design does not include a control group for comparison, as it is commonly known as a pre-experimental design (Creswell, 2009).

By employing the One-Group Pre-test-Post-test Design, the researchers will be able to closely examine the impact of the genre-based approach on the students' ability to write recount texts. The pre-test

will assess the students' initial writing proficiency, followed by the implementation of the genre-based approach as the intervention. Finally, a post-test will be administered to evaluate the students' writing proficiency after the intervention. Comparing the pre-test and post-test scores will provide insights into the effectiveness of the genre-based approach in enhancing the students' writing abilities.

This research design allows for a comprehensive analysis of the changes in the students' writing proficiency throughout the study. The findings will contribute to the existing literature on the effectiveness of the genre-based approach, specifically in the context of writing recount texts among junior high school students in Islamic boarding schools.

The population of this study comprises all students at MTs SA Miftahul Huda Pabelan, Semarang Regency. The sampling method used in this research is purposive sampling, where samples are selected based on specific criteria to be tested. In this case, the sample consists of ten eighth-grade students who reside in the boarding school environment.

The data analysis technique utilized in this study involved assessing the normality of the data through the application of a statistical procedure known as the One-Sample Kolmogorov-Smirnov Test. The test was employed to assess whether the data collected from the sample adhered to a normal distribution or not. A normality test was performed on grouped data that was presented in the form of a frequency distribution table. The researcher conducted a One-Sample Kolmogorov-Smirnov Test to evaluate if the data exhibited a statistically significant departure from a normal distribution. This information is essential for determining the appropriate statistical tests and accurately interpreting the results.

Once it has been determined through the normality test that the research data follows a normal distribution, the next step is to examine hypothesis. Hypothesis testing is used to examine the results of the students' tests based on the experimental outcomes. The hypothesis testing in this research utilizes the "t-test," and the researcher utilizes the SPSS software program to conduct the "t-test" (Paired Sample T-Test). After obtaining the results of the "t-test," the conclusions are drawn based on the decision-making principles of the Paired Sample T-Test, as follows:

If the significance value (Sig.) (two-tailed) < 0.05 , then H_0 is rejected, and H_a is accepted.

If the significance value (Sig.) (two-tailed) > 0.05 , then H_0 is accepted, and H_a is rejected.

The statistical test is performed with the following steps:

H_0 : There is no significant difference in the mean scores between the Pre-test and Post-test, indicating "No effect" in the use of the Genre-Based Approach.

H_a : There is a significant difference in the mean scores between the Pre-test and Post-test, indicating "An effect" in the use of the Genre-Based Approach.

By following these steps, the researcher aims to determine whether the Genre-Based Approach has a significant impact on the students' proficiency of writing recount text. The analysis of the "t-test" results will provide evidence to either support or reject the research hypothesis.

In summary, the "t-test" (Paired Sample T-test) is used to evaluate the hypothesis of a difference between two sets of data (the Pre-test and Post-test). Data analysis is performed using the SPSS software. All inferences about whether or not the Genre-Based Approach significantly affected students' learning outcomes are based on the decision-making principles of the Paired Sample T-Test.

RESULTS AND DISCUSSION

This research is quantitative and uses a one-group pre-test and post-test pre-experimental design. The research process encompasses various stages, one of which involves the examination of statistical prerequisite analysis. This entails assessing the normality of the data and performing hypothesis testing through the utilization of the T-test. Prior to conducting hypothesis testing, the presentation of the pre-test and post-test scores on writing recount texts will be provided. These scores were assessed using the developed scoring rubric by Jacob ET Al (in Weigle, 2002:116). The findings are as follows, according to the analysis:

Table 1. Pre-test & Post-test Score

SAMPLE	PRE-TEST	POSTEST
MRS	79	90
MZB	66	77
AAM	63	72
MKA	53	55
GPL	77	85
NL	51	61
SA	54	71
FNW	47	61
EF	49	64
ASD	47	50

The results shown above for both the pre-test and post-test were generated using the scoring rubric, which assessed the students' writing based on a variety of criteria, including content, organization, language usage, and mechanics. These scores provide an indication of the students' initial writing competency (on the pre-test), as well as the improvement or change in their writing abilities following the intervention (on the post-test).

Table 2. Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
recount pre-test	10	47.00	79.00	586.00	58.6000	12.02035
recount post-test	10	50.00	90.00	686.00	68.6000	12.83398
Valid N (listwise)	10					

Table 2 presents the results of the pre-test scores of 10 students before receiving the treatment. The lowest pre-test score observed was 47, while the highest was 79. The average pre-test score was 58.6, with a standard deviation of 12.02035. Following the treatment using the genre-based approach, the post-test scores were obtained. The lowest post-test score among the 10 students was 50, and the highest was 90. The average post-test score was 68, with a standard deviation of 12.83398. The average scores increased from the pre-test (58.6) to the post-test (68.6), indicating the effectiveness of the genre-based approach in enhancing students' writing abilities.

After analyzing the pre-test and post-test scores, the next step in the research process is to conduct statistical analysis using SPSS v26, including testing for normality and hypothesis testing using the T-test. The normality test will assess whether the pre-test and post-test scores follow a normal distribution. The subsequent step involves the utilization of the T-test to analyze whether a notable disparity exists between the average scores of the pre-test and post-test. This analysis aims to determine the effectiveness of the genre-based approach for strengthening the writing skills of students.

The result of the normality test conducted using SPSS showed an Asymp. Sig. (2-tailed) value of 0.200, indicating that the data followed a normal distribution. The table displaying the results of the normality test is presented below:

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test				
				Unstandardize d Residual
N				10
Normal Parameters ^{a,b}				Mean
				.0000000
				Std. Deviation
				4.52260086
Most	Extreme	Absol		.166
Differences		ute		

	Positive	.166
	Negative	-.126
Test Statistic		.166
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The normality test was performed to assess whether the pre-test and post-test scores adhered to a normal distribution. By obtaining a p-value of 0.200, which is greater than the typical significance level of 0.05, it suggests that the data can be considered normally distributed.

Hypothesis testing in this study utilized the Paired Sample Test, which is a part of parametric statistical analysis. The results of the statistical test are presented in the following table:

Table 4. Paired samples test

Paired Samples Test		Paired Differences						f	ig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
				air 1	10.00000		4.83046		
recount pre-test - recount post-test						7			

The following is a list of the decision-making rules that pertain to the Paired Sample Test:

1. If the significance value (Sig.) for the two-tailed test is less than 0.05, then the null hypothesis, known as H₀, is rejected and the alternative hypothesis, known as H_a, is accepted.
2. If the significance value (Sig.) for the two-tailed test is higher than 0.05, then the null hypothesis H₀ is accepted while the alternative null hypothesis H_a is rejected.

Discussion

The findings of this study shed light on the effectiveness of the genre-based approach in enhancing students' writing skills, specifically in the context of writing recount texts in an Islamic boarding school setting. The quantitative research design, employing a one-group pre-test and post-test pre-experimental design, allowed for a systematic evaluation of the impact of the intervention on the students' writing abilities.

The examination of the pre-test and post-test scores using a standardized rubric developed by Jacob ET Al (in Weigle, 2002:116) indicated a noticeable improvement in the students' writing competencies following the implementation of the genre-based approach. The descriptive statistics illustrated an increase in the average scores from the pre-test (58.6) to the post-test (68.6), suggesting a significant positive effect of the intervention on the students' writing abilities.

Furthermore, the results of the statistical analyses conducted using SPSS v26 provided additional support for the effectiveness of the genre-based approach. Based on the obtained p-value of 0.200, which above the conventional significance level of 0.05, it can be inferred that the data exhibits characteristics consistent with a normal distribution. The normality test, with a p-value of 0.200, indicated that the pre-test and post-test scores followed a normal distribution. This implied that the sample data was suitable for further parametric analysis, affirming the reliability of the findings.

The paired sample test results revealed a significant difference between the pre-test and post-test scores of the students. Based on the table of the Paired Sample Test output, it is observed that the significance

value (Sig.) (2-tailed) is 0.000. According to the criterion that if the significance value $0.000 < 0.05$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a significant difference in the average scores between the Pre-test and Post-test of the students, indicating an effect of using the genre-based approach in improving the ability to write recount texts among students in boarding school at MTs SA Miftahul Huda Pabelan.

CONCLUSIONS AND RECOMMENDATION

Based on the research findings, it can be concluded through analysis that the use of a genre-based approach has a significant and influential effect on the learning outcomes of writing recount texts for 8th-grade students at MTs SA Miftahul Huda who live in a boarding school. This is supported by the hypothesis test using the Paired Sample T-Test, where the mean value of the Pre-test is 58.6 and the mean value of the Post-test is 68.6, indicating a difference in the average learning outcomes between the Pre-test and Post-test. Furthermore, the Paired Sample T-Test yields a significance value (Sig.) (2-tailed) of 0.000. As the significance value $0.000 < 0.05$, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is an influence of using the genre-based approach to improve the ability of students in writing recount texts in the boarding school.

The recommendation for the teacher during the modelling of the text stage, the teacher can provide authentic examples of recount texts from various sources, such as personal experiences, travel reports, or high-quality online resources. The teacher can then engage the students in discussions and analysis of the structure and common characteristics of those recount texts. This aims to enable the students to identify and understand the key elements that should be included in their own writing.

For the future researchers, it is recommended to consider expanding the scope of this study by incorporating a comparative group alongside the primary group of subjects. Additionally, it is advisable to augment the sample size to enhance the statistical robustness of the findings. Furthermore, it is suggested to diversify the subject pool by including participants from multiple locations, rather than confining the study to a single research site. This can contribute to the generalization of the findings and enhance the validity of the results.

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