

# The Use of Genre Based Approach to Improve Students' Writing Skill on Recount Text for Tenth Grader at State Vocational High School 4 Semarang in the Academic Year of 2022/2023

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## ABSTRAK

Penelitian ini mempelajari penggunaan Genre Based Approach untuk meningkatkan keterampilan menulis siswa pada Teks Recount untuk siswa kelas X di SMK Negeri 4 Semarang Tahun Pelajaran 2022/2023. Metode penelitian ini adalah Penelitian Tindakan Kelas rancangan Kemmis dan Mc Taggart yang meliputi perencanaan, tindakan, observasi, dan refleksi. Hasil pre-test sebelum menggunakan Genre Based Approach menunjukkan persentase sebesar 14,7% sedangkan skor rata-rata adalah 50,5. Setelah menggunakan Genre Based Approach, kemampuan menulis di SMKN 4 Semarang meningkat. Hal ini dibuktikan dengan peningkatan persentase keterampilan menulis siswa pada siklus I dan siklus II. Pada siklus I persentasenya adalah 50% sedangkan skor rata-ratanya adalah 70,4. Pada siklus II persentasenya adalah 91,1% sedangkan skor rata-ratanya adalah 84,9. Dari penelitian tersebut, peneliti menyimpulkan bahwa Genre-Based Approach dalam menulis Recount Text dapat meningkatkan kemampuan menulis siswa. Selain itu, Pendekatan Berbasis Genre juga dapat digunakan oleh guru bahasa Inggris sebagai inovasi dalam pengajaran menulis.

**Kata Kunci:** Menulis, Pendekatan Berbasis *Genre*, *Recount*

## ABSTRACT

*The research studies the use of Genre Based Approach to improve students' writing skill on Recount Text for Tenth Grader at State Vocational High School 4 Semarang in the Academic Year of 2022/2023. The method of this research is Classroom Action Research designed by Kemmis and Mc Taggart which covers planning, action, observation, and reflection. The results of the pre-test before using the Genre Based Approach showed a percentage of 14.7% while the mean score was 50.5. After using the Genre Based Approach, the writing ability at Vocational High School 4 Semarang is improved. It is proved by the improvement of students' percentage of the writing skills in cycle I and cycle II. In the first cycle, the percentage is 50% while the mean score is 70.4. In the second cycle, the percentage is 91.1% while the mean score is 84.9. From the research, the researcher concluded that the Genre-Based Approach in writing Recount Text could improve the students' writing ability. In addition, the Genre Based Approach can also be used by English teachers as an innovation in teaching writing.*

**Keywords:** Genre-Based Approach, Recount, Writing

## 1. INTRODUCTION

As an international language, English plays an important role in the world. It is used not only for communication but also for information transfer. This means that people need to learn English in order to achieve what they want in life.

Language is the ability of humans to communicate with each other in the form of sound system symbols and gestures produced by the human vocal organ to convey meaning. People use language to find and communicate messages to each other and to express ideas that they convey to others. They also believe that language conveys important information about their culture, introduces their identity to others, and is a way of building rapport when dealing with people.

English is a language that is often used in everyday life. Acts as an association and link to communicate with the public about various opportunities and aspects of human life, including the fields of business, education, social issues, technology, and government. This situation leads to the fact that there is a high need to learn English in all human life. It is undeniable that the government attaches great importance to English as English is a prerequisite for all students in Indonesia to compete with developed countries. Education is positioned as a compulsory subject in junior high schools, high schools and vocational schools. The importance of English in Indonesia is also reflected in the fact that it is a mandatory requirement that high school/high school vocational

students must meet in order to obtain this level of education. Remember that the purpose of English as a means of communication is to interact with other people with other that can build good relationships. Therefore, an English teacher must be able to improve all the important skills that all students need to acquire when learning English: reading, writing, listening, speaking, and good grammar. It can indirectly improve students' learning ability.

Students are expected to understand and write a variety of texts and monologues such as in narrative, recount, procedural, descriptive, report, news item, analytical exposition, hortatory, spoof, explanation, and review. Here researchers focus on recount text.

There are four English skills that must be taught to students. That is, listening, speaking, writing and reading. Listening and reading are receptive skills. Speaking and writing are productive skills. Its 4 skills in English are very important and help her to learn and understand at the moment. One of the four skills that this study focuses on is writing. In teaching practice, researchers found that writing in English was so difficult that not all students liked it. Writing as the thought process that involves coming up with an idea, figuring out how to express it in good writing, and organizing the ideas into clear statements or paragraphs (Nunan, 1999).

Therefore, it is clear that the message conveyed in the text must be clear in order for the reader to understand the ideas presented in the text. Therefore, the author tries to easily

find and overcome students' learning difficulties and solve the problems that arise when learning English in writing. A genre-based approach focuses teaching and learning on understanding and creating texts in a chosen genre. GBA is defined as a text her group term that describes how authors typically use language to respond to repetitive situations (Hyland, 2003). This definition states that there are many types of writing in English and that students can learn and properly comprehend the structure of writing through writing skills to develop critical thinking ideas.

Based on the author's observations, in each text writing exercise, especially writing in the form of recount text, students still experience problems in understanding the writing conventions of a particular text and distinguishing the writing conventions of one text from another. Therefore, the results of student writing do not show proper paragraph arrangement, students have not been able to place and develop ideas appropriately in one paragraph, the writing results are deviated from the topic, and so on. In addition, in relation to the use of appropriate language structures for a text, there is still a discrepancy between the language features that should be and the language features used by students. Writing recount text should use the simple past tense, but many writings are still seen using the simple present tense. Referring to the above conditions, the author argues that writing is a skill that must be mastered. The aim is to improve the teaching of writing skills and competencies so that

students can understand each material so that they can function effectively in their specific situations.

One study found that the learning process in the classroom was not as interesting and the subject matter was difficult to understand. Perhaps the interaction of the passive and tedious learning process makes it difficult for students to understand him. Here researchers are trying to find solutions to facilitate learning to write and improve students' skills. This is what is discussed in this study, applying a genre-based approach as a way of applying writing skills in learning. Teaching English uses several general and specific stages of English text types. This is the beginning, middle and end of the learning process when learning English. The teacher's role is to develop and improve students' understanding of English writing according to the learning method using the GBA learning model. Therefore, the authors take a genre-based approach to make it easy and interesting for students to understand what they have learned. This is expected to improve students' writing skills and motivate them through a genre-based approach. Students can write down their thoughts and use common structures and language features to express them on paper.

The reason the researcher chose this research, because in this study, the researcher saw that many students did not like, or hated learning writing skills in English. So that researchers want to make learning fun and not monotonous.

Based on the explanation above, the writer will conduct a study entitled "The Use of Genre Based Approach to Improve Students' Writing Skill on Recount Text for Tenth Grader at State Vocational High School 4 Semarang"

### **Writing Skill**

Writing is expressing ideas, opinions and ideas in a series of sentences. Besides that, writing also makes letters with a pen or pencil, conveys thoughts or views, composes stories and describes them.

Therefore, the writer will also be influenced by the content of the day, mood and background when writing. So, it is important to determine the genre, style of language to the perspective that will be conveyed through writing.

In the opinion of Saleh Abbas (2006: 125), writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and the use of spelling.

The ability to write is someone to express thoughts, ideas, ideas, by using a series of written language that is good and right. An article basically consists of two things. First, the content of a piece of writing conveys something the author wants to express. Second, forms which are mechanical elements of essays such as spelling, words, sentences, and paragraphs.

### **Teaching Writing**

Teaching writing is a way of carrying out the learning process, and

sharing information and knowledge focused on the writing process to develop students' ability to write which has important functions and uses in human life. Learning how to write the idea and experience on the students' minds is what it means to teach. Teaching is the process of transferring and conveying knowledge in learning activities that rely on written form.

### **Recount Text**

Recount text is a text that tells the reader about one story, action or activity. Recount text is a text that tells about a story, action or activity.

Usually recount text tells about an event or experience that happened in the past, for example, your experience on a vacation or an experience you met your idol artist.

### **Genre Based Approach**

Genre-based language learning is a learning method that is applied in class, especially in English classes in general. The Genre Based Approach (GBA) is a writing learning approach strategy that combines product and process approaches (Prakoso, Seriardana, & Adnyani, 2021). It provides opportunities for students to learn meaningfully in building student knowledge and skills. Genre Based Approach is a writing learning approach strategy that combines product and process approaches. Genre or text is a communicative act or language use that takes place in a particular context. It contains all of the intended meaning or purpose. It serves a communication purpose as part of its function. Each genre has a distinct

purpose or meaning, making it unique in terms of how it is organized, what it contains, and how it uses language. Genre Based Approach has four main stages that can be applied in learning steps, namely Building Knowledge of Fields (BKoF), Modelling of Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of text (ICoT). Through the steps in this strategy students are expected to have more time to make drafts and make revisions to the drafts that have been made.

Hayland (2004) sees the advantages of a GBA instruction that can be summarized as follows: (1) Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills; (2) Systematic. Provides a coherent framework for focusing on both language and contexts; (3) Needs-based. Ensures that course objectives and content are derived from students needs; (4) Supportive. Gives teacher a central role in scaffolding student learning and creativity; (5) Empowering. Provides access to the patterns and possibilities of variation in valued texts; (6) Critical. Provides the resources for students to understand and challenge valued discourses; and (7) Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

A number of studies on improving recount text writing skills through a genre-based approach have been carried out by several researchers in the field of writing to support teaching and learning activities. First, the study shows that the application of the Genre-

Based Approach in the teaching and learning process makes a positive contribution to writing. In the EFL context, Trinh Quoc Lap and Nguyen Thanh Truc (2014) conducted an experimental study to find the effect of the Genre-Based Approach on Vietnamese students' ability to write argumentative essays. The participants are university students and the research results show that the Genre-Based Approach is beneficial for students because it helps them gain knowledge about how to write, to have better ideas, to understand the purpose of writing, and to be able to write. Second, a research study conducted by Ikawati (2010). He improves students' ability in writing recount texts through a genre-based approach. The subjects of this study were 24 students of class VIII SMP 1 Batu in the academic year 2010/2011. The research was conducted in one cycle which was carried out in three meetings. The steps include the following stages: 1) BKof and MoT are recount text followed by the exercise in terms of organization, grammar and mechanics, 2) JCoT is inviting students to work groups and group conferences for feedback from teachers with compensation and organizational communication, grammar, and mechanics, 3) ICoT is the final stage in which the researcher lets students work individually to compose texts independently. Then, he asked them to write down their own ideas using a grouping form and continued to write their ideas into a telling text. The results showed that the genre-based approach could improve students' ability to write recount texts.

From this research, it can be concluded that the set of teaching materials is suitable for the teaching and learning process to improve students' writing skills because it is based on the results of needs analysis and takes into account students' interests. However, the set of materials needs to be achieved to make it more attractive.

## **2. METHODS**

In Classroom Action Research (CAR), which was carried out collaboratively with an English teacher, namely Mrs. Sulistyowati, S.Pd., M.Si. Classroom Action Research is aimed at developing innovative instructional strategies or methods that can help improve students' success in learning English. This research has an object of action, namely the ability to write Recount Text for students in class X TE 4 SMK N 4 Semarang even semester of the 2022/2023 academic year which will be improved by implementing the Genre-based Approach. While the subjects of this study were students X TE 4 SMK N 4 Semarang in the even semester of the 2022/2023 school year, a total of 34 students, consisting of 22 male students and 12 female students.

In the classroom, the writer found a problem, namely the students could not produce Recount text. To overcome this problem, the writer uses classroom action research because the writer finds problems from the class and solves these problems by using a genre-based approach in the class. Action research is a self-reflective study carried out by participants in social situations to improve the rationality and fairness of

their own practices, their understanding of these practices, and the situations in which these practices are carried out (Carr & Kemmis, 2003).

This research was conducted in two cycles, namely the first and second cycles, and each cycle is a series of activities that are closely related. Realization of the second cycle continues and corrects back from the first cycle. Each cycle is carried out in four meetings.

The procedure used in this study is based on the design offered by Kemmis and McTaggart which consists of four stages, namely planning, action, observation, and reflection. At this stage the researcher carried out the teaching and learning process based on the lesson plan using the Genre Based Approach. The teaching phase follows the Genre Based Approach which consists of BKoF, MoT, JCoT, and ICoT. First, in building knowledge of the field (BKoF stage), the researcher invites students to enter into a new topic by asking about their past experiences. Then students identify topics related to past experiences based on the pictures provided by the researcher, then given vocabulary. Next, the writer will introduce recount text to students, explaining to students about the meaning, purpose, generic structure and language features. Second, in modelling of the text (MoT), the teacher will provide examples of recount texts and ask students to find difficult words and answer questions in their groups. Students read and understand the recount text, then answer questions based on the text. Third, in the joint construction of text (JCoT), the activity

is that the researcher will divide students into several groups consisting of six students, and the researcher asks students to discuss together in groups about the topic. Finally, in the activities at the stage of independent construction including creating a recount plan individually; writing a first draft; consulting the teacher; getting some feedback from the teacher, revising the draft/writing draft 2, editing, proofreading, and publishing.

### 3. FINDING AND DISCUSSION

#### Findings

##### Pre-Cycle

The researcher held a pre-cycle to measure students' basic abilities in writing recount texts. At this stage, the researcher gave a written test. This test was carried out on Thursday, March 27 2023. There were 34 students in class X TE 4 who took part in this pre-test activity. This pre-test was carried out for 45 minutes.

**Table 1. The Result of Pre-test**

No	Name	Criterion					Total
		C	O	V	G	M	
1	AA	13	7	7	5	2	34
2	AR	16	8	8	10	3	45
3	ARS	14	8	8	10	3	43
4	AP	13	7	7	5	2	34
5	AOD	21	14	13	11	3	62
6	ARA	20	10	14	10	2	56
7	AYA	18	14	13	12	3	60
8	BWRS	17	9	9	12	2	49
9	DSR	18	13	8	10	3	52
10	DAR	13	9	9	5	2	38
11	DS	14	7	7	5	2	35
12	DJZ	16	7	7	17	3	50
13	EN	23	13	17	18	3	74
14	HMS	13	7	7	5	2	34

15	HDD	13	7	7	5	2	34
16	JTH	24	17	15	18	3	77
17	MPP	15	7	7	5	2	36
18	MZPA	26	14	17	18	3	78
19	MP	16	9	13	10	3	51
20	MIM	22	17	18	11	3	71
21	MSAS	15	10	12	10	2	49
22	MFAG	13	7	9	8	2	39
23	MEM	26	17	17	16	4	80
24	MRN	13	8	10	7	2	40
25	NSS	19	13	16	10	2	60
26	NAA	15	7	7	5	2	36
27	NPP	13	7	7	5	2	34
28	RRP	16	13	10	9	2	50
29	RIR	17	7	7	5	2	34
30	RMI	17	12	14	10	3	56
31	SVN	27	14	15	17	3	76
32	VRC	13	7	9	8	2	39
33	VAH	23	16	18	17	3	77
34	ZAA	13	8	7	5	2	35
Mean Score							50,5
Class Percentage							14,7%

From the pre-test results, it was found that the average pre-test score was 50.1. The researcher found that there were 5 students who passed the minimum completeness criteria (KKM) while 29 students were still below the minimum completeness criteria. These results indicate that the percentage of the class is 14.7%. Therefore, the researcher decided to use a genre-based approach to improve students' writing skills.

**Table 2. Observation Checklist of Pre-Cycle**

No	Activities	Yes	No
1	The students are ready to follow teaching and learning process	√	

2	The students respond to the researcher question well	√
3	The students write the explanation from the researcher	√
4	The students are active during the activities in teaching and learning process	√
5	The students participate with friend during the teaching learning process	√
6	The students' asking the difficult words when they write	√
7	The students are interested in creating their writing	√
8	The students are brave enough to do test	√
9	The students start to write their tasks	√
10	The students are discipline in class during teaching and learning process	√

Based on the results of the Pre-Cycle Observation Checklist above, it can be concluded that the student lacks interest in learning English. This can also be seen in the student's response to the researcher's question: Due to the lack of cooperation among peers, students tend to be passive when researchers are explaining the material, and few students are active during the

learning and teaching process. The students say they didn't want to do the assignment, but they take the test anyway. Students were also messy during teaching and learning activities.

### **Cycle One Planning**

In planning the researcher made some preparations. Researchers prepared teaching modules for teaching writing using a genre-based approach. The material taught is about recount text, especially about student holidays. Researchers also prepared several instruments needed in this study such as observation sheets to observe student responses in the teaching and learning process and tests to measure students' writing abilities.

### **Acting**

In this phase it was carried out on March 29 and April 10 2023. The implementation of the action was carried out based on the Teaching Module and recount text material, especially regarding memorable experiences. Researchers used observation checks beforehand during the teaching and learning process at each meeting. The acting stage is carried out in two meetings.

The first meeting was held on March 29 2023 for 90 minutes. The researcher started the lesson by greeting, inviting students to pray, then checking the attendance list of students. After having a list of student attendance, the researcher continued the activities in the class. After that, the researcher began teaching students by applying a genre-based approach where



four stages were carried out in the genre-based approach, such as BKoF, MoT, JCoT, and ICoT. In the first stage, the researcher prepares students to enter a new topic by asking about their past experiences. Then, students identify topics related to past experiences based on the text provided by the researcher. Next, the researcher introduces the recount text to the students, explaining to the students the definition, purpose, generic structure and language features. In the second stage, the researcher gave examples of recount texts and asked students to find difficult words and answer questions. The third stage, the researcher will divide students into 6 groups consisting of 4-5 students, and students are asked to discuss together and answer questions with their groups about the topic given, then researchers and students discuss together. After that, each group reported the results of their group work with a presentation in front of the class. The fourth stage, the researcher gave exercises to students to increase their knowledge of the material provided. Finally, the researcher provides feedback. Researchers and students end learning by making conclusions, reflecting, delivering material to be studied in the next meeting and praying.

The second meeting was held on April 10, 2023. The researcher prepared the conditions for students to take part in class by greeting and checking student attendance. As apperception and motivation, the researcher asked several questions to the students about the previous material. Because the researcher re-explained the material

about recount text. Furthermore, the researcher gave the opportunity to students to ask questions. Then the researcher gave the test. In this test, the researcher asked students to write down their memorable experiences. The time given by the researcher is limited to 45 minutes.

### **Observing**

Data on student activity in the teaching and learning process were obtained from observations during teaching and learning in this cycle. Aspects of student activity include preparation, activity, participation, communication, interest, discipline, reaction and enthusiasm.

**Table 3. Observation Checklist of Cycle One**

No	Activities	Yes	No
1	The students are ready to follow teaching and learning process	√	
2	The students respond the researcher question well	√	
3	The students write the explanation from the researcher		√
4	The students are active during the activities in teaching and learning process	√	
5	The students participate with friend during the teaching learning process	√	

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6	The students' asking the difficult words when they write	√	10	DAR	17	15	13	12	3	60
7	The students are interested in creating their writing	√	11	DS	20	14	13	15	3	65
8	The students are brave enough to do test	√	12	DJZ	17	13	13	14	3	60
9	The students start to write their tasks	√	13	EN	26	17	14	16	4	77
10	The students are discipline in class during teaching and learning process	√	14	HMS	26	17	16	18	3	80
			15	HDD	25	18	14	18	3	78
			16	JTH	25	17	18	17	3	80
			17	MPP	17	9	11	10	3	50
			18	MZPA	26	17	18	18	3	82
			19	MP	26	18	14	18	3	79
			20	MIM	25	15	17	18	4	79
			21	MSAS	23	17	18	17	3	78
			22	MFAG	24	15	16	18	4	77
			23	MEMP	26	17	18	17	4	82
			24	MRNA	24	14	16	13	3	70
			25	NSS	22	14	17	16	3	72
			26	NAA	24	12	17	15	3	71
			27	NPP	19	9	9	10	3	50
			28	RRP	25	15	17	16	3	76
			29	RIR	16	10	12	11	3	52
			30	RMI	25	15	16	17	4	77
			31	SVN	24	17	18	17	3	79
			32	VRC	23	15	16	19	4	77
			33	VAH	24	15	16	19	4	78
			34	ZAA	22	14	16	15	3	70
Mean Score										70,4
Class Percentage										50%

From the above checklist observations, we can deduce that students gradually began to accept the materials provided by researchers, but some students were still reluctant to accept the materials provided. The student did not write down the researcher's explanation and did not ask any questions about the subject. Most students still have problems with their attitudes during the teaching and learning process. The results of the post-test scores in cycle two can be seen as follows:

**Table 4. The Result of Post-Test Cycle 1**

No.	Name	Criterion					Total
		C	O	V	G	M	
1	AA	18	13	8	10	3	52
2	AR	20	14	13	12	3	62
3	ARS	26	17	14	12	3	72
4	AP	18	14	13	12	3	60
5	AOD	26	17	16	14	3	76
6	ARA	24	17	14	12	3	70
7	AYA	22	14	16	13	3	68
8	BWRS	20	15	10	10	3	58
9	DSR	26	17	14	16	3	76

Based on the results of the research above, it can be seen that 34 students who studied English, especially writing, experienced progress or improvement. There were 17 students who passed the minimum completeness criteria ranging from 75-82. Therefore, the average score of students writing for the test in cycle one is 70.4. Furthermore, the percentage of students writing in the first cycle test for class X TE 4 at SMK Negeri 4 Semarang is 50%. Then the researcher concluded that there was an increase in students' writing abilities by using a genre-based approach.

### Reflecting

Based on the results of observations and post-tests in cycle one

with the Genre Based Approach, the researcher found some student progress. In the observation there were 7 statements that increased while in the first cycle post-test there were 17 students who scored 75-82 which were included in the category of students who passed the minimum criteria. In addition, 17 students scored between 50-72 but were still below the minimum completeness criteria. From this, we can conclude that using a genre-based approach improves students' writing skills, even though not all students meet the minimum standards of perfection. The reflection phase described above indicates that the results of the observations and the final test in Cycle I did not meet the objectives of the minimum integrity criteria, so researchers should continue to address the issue in Cycle II.

### **Cycle Two Planning**

At this stage, researchers revise the teaching modules. Researchers thus prepare materials and tools for the teaching and learning process. The textual material for the recount is the same, but the researchers use a different holiday theme. The researcher re-explained the instructions and rules slowly and clearly until each student understood and carefully observed the researcher's instructions and explanations. Researchers created observation sheets to monitor students' reactions to the teaching and learning process.

### **Acting**

At this stage it was carried out on April 17 and May 3, 2023. The enforcement stage was carried out in two meetings.

The first meeting was held on April 17 2023. At this meeting the researcher started learning by greeting students and checking student attendance. After the student attendance list, the researcher started the teaching and learning process. The researcher reviewed the material taught at the last meeting about recount text. Then, the researcher applies a Genre Based Approach based on recount text material about holidays. The researcher explained more about the material and examples to make them understand well. Then, the researcher asked the students to make conclusions about the material. Finally, the researcher provides feedback. Researchers and students end the lesson by making conclusions, reflecting, and praying.

The second meeting was held on May 3, 2023. In this meeting the researchers prepared the conditions for students to take part in class by greeting and checking student attendance. As apperception and motivation, the researcher asked several questions to the students about the previous material. Because the researcher re-explained the material about recount text. Furthermore, the researcher gave the opportunity for students to ask questions. Then the researcher gave the test. In this test, the researcher asked students to write down their holiday experiences. The time given by the researcher is limited to 45 minutes.

### **Observing**

In this cycle, student response to the genre-based approach to writing teaching and learning was better than in the previous cycle. This can be seen from the observations the researchers made when applying a genre-based approach to recount texts in the second cycle, using the following table:

**Table 5. Observation Checklist of Cycle Two**

No	Activities	Yes	No
1	The students are ready to follow teaching and learning process	✓	
2	The students respond the researcher question well	✓	
3	The students write the explanation from the researcher	✓	
4	The students are active during the activities in teaching and learning process	✓	
5	The students participate with friend during the teaching learning process	✓	
6	The students' asking the difficult words when they write	✓	
7	The students are interested in creating their writing	✓	
8	The students are brave enough to do test	✓	
9	The students start to write their tasks	✓	

10 The students are discipline in class during teaching and learning process

To conclude from the observation sheet results above that student participation increased where most students performed well on the observation sheet, although some students still responded passively during the teaching and learning process. Most students are afraid to ask for materials provided by researchers. To establish discipline, researchers emphasize to students that recount text is one of the most important and interesting texts.

The post-test score results for the second cycle are as follows:

**Table 6. The Result of Post-test Cycle 2**

No.	Name	Criterion					Total
		C	O	V	G	M	
1	AA	25	18	16	19	4	<b>82</b>
2	AR	26	15	18	17	4	<b>80</b>
3	ARS	22	18	17	22	4	<b>83</b>
4	AP	20	17	16	17	4	74
5	AOD	27	17	18	20	5	<b>87</b>
6	ARA	28	18	18	17	4	<b>85</b>
7	AYA	26	18	18	20	4	<b>86</b>
8	BWRS	28	16	17	19	4	<b>84</b>
9	DSR	27	18	18	21	5	<b>89</b>
10	DAR	25	17	16	19	4	<b>81</b>
11	DS	27	17	18	17	4	<b>83</b>
12	DJZ	27	15	18	21	4	<b>85</b>
13	EN	28	15	20	22	5	<b>90</b>
14	HMS	26	14	18	22	5	<b>85</b>
15	HDD	24	18	18	20	4	<b>84</b>
16	JTH	27	15	17	22	5	<b>86</b>
17	MPP	26	15	16	20	4	<b>81</b>
18	MZPA	28	17	20	21	5	<b>91</b>
19	MP	27	17	20	20	4	<b>88</b>
20	MIM	26	15	20	22	5	<b>88</b>
21	MSAS	27	14	20	23	5	<b>89</b>
22	MFAG	26	17	18	17	4	<b>82</b>

23	MEMP	25	17	18	22	5	<b>87</b>
24	MRNA	26	18	16	21	4	<b>85</b>
25	NSS	28	16	20	19	4	<b>87</b>
26	NAA	28	17	18	17	4	<b>84</b>
27	NPP	27	16	16	18	5	<b>82</b>
28	RRP	27	18	18	23	5	<b>91</b>
29	RIR	20	15	17	18	4	74
30	RMI	27	17	18	23	5	<b>90</b>
31	SVN	28	18	18	23	5	<b>92</b>
32	VRC	27	18	17	22	5	<b>89</b>
33	VAH	26	18	18	23	5	<b>90</b>
34	ZAA	20	15	16	18	4	73
Mean Score							84,9
Class Percentage							91.1%

The table above shows that the highest score in cycle II was 92 and the lowest score was 73. There were 3 students who scored below the KKM and there were 31 students who scored above the KKM, namely 73-74. The average value of the second cycle is 84.9. Furthermore, the percentage of students' writing in the test in cycle two was 91.1%. Based on the test results and observations it can be concluded that the Classroom Action Research was successful and the researcher decided to stop the cycle.

### Reflecting

This phase is executed after the test results are available. In this reasoning, the researcher was satisfied because his efforts showed an increase based on observations and test results. Observations showed that the students responded well to all statements and enjoyed learning English writing skills using a genre-based approach with the retold text material. During testing, the students' writing skills improved significantly by using a genre-based approach. The class atmosphere is fun and the students enjoy participating in

their learning. A genre-based approach allows students to be more active in the teaching and learning process.

### DISCUSSION

#### The Process of Teaching Recount Text Using a Genre-Based Approach

The research on applying the Genre Based Approach was carried out from March 27 to May 3, 2023. Each cycle was carried out in two meetings. In this procedure, the researcher applies a Genre Based Approach to support students' activities in writing recount text using a Genre Based approach. Then, the researcher prepared recount text material about vacations and memorable experiences with a Genre Based approach. The teaching phase follows the Genre Based Approach which consists of BKoF, MoT, JCoT, and ICoT.

First, Building Knowledge of the Text (BKoF). In this phase, the researcher prepares students to enter a new topic by asking about their past experiences. Then, the researcher introduced the recount text to the students, explained to the students about the definition, purpose, generic structure and language features. Second, Modeling of the Text (MoT). In this phase, the researcher gave examples of recount text and asked students to identify the generic structure. Third, Join Construction of the Text (JCoT). At this stage, the researcher will divide students into 6 groups consisting of 4-5 students, and the researcher invites students to discuss together and answer questions with their groups about the topic given,

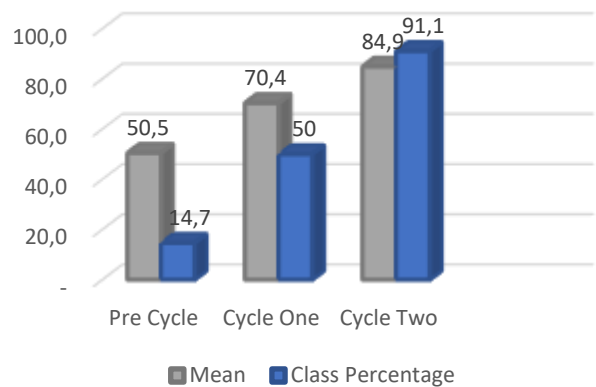
then present it in front of the class. Finally, Independent Construction of the Text. At this stage, the researcher gave practice questions to students to increase their knowledge about Recount text.

### **Improving Students` Writing Skills in Recount Text Using a Genre-Based Approach**

For the results obtained, it can be concluded that there is a significant increase in students' recount text writing skills using the Genre Based Approach in class X TE 4 students of SMK Negeri 4 Semarang. The improvement students' writing ability by using Genre Based Approach gives more opportunity for students to solve their problems. In GBA, students become effective participants in their academic and professional environment as well as in their broader communities. The pre cycle shows that there are only 5 students who reach the criteria. The average grade is 50.5 and the grade percentage is 14.7%. Cycle one showed that after using the Genre Based Approach there were 17 students who met the minimum completeness criteria. The average test score in cycle one was 70.4 and the class percentage was 50%. So, it is necessary to proceed to the next cycle to find out the increase in students' writing skills. Whereas in cycle two there were 31 students who met the minimum completeness criteria but 3 students did not meet these criteria. The average test score in the second cycle was 84.9 and the class percentage was 91.1%. Therefore, the researcher concludes as a good criterion. In this cycle, the researcher

draws graphs about student percentage test results.

**Chart 7. The Mean Score Comparison among the Results of Pre cycle and Post Test in Cycle One and Cycle Two**



Based on the result above, it can be concluded that the students' test result has completed the criterion of the action success based on the school agreement, the cycle of the action would be stopped.

#### **4. Conclusion**

Based on the results of the study, the researchers concluded that the students' activity in the teaching and learning process in the pre-cycle, cycle one, and cycle two increased and the students' writing especially recount text increased. The students are more active in the teaching and learning process than before using the Genre-Based Approach. Most of the students passed the minimum completeness criteria (KKM). This means that students achieve the minimum completeness criteria (KKM) and the scores in the second cycle show an increase. From the results of the pre-cycle, cycle one, cycle two, including that the Genre

Based Approach was developed to improve students' ability to write recount texts for researchers in class X TE 4 SMK Negeri 4 Semarang. The Genre-Based Approach can help teachers and students be more active. After applying the Genre-Based Approach, students better understand the teaching and learning process.

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