

Implementing genre based approach and scientific approach in teaching writing simple descriptive text to investigate their effect on the students' writing achievement at SMP 3 Palangka Raya

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Abstract

The main purpose of the research was to compare two approaches, namely Genre Based Approach and Scientific Approach in the eighth grade class of SMP 3 Palangka Raya. The population of this research consisted of one class with the total number of 25 students. The design used in this research was quasi-experimental design. The sample was determined using cluster sampling technique. The technique for collecting the data used tests and documentation. The research was undergone by giving a set of essay instruction to write simple descriptive text. The mean score of these two groups of students then were compared to obtain the objective of the research. The finding showed the mean scores of the students who were taught using Genre Based Approach was 73.24 and the students who were taught using Scientific Approach was 66.125 based on the result of hypothesis test calculation, it was found that value of t_{observed} was greater than the value of t_{table} at 5% and at 1% the level of significance or $2.01 < 3.438 > 2.68$. It means that H_a was accepted and H_o was rejected. It means that students taught using Genre Based Approach had better achievement in writing simple descriptive text than those taught with Scientific Approach.

Keywords: Genre Based Approach, Scientific Approach, Writing Descriptive Text

INTRODUCTION

The focus of English Language Teaching (ELT) in Indonesia at SMP had recently shifted to a concern with developing discourse skill. The aim of ELT is now to enable learners to develop the knowledge and skills which allowed them to engage with whole text appropriate to social text. The shift in the focus has led to reassessment of the role of curriculum in defining what will be taught in English Language Teaching. The practical response of the Indonesian

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Government to the focus for English Language Teaching is designing 2013 Curriculum. Related to English Language Teaching, Depdiknas (2003) defines the curriculum as a systemic and strategic frame to develop communicative competence. So, in the curriculum already set the communicative competence, there are four skills, to develop the students' competence in English. From language perspective, Agustin et al. (2005:28) stated that actually discourse means text which was produced in communicative events or it is produced by context. It is assumed that the goal of English Language Teaching is enabling the students to make discourse or texts. Therefore, the curriculum is used in English Language Teaching is text-based.

There was practical consequence for English Language Teachers bring the text based curriculum in the classroom. The English Language Teachers must develop text-based syllabus. Syllabus in the study was defined as an explicit and coherent plan for a course of study (Fees, 2002:2). It was a guide or map for the teachers and the learners which may need to be alter once the course commences. It is constructed by selecting and sequencing content based on the objectives. Text-based syllabus design was based on an approach to teaching language which involves (Fees, 2002:5):

- a. teaching explicitly about the structures and grammatical features of spoken and written text.
- b. linking spoken and written texts to the social and cultural context of their use.
- c. designing units of work which focus on developing skills in relation to text.
- d. providing students with guided practice as they develop language skills for meaningful communication through whole text.

Text-based syllabus was based on whole texts which are selected in relation to learners' need and the social contexts. It views the language learning as the people learn a language through working with whole text (Fees, 2002: 3-4). It looks like those language learners learn a language using the language either oral or written.

The implementation of 2013 curriculum contains standard and basic competences which must be achieved by the primary, junior and senior high school learners. One of the basic competences states that the eighth grade of SMP semester 2 must be able to express meaning in short-simple essay written text to interact with their improvement in descriptive and recount. Once the basic competence as stated previously must be developed in to syllabus, it is implemented in the classroom through methodology. The English Language Teachers need to decide on appropriate methodology as methodology is the

means through which syllabus is brought to life for learners. Fees (2002:2) states that methodology is a term that refers to the underlying approach which influences how learners work with syllabus content in the classroom. Methodology is how the teacher makes syllabus real in the classroom. It refers to a set of activities in a lesson plan which learners are involved in and why each of these activities is being undertaken. As well as having to make decisions at the broader level of syllabus and methodology, the teacher is also involved in the day-to-day decision of classroom management. At this level the teacher is concerned with methods to be used in the classroom. Method refers to actual classroom practice and procedures. These include classroom management techniques for pacing the delivery of content as well as activities such as information gap activities, pair-work, and jigsaw (Fees, 2002:3). Although text-based syllabus views a language learning as people learn a language through working with whole text that means the language learners must have experiences using the language but it should be remembered that knowledge is established by the experiences little by little. Therefore, in implementing teaching and learning process, language teachers must be able to apply effective teaching.

Borich (1996:19) states that one of five key behaviors contributing to effective teaching was students' success rate. It means that effective teaching refers to the rate at which students understand and correctly complete exercises that was achieved by experiences step by step. The teachers must be able to build knowledge by transferring the knowledge to the students as the basic of basic using of the language. Sukmadinata (2003:3) states that psychologically educate means giving, conceptualizing, improving values. It means that the students are receiver and also actively improve the values. In this context, the teacher must transfer her/his knowledge to the students and then give the exercises the students to do action. Moreover, Vygotsky in Agustien (2014:62) states that first of all, children do action in social context with adults and language help this process. Then, the children slowly become independent in action and think. Being helped by the adults, the children could do action and think more than if they do alone. It means that the teacher must help the learners by giving models and let the students have experiences to use the language. In this process of teaching, the teachers must exemplify what they are teaching. Then let the students use the language and, in written text, the students construct by writing texts similar with the models.

Related to effective teaching method for teaching writing for teenagers, there are some models. Agustin (2004) states that there are four phases of Genre Based Approach, namely: Building Knowledge of Field (BKOF), Modeling of

Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of the Text (ICOT). Genre-Based Approach is an approach used to conduct the classroom activity and in the based-genre teaching and learning process focuses on the understanding and production of selected genres of texts (Mahfud, 2011:33). This model has been applied in last semester for the seventh grader at SMP 3 Palangka Raya. Moreover, based on 2013 Curriculum, there is current approach that has been conducted at schools, that is Scientific Approach. The writer has also done pre-observation to SMP 3 Palangka Raya to observe that the 2013 Curriculum have been applied in that school, so this research can be easy to conduct because SMP 3 has already used 2013 Curriculum.

The Concept of Writing

Spratt et al. (2005:26) define writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. That means they involve producing language rather than receiving it very simply. Writing, as one of the language skills to communicate, is not an ability acquiring naturally; even in our first language it has to be taught in the class (Miftah, 2015:9). It is said that writing involves communicating message (something to say) by making signs on page. To write, people need a message and other people to communicate it. It also need to be able to form letter and words, and to join these together to make words, sentences, or a series of sentence that link together to communicate that message. All written text types have two things in common. Spratt et al. (2005:26) state that firstly, they are written to communicate a particular message, and secondly, they are written to communicate to somebody. It means that in writing a text, someone focuses on particular topics in a particular theme and must know the level of readers' mature. Our message and whom we are writing to, will influence what we written and how we write. For example, if someone writes a note to herself/himself to remind herself/himself to do something, she/he may possibly written in terrible handwriting, and use note form or words that other people will not understand. If she/he writes a note for her/his friends of something, her/his writing not only will probably clearer but also a bit more polite.

Writing involves several sub-skills. One of these are related to accuracy Spratt et al. (2005:26), for example, using the correct form of the language. According to Spratt et al. (2005:26), writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layout, choosing the right vocabulary, using grammar correctly, joining sentences correctly, and using paragraph correctly. The other sub-skills of

writing that teachers teach will vary a lot, depending on the age and needs of our learners. Sprat et al. (2005:26) state that at primary level, we may spend a lot of time teaching learners how to form letters and words and write short texts of a few words or sentences, often copying models. At secondary level we may need to focus on skills that require writing longer texts such as letters, emails or composition.

Writing also often involves going through a number of stages. According to Sprat et al. (2005:27), the stages of writing are: brainstorming (thinking of everything about the topic), making notes, planning (organizing ideas), writing a draft (a piece of writing that is not finished yet, and may be changed), editing (correcting and improving the text), producing another draft, and proof reading (checking for mistakes in accuracy) or editing again.

The Concept of Simple Descriptive Text

The term of simple descriptive or usually it is replaced by simple descriptive text can be separated into two: simple and descriptive text. Simple means not complex or does not have any parts. According to Oshima and Hogue (1997:15) a simple sentence has one subject and one verb. Descriptive text is defined as a text which has social context to be described a particular object, animal or person (Agustien, 2004:4). The generic structure of the descriptive text is identification, that identifies the particular object, animal or person and description that describes parts, qualities, and characteristics of the particular object, animal or person. The basic purpose of this text is to inform. This study defines simple descriptive text is a paragraph which describes a particular object, animal or person however consists of simple sentences not compound nor complex nor compound complex sentences. The vocabularies which are related to the names of places often use are: location, goal, use, appearance, and prove. For animal, descriptive text uses the vocabularies which describe classification, habitat, behavior, and cycles of life.

Descriptive text often uses one of to be. Tense which is used is simple present. Simple present or Eastwood (2008) calls present simple is the base form of a verb e.g. know and take. We use the simple present for a present state or the fact that something belongs to or for repeated actions. Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, everyday/week, once, twice a week, etc (Eastwood, 2008:53). Verbs other than be have two forms in the simple present: a simple form and an -s form. The -s form is used with the third person singular subjects (he, she, it, John, Mary, the book, etc). Otherwise the simple form is used (Krohn, 1971:11).

However, at once past tense is too. Past tense is used when the particular object, animal or person describe is extinct or does not exist anymore.

The Process of Writing Descriptive

To write description of a person or a place about which the writer does, she/he may write one or more paragraph. Oshima and Hogue (1997:64) propose the following steps to write a good composition. Pre-writing to get ideas is the first step in the writing process (Oshima and Hogue, 1997:2). In this step, a learner gets ideas to write about. One of ways to gather ideas is to discuss a topic with his/her classmates and take notes. Another model of gathering ideas is clustering. Clustering is a prewriting technique use by writers to produce ideas (Oshima and Hogue, 1997:48). When writer is learner cluster, she/he starts their topic in a circle in the middle of her/his paper. As learners think of related ideas, they write these ideas in smaller circles around the first circle. The related idea in each small circle may produce more ideas, therefore more circles around it. The second step is Organize the idea. This is step where writers are learners who decide what kind of spatial order will work the best for their description (Oshima and Hogue, 1997:48). Spatial order is the arrangement of items in order by space (Oshima and Hogue, 1997:50).

For example, when describing a favorite room at home, learners can first describe things on the left site of the doorway and then move clockwise around to the right side. The learners also can start on the right and move counterclockwise around to the left. When the learners describe a person, they can begin with an overall impression, and then focus on the person's head, then the face, and then on part of face such as the eyes. It does not matter whether the spatial organization is left to right or right to left. The third step of writing process is writing rough draft. In this step the learners may begin their paragraph with a sentence that tells what person or place they are going to write about and give a general impression. The fourth step is editing the rough draft of descriptive. Follow the editing procedure the learners use adapted from Oshima and Hogue, 1997, 65-66).

Assessment in Writing

Assessment in this study is defined as a formal assessment. It is an exercise specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time limit. It is planning and constructing to give teacher and students appraisal of students' achievement (Brown, 2001:402). To assess the students' achievement in writing simple descriptive, this research

uses a writing test. A test here is defined as an instrument or procedure design to elicit performance with the purpose of measuring their attainment of specified criteria. The rubric scoring for this research using from English teacher at SMP 3 Palangka Raya that related with the syllabus

The assessment of writing, especially in a process-classroom, or if a teacher is a guide and facilitator of students' performance in the ongoing process of developing a piece written work, how the teacher can be judge. Judging this dual role requires wisdom and sensitivity. The key to being a judge is fairness and explicitness in what the teacher takes into account into assessment. Brown, 2001:257, shows that there are six categories that are often the basis for assessment of the students' writing, those are:

1. Content

There are five components of content. They are: thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinion, use of description, cause/effect, comparison/contrast, and consistent focus.

2. Organization

There are four components of writing organization, those are; effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length.

3. Discourse

Discourse involves ten components. The components are: topic sentence, paragraph unity, transition, discourse, makers, cohesion, rhetorical convention, reference, fluency, economy, and variation.

4. Syntax

There is no explanation what components about syntax that Brown writes. However, Echols and Sadily (200:575) define syntax as knowledge about sentences.

5. Vocabulary

Brown also does not explain what components are involve in this category.

6. Mechanics

Brown writes there are four components in mechanics. Mechanics involves: spelling, punctuation, citation of reference (if applicable) and neatness and appearance.

The six categories as stated above can serve as the basis for such evaluations although the experts disagree somewhat of the system of weighting each of the above categories, that is, which of the six most important (Brown, 2001:357). However, Widayati (2003:27) states that important part of the writing is content and the other one is linguistics components such as; grammar, vocabulary, spelling and punctuation. It is also stated that to maximize between

writing assessment and teaching learning, teachers can; 1. Choose text and topic and, 2. Create and develop scoring rubric.

METHOD

Data

The data collected in this research were the students' achievement in writing simple descriptive text. Those were the scores of writing simple descriptive text that already collected before and after given the treatments. There were two groups of students' achievements: (1) the achievement of students in an experimental group, that is the students who are taught using scientific approach and (2) the achievement of the students in an Experimental group that was the students who are taught using Genre Based Approach.

The data taken were the data from SMP 3 Palangka Raya students who had been taught a descriptive text and they were in grade seven in semester two. This research would not differ or classify the students' intelligence or social-economical background but using cluster random. Therefore, the accepted data were random and shows the classical and individual achievement. It means that the data picture the ability of students either classically and or individually in writing simple descriptive text.

Data Collecting Procedures

Data was collected using test of writing simple descriptive text after students finishing a cycle of two models approaches. One group taught using scientific approach and taught using GBA. The procedures as follow;

- a. Before having treatments, the subjects in Experimental group did a pretest. In this pretest, the students were given a test that included the instruction of the material and the picture that will be they describe
- b. Then, students in Experimental group taught using scientific approach and using GBA
- c. After finished teaching-learning process, students' achievement assessed by using test of writing simple descriptive text.
- d. The pre-test and post test scores of the both groups analyzed using t-test. Some steps took in administering the data as the following;
 - (1) Editing. In this way, the data collected arranged based on the sequent order and allocated based on the necessities.
 - (2) Coding. In order to arrange the obtained data systematically, it was important to give code in the description of the data.

- (3) Scoring. Scoring was held for the students' ability in writing simple descriptive using rubric of scoring
- (4) Tabulating. The tabulations of scores made based on the needs of analyzing of the data for normality testing, homogeneity testing and hypothesis testing.

Data Analysis Procedures

The writer conducted some procedures in the data analysis as follows:

1. the writer collected the obtain scores
2. The writer arranged the obtain scores into the distribution of frequency of scores table.
3. The writer calculated the mean, median, modus, standard deviation and standard error of variable X1 from the experimental group
4. The writer calculated the standard error for the difference mean between variable X1 and X2
5. The writer used t-test to answer the problem of the research, whether there was difference of the students' score in writing descriptive text using GBA and SA, with the formula:

$$t_o = \frac{MX_1 - MX_2}{SE_{mx1} - SE_{mx2}}$$

Where:

$M_{x1} - M_{x2}$ = Differentiation of Two Means

$SE_{mx1} - SE_{mx2}$ = The Standard Error of the Difference Between Two Means

With the Criteria:

If $t_{test} > t_{table}$ = H_a is accepted and H_o is rejected

If $t_{test} < t_{table}$ = H_a is rejected and H_o is accepted

The writer used the level of significance at 1% and 5%. If the result of t_{test} was higher than t_{table} , H_a was accepted but if the result of t_{test} was lower than t_{table} , H_o was accepted.

6. The writer used SPSS 22.0 after using t_{test} to answer the problem of the research, whether there was difference of the students' score in writing descriptive text using GBA and SA.
7. The writer calculated the degree of freedom with formula:

$$df = (N1 + N2 - 2)$$

where:

df : degree of freedom

N1 and N2 : Number of Cases

8. The writer determined the level of significance of $t_{observed}$ by compared $t_{observed}$ with the $t_{observed}$
9. The writer interpreted the result of the data analysis
10. The writer discussed to clarify the research findings.

Instrumentation

Based on the review related literature as stated previously, the instruments were developed as follows;

- a. Developing writing test for every of students by asking them to write a simple descriptive text with criteria of what in the simple descriptive text must be written. The example of the test is as follows:

Based on a picture of room given, write a paragraph which describes the room consists of 10 sentences and about 50-60 words with the following criteria;

- 1) Including right identification and description about people
 - 2) Organization by following; the learners describe a person, they could begin with an overall impression and then focus on the person's head, face and the part of face that will be described
 - 3) Discourse, the text consists of topic sentence, supporting sentences use references, economical sentences, and vary
 - 4) using right grammar/syntax
 - 5) using right punctuation
 - 6) using right spelling
- b. Developing rubric. The rubric developed based on review of related literature.

Population and Sample

The target population in this research was the eighth graders of SMP 3 Palangka Raya. The accessible population of this research consisted of 25 students of eighth graders of SMP 3 Palangka Raya at the year of 2015-2016. Sampling design used in this research was cluster sampling. Cluster sampling was used because the population members were naturally grouped in units that can be conveniently used as cluster. It was in line with Wiersma (1991: 256) who states that cluster sampling was used when the population members were naturally grouped in units. This sampling was also named conditional sampling, area sampling, or restricted sampling. This sampling was used when the population members were separated or restricted in units or areas such as; in provinces, regencies, districts, classes etc. (Usman and Akbar, 1998:46).

The sample in each of the groups, the Experimental group consists of 25 of the eighth graders in SMP 3 Palangka Raya in the academic year 2015/2016 that was taught by using GBA and SA. The characteristics of the samples were similar with the accessible population.

Related to the sampling design, this research took classes as they are in SMP 3 Palangka Raya. This research did not random or did not make students into group based on their intelligence, or social and economic background but this research took the classes which are formed by the school or called intact groups. In other words, in sampling, this research uses random assignment. It is the individuals not randomly selected as representing the population but the individuals were randomly assigned to different groups (Wiersma, 1991:248). In assigning which classes took as Experimental Group, this research used drawing or lottery.

Research Design

This research was quasi Experimental research, pretest-posttest group design, in which there was one group that was Experimental group which are pre-tested and post-tested that was taught by using two techniques, GBA and SA. This kind of research include in Intact Group Comparison. The pretest-posttest group design can be drawn as follows (Wiersma, 1991:139):

$$\begin{array}{l} G1 \ 0_1 - X_1 - 0_2 \\ G2 \ 0_3 - X_2 - 0_4 \end{array}$$

G indicates groups, G1 was an Experimental group taught using scientific approach and G2 was Experimental Group taught using GBA. An X indicates treatment that was a cycle of teaching-learning consists of GBA and Scientific Approach. The 0 indicate observation on the dependent variable that was students' achievement in writing simple descriptive text. 0₁ indicates pre-test score observation of students' achievement in Experimental Group 1 (G1) and 0₂ indicates post-test score observation of students' achievement in Experimental Group 1 (G1). 0₃ indicates pre-test score observation of students' achievement in Experimental Group 2 (G2) and 0₄ indicates post-test score observation of students' achievement in Experimental Group 2 (G2).

FINDINGS

The result of the data analysis showed that Genre Based Approach gave significance on the students' writing scores for the eighth grade students at

SMP 3 Palangka Raya. The students who were taught using the Genre Based Approach got higher scores than students who were taught using Scientific Approach. It was proved by the mean scores of the students who were taught using Genre Based Approach was 73.24 and the students who were taught using Scientific Approach was 66.125. Based on the result of hypothesis test calculation, it was found that value of $t_{observed}$ was greater than the value of t_{table} at 5% and at 1% the level of significance or $2.01 < 3.438 > 2.68$. it means that H_a was accepted and H_o was rejected.

In addition, the result of t_{test} calculation using SPSS 22.0 program found that the GBA also gave significance effect on the students' writing scores. It proved by the value $dft_{observed}$ was greater than t_{table} both at 1% and 5% the level of significance or $2.01 < 3.438 > 2.68$.

The finding of the research interpreted that the alternative hypothesis state that GBA increase the students' writing scores for the eighth grade students at SMP 3 Palangka Raya was accepted. The most component that got effect from using GBA was the content because the students could be write the sentence into descriptive text systematically with the method of GBA, so they easies to write the content in descriptive text.

Based on the result findings of the research, it was shn that GBA gave significant effect in increasing the students' writing achievement during the instructional process.

CONCLUSION

Based on the result of the research, it was shown that the students' gained score of descriptive text test from experimental groups taught using GBA and SA were significantly different ($t_{observed} = 3.438 > t_{table} = 2.01$ (5%) and 2.68 (5%)) and SPSS 22.0 = ($t_{observed} = 3.438 > 2.01$ (5%) and 2.68 (5%)) at 1% and 5% the level of significance. This indicated that the alternative hypothesis stating that the GBA increases the students writing scores in descriptive text at the eleventh grade students of SMP 3 Palangka Raya was accepted. It means that if the students were taught English by using GBA, the students' English score would be higher than without using GBA. It can be proved between pretest and post-test. The interpretation above answers the problem of the research that GBA gave significant effect of the students' writing scores in descriptive text at the eighth grade students of SMP 3 Palangka Raya.

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