

Effect of a Genre-Based Approach to Improve Students' Writing Skill of SMKS Start Up Dara Jingga in Academic Year 2024-2025

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Abstrak

Penelitian ini bertujuan untuk mengetahui bukti empiris pengaruh penggunaan pendekatan berbasis genre terhadap keterampilan menulis siswa. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen. Penelitian ini menggunakan purposive sampling dengan sampel penelitian sebanyak 25 siswa yang diklasifikasikan ke dalam satu kelas, kelas eksperimen. Populasi penelitian ini adalah siswa kelas X SMKS Star Up Dara Jingga Dharmasraya dengan menggunakan metode Pra-Eksperimen dan desain One Group Pre-Test & Post-test. Hasil menunjukkan bahwa nilai rata-rata pre-test siswa adalah 43,20, sedangkan nilai rata-rata post-test meningkat menjadi 75,40 setelah menerapkan pendekatan berbasis genre. Pengujian hipotesis menggunakan uji Wilcoxon menunjukkan signifikansi 2-tailed sebesar 0,00, yang menunjukkan adanya perbedaan skor yang cukup besar antara sebelum dan sesudah perlakuan dengan pendekatan berbasis genre. Oleh karena itu, dapat disimpulkan bahwa penggunaan pendekatan berbasis genre dalam pengajaran berbicara memiliki hasil yang tinggi, artinya pendekatan berbasis genre dapat meningkatkan keterampilan menulis siswa dan memberikan pengaruh yang positif terhadap keterampilan menulis siswa.

Kata Kunci: Pendekatan-berbasis Genre, Kemampuan Menulis

Abstract

This study aims to identify empirical evidence of the effect of using a genre-based approach on students' writing skills. This study employed a quantitative method with a pre-experimental design. It utilized purposive sampling with a sample of 25 students classified into a single class, the experimental class. The population of this study consisted of 10th-grade students at SMKS Star Up Dara Jingga Dharmasraya, using a pre-experimental method and a one-group pre-test and post-test design. The results showed that the students' average pre-test score was 43.20, while the average post-test score increased to 75.40 after implementing the genre-based approach. Hypothesis testing using the Wilcoxon test revealed a two-tailed significance level of 0.00, indicating a significant difference in scores between before and after the treatment with the genre-based approach. Therefore, it can be concluded that the use of a genre-based approach in speaking instruction yields high results, meaning that the genre-based approach can improve students' writing skills and have a positive impact on their writing abilities.

Keywords: Genre-based Approach, Writing Skill

Introduction

One of the most important and challenging abilities for learning English as a foreign language (EFL) is writing, according to many. Writing is a productive talent that needs students to come up with ideas, arrange them logically, and convey them using proper syntax, vocabulary, and text structure (Jusslin & Widlund, 2024). Students communicate their ideas, experiences, and knowledge via writing, which also fosters the growth of critical thinking and general language proficiency (Kim et al., 2025). Writing ability is not just an academic prerequisite but also a fundamental necessity for engagement in professional life in an increasingly globalized world where written communication is required in both school and the job (Alzubi & Nazim, 2024).

Writing is frequently viewed as challenging in the Indonesian EFL environment because students must concurrently master vocabulary, grammar, and text structure. English is mostly studied in the classroom with little exposure outside of it (Dirgeyasa, 2016). The core of learning English, according to the Merdeka Curriculum, is the capacity to comprehend and create a variety of texts for communication. This necessitates methods that clearly demonstrate to students how a book is structured and why it is produced the way it is. In the absence of such clear instruction, pupils are forced to speculate about the anticipated linguistic qualities and structure of a text, which causes poorer learners to lag behind.

The need for effective writing instruction is even more pressing at the vocational level. Vocational high school (SMK) students are ready for employment, where they might have to produce brief reports, explain experiences and work procedures, or create basic English communications. For example, being able to write about their work and activities in English can help students in the Visual Communication Design (DKV) program communicate professionally in the future. However, vocational students typically devote the majority of their study time to developing useful abilities in their field of expertise, which limits their English writing practice and frequently lowers their enthusiasm to write.

This condition was also found at SMKS Start Up Dara Jingga Dharmasraya. During a teaching internship from August 12 to December 14, 2024, the researcher observed that tenth-grade students had difficulty finding ideas to start their writing, lacked vocabulary (they frequently asked for the translation of words in their texts), and were reluctant to complete writing assignments and less active in the learning process. The pre-test in this study confirmed the low initial ability, with a mean score of 43.20. This indicates a gap between the writing competence expected by the curriculum and the actual condition of the students in the classroom, and therefore calls for a more structured instructional approach.

The Genre-Based Approach (GBA) is one strategy that can deal with these issues. GBA, which has its roots in systemic functional linguistics, teaches the communicative aim, schematic organization, and linguistic characteristics of each text type directly and sees texts as goal-oriented and staged social actions (Hyland, 2007). Its teaching-learning cycle consists of four stages: establishing knowledge of the topic, modeling of the text, collaborative creation, and independent production (Feez & Joyce, 1998). Through these phases, teachers assist children shift from dependent to independent writing by progressively giving them greater responsibility. According to Dirgeyasa (2016), this scaffolding makes GBA suitable to students who lack desire and competence, which closely mirrors the situations of the students in our study.

Several studies support the use of GBA in writing instruction. While Thongchalerm and Jarunthawatchai (2020) asserted that genre-based instruction improved the writing development of EFL students, Zebua and Rozimela (2020) examined its usage in teaching analytical exposition texts at a senior high school in Padang. The potential of GBA to enhance students' writing in foreign language classes was also covered by Lukmawardani and Badriyah (2022) and Nurani et al. (2023). Istianah (2011) used classroom action research to apply GBA to procedural text writing at SMK N 1 Slawi at the vocational level. The students' mean score rose from 62.75 in the pre-test to 76.41 in the post-test.

The evidence still has a lot of gaps. First, most of the studies were conducted in junior high schools, senior high schools, or universities, and many of them used classroom action research, descriptive, or review methodologies. There are still few studies that statistically assess how GBA affects vocational students' writing, especially under the Merdeka Curriculum; the vocational research mentioned above was conducted before this curriculum and concentrated on procedural text. Second, recount text—a fundamental text type for students in the tenth grade—is rarely the subject of a GBA intervention in the research that are currently available. These assertions are based on the literature examined by the literature.

This study is based on the gaps. First, it examines the effect of GBA on the writing of tenth-grade students in a vocational school (SMKS Start Up Dara Jingga, Dharmasraya) in the context of the Merdeka Curriculum. Second, it recounts text writing, a sort of text that is seldom examined in GBA research, using the four stages of the GBA teaching-learning cycle. Third, it combines the N-Gain score with the Wilcoxon signed-rank test, which is appropriate given that the post-test data were not normally distributed. This allows the results to demonstrate both the practical efficacy of the treatment and its statistical significance rather than just the difference in mean scores.

This study is expected to contribute theoretically by adding empirical evidence on the effectiveness of GBA in EFL writing instruction in Indonesian vocational schools. Practically, it offers English teachers a structured and replicable model for teaching recount text writing, and it provides schools and curriculum implementers with an evidence base for choosing instructional approaches that fit the Merdeka Curriculum. Therefore, this study aims to investigate whether the Genre-Based Approach has a significant effect on the writing skills of tenth-grade students at SMKS Start Up Dara Jingga Dharmasraya in the 2024/2025 academic year. The hypothesis proposed is that students' writing scores after treatment with GBA are significantly higher than their scores before treatment.

Method

To investigate the impact of the Genre-Based Approach on students' writing abilities, this study used a quantitative pre-experimental approach, namely a one-group pre-test and post-test design. To measure students' progress, this design administered a pre-test prior to therapy and a post-test following treatment to a single experimental group (Sugiyono, 2019). The research was conducted at SMKS Start Up Dara Jingga Dharmasraya during the odd semester of the 2024/2025 academic year. The population consisted of all tenth-grade students, totaling 25 students, and the sample was selected using purposive sampling, with Class X chosen as the research sample because their writing skills were considered relatively low. The instrument utilized in this study was a writing exam, delivered in the form of pre-test and post-test, in which students were requested to write a recount narrative based on their own experiences. According to Arikunto (2006), research instruments are essential tools used to collect data systematically and effectively. The treatment was conducted in six meetings using the Genre-Based Approach, which included the stages of building knowledge of the field, modeling, joint construction of the text, and independent construction (Feez & Joyce, 1998). Data were collected through the pre-test, treatment sessions, and post-test. The data analysis employed descriptive statistics and inferential statistics using IBM SPSS 26, including a normality test to determine whether the data were normally distributed (Aprilika et al., 2022) and hypothesis testing to examine the significance of the treatment effect. The null hypothesis (H_0) stated that there was no significant effect of the Genre-Based Approach on students' writing skills, while the alternative hypothesis (H_a) stated that there was a significant effect. In addition, the N-Gain Score was used to measure the effectiveness of the treatment by calculating the difference between pre-test and post-test scores (Latief, 2016).

Results and Discussion

This section presents the results of a study on the effect of the Genre-Based Approach on the writing skills of 10th-grade students at SMKS Star Up Dara Jingga Dharmasraya. The research results are presented in the form of tables and descriptive analyses, followed by a discussion that interprets the findings based on theory and previous research.

Research Findings

1. Descriptive Statistics

The research was carried out at SMKS Star Up Dara Jingga Dharmasraya in this study. The research sample comprised class X, which included 25 students. This research utilized a genre-based method to enhance students' writing abilities. Students in class x took a pre-test to evaluate their initial competencies prior to the treatment. Following the pre-test, the students received instruction through a genre-based approach. The material utilized for the instruction was "recount text," in accordance with the curriculum for the second semester of class x following the Merdeka Curriculum. The intervention took place across 4 meetings, and after these sessions, the researcher gave a post-test to the class x students to assess the influence of the genre-based approach on their writing skills.

Tabel 1 Pre-Test Result from the Pre-Test and Post-Test Student

No.	Test	Mean Score
1	Pre-Test	43.20
2	Post-Test	75.40

The descriptive statistical analysis shows a significant improvement in students' writing performance after the implementation of the Genre-Based Approach. The mean score of the pre-test was 43.20, indicating that students initially had low writing ability, with difficulties in organizing ideas, using appropriate vocabulary, and applying correct grammar. After the treatment, the mean score increased to 75.40, showing an improvement of 32.20 points. This indicates that students were able to produce more organized and coherent texts, with better vocabulary and grammatical accuracy. The improvement can be attributed to the systematic stages of the Genre-Based Approach, which guide students from understanding text structure to producing their own writing. As a result, students became more confident and capable in expressing their ideas in written form.

2. Hypothesis Testing

Table 2 Wilcoxon Test Result

Test	Significance (2-tailed)
Wilcoxon	0.00

The result of the Wilcoxon signed-rank test shows that the significance value (2-tailed) is 0.00. This value is lower than the standard significance level of 0.05, indicating that there is a statistically significant difference between the pre-test and post-test scores. This finding means that the improvement in students' writing scores after the implementation of the Genre-Based Approach is not due to chance, but is a result of the treatment given. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

Discussion

The main purpose of this study was to determine whether or not there was an influence of genre-based approach to improve students' writing skills in the implementation of the Merdeka curriculum in class X of SMKS Star Up Dara Jingga Dharmasraya. The application of genre-based approach in writing learning is one of the media to determine whether or not there was an influence of genre-based approach on writing skills learning. In this study, the media was applied in class X of SMKS Star Up Dara Jingga Dharmasraya in the even semester of the 2024/2025 academic year. This study is a study on the use of genre-based approach in writing learning. As is known, writing ability is a very important skill for students because it allows them to understand and convey information. According to (Ma'rufah et al., 2021), writing is an interactive process that builds meaning, creates, and obtains information.

Therefore, improving students' writing ability is very important. Based on the results of observations at SMKS Star Up Dara Jingga Dharmasraya, there are several obstacles in writing ability,

such as lack of vocabulary, lack of confidence in pronunciation, and lack of interest in English. Therefore, to overcome these problems, researchers found a solution by utilizing genre-based approach in writing learning. This approach aims to create a learning environment that supports students in expressing themselves and feeling more relaxed when learning English. genre-based approach an important role in facilitating active interaction between students and learning materials. (Pratama & Hastuti, 2024) explains that active interaction like this is important to improve students' writing skills, so that they are more involved in the learning process.

This approach is also in accordance with the Merdeka Curriculum implemented in Indonesia, where students are encouraged to develop themselves. Genrebased approach helps students to think critically when expressing their opinions on a topic. This allows students to formulate their own ideas more independently when expressing their opinions. In this study, the researcher conducted four meetings with eighth grade students at SMKS Star Up Dara Jingga Dharmasraya. The first meeting began by giving a pre-test in the form of a picture test, where students were asked to give their opinions on the picture displayed through the projector. The purpose of this pre-test was to measure students' initial understanding before being given treatment. The next meeting the researcher provided treatment using genre-based approach with the first material being about the importance of learning English, and the second material was "Recount text" and the third and fourth materials were Simple present tense. At the last meeting, students were given a post-test in the form of the same picture as the picture. This post-test 42 aims to determine any progress or changes in students' understanding and writing skills after receiving treatment using genre-based approach.

After all the required data has been collected, the next stage is data analysis. The data analyzed by the researcher used SPSS26 with the following analysis results. First, to find out whether the data is normal or not in this study. The data obtained by the researcher is normally distributed with a significance level of 0.592 and the post-test results have a significance of 0.001. It can be concluded that the post-test of class X is not normally distributed because the significance level is <0.05 . After the normality test is carried out. Then the Hypothesis test is carried out. The test used is the Wilcoxon test based on table 4.3. The Null Hypothesis (H_0) is rejected or it can be concluded that there is no effect of role-playing techniques on speaking skills in the implementation of the Independent Curriculum in class X of SMKS Star Up Dara Jingga Dharmasraya. and the Alternative Hypothesis (H_a) is accepted or there is a significant effect of genre-based approach on speaking skills in the implementation of the Independent Curriculum in class X of SMKS Star Up Dara Jingga Dharmasraya. then the next is the N-Gain test, based on table 4.4 the N-Gain score category has an effectiveness of using genre-based approach in learning speaking skills of 56% or this category is included as "Enough" effective for class X students of SMKS Star Up Dara Jingga Dharmasraya in the 2024/2025 academic year. then the next is the N-Gain test, based on table 4.4 the N-Gain score category has an effectiveness of using genre-based approach in learning writing skills of 56% or this category is included in "quite" effective for class X students of SMKS Star Up Dara Jingga Dharmasraya in the 2024/2025 academic year. Based on the analysis of the data in table 4.1, it can be seen that by using genre-based approach, the results in the pre-test were 43.20 and in the post-test were 75.40. It can be concluded that the use of genre-based approach in teaching speaking has high results, meaning that genre-based approach can improve students' writing skills and have a positive effect on students' writing 43 skills. There are several advantages to this genre-based approach. This genrebased approach not only improves students' writing skills but also to tell them how to communicate. According to Laila (2022) him, there are many benefits to using genre-based approach in learning such as writing in daily activities, education and other topics.

Conclusion (Closing)

The statistical analysis shows a significant difference between pre-test and post-test scores, indicating that the approach effectively improves students' writing ability. Data analysis results indicate that the mean pre-test score for students is 43.30, while the mean post-test score is 75.40. Hypothesis testing employing the Independent Sample T-test reveals a two-tailed significance of 0.00, which is less than the designated significance level (0.05). Therefore, the Genre-Based Approach is recommended as

an effective teaching method for improving students' writing skills, especially in EFL contexts. From the findings of this study, researchers can offer recommendations; primarily, a genre-based approach may affect writing skills, and it is anticipated that teachers will implement this approach to enhance students' writing proficiency during the learning experience. Secondly, students should focus on honing their writing abilities and avoid speaking English in everyday conversations to make the practice more enjoyable. Third, although this research has its flaws, the researcher aspires for it to be beneficial to other scholars.

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