Research Article

GENRE-BASED APPROACH AND VOCABULARY MASTERY ON STUDENTS' RECOUNT TEXT WRITING SKILLS

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Abstract: *The purpose of this study was to find out the impact of genre-based approach and vocabulary mastery on students' recount text writing skill. The population of the research is nine graders from private Islamic junior high school in Cikarang. The sample was taken from two private Islamic junior high schools. The method used in survey method. Data were collected through questionnaire dissemination techniques and test. Data analysis using the techniques of simple correlation coefficients and multiple correlations using Pearson's formula are also assisted by using SPSS 20.0 version. Coefficient of determination and regression test are also using SPSS 20.0 version. Statistic test used was the t test and F test. The study was conducted in February to June 2019. The result of the study indicates that there are significant effects of genre-based approach and vocabulary mastery together on students' recount text writing. It is proved by the score of Fo = 56,608 and Sig. 0,000 < 0,05. The data shows that genre-based approach and vocabulary mastery influence significantly and simultaneously on students' recount text writing skill.*

Key Words: genre-based approach; vocabulary mastery; recount text; student writing

Introduction

English serves as a foreign language (FL) and is not used for daily conversation in most regions in Indonesia – both in schools, classrooms, and at home. Indonesian students use *Bahasa Indonesia* and/or other regional language(s) of their parents' or area in which they live in. These students mostly learn English within big classes from their formal local schools. It is a mandatory subject with short and restricted duration of the sessions, lack of teaching learning English resource. They are expected to be able to read, speak, listen, and write in English, which have been selected based their development and interest. They are also selected to comprehend oral and written expression. To do that, the teacher should develop these four language skills; listening, reading, speaking, and writing.

The students must have ability in those four skills in English. One of the skills in English is writing. In writing skill, the teachers should elaborate the appropriate learning approach in delivering teaching materials. All of them have been arranged in the school education program. The current condition of students still finds it difficult to write, especially writing recount text. There are still many weaknesses and difficulties in students' writing ability. So, they are not able to write recount text. One thing that cannot be denied in learning English, that there seems to be a tendency to focus more on reading and writing because both of skills are more dominant in the test questions, or other exercises. In fact, students have not been able to write in English even if only in very simple sentences. This is because students are not confident to write. The students do not know much about vocabulary, sentence structure, or grammar. Learning is given only to explain about the functions of language expressions, without giving students the opportunity to practice writing these expressions.

Writing takes a process, including study and more practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a "product." This means that a piece of writing whether a composition for your English class is never complete. It is always possible to review and revise, and review and revise again. Most students find it difficult to write, especially writing recount text. Many junior high school students, who like writing, reading short stories, writing short stories, and those who have difficulty writing short stories are quite large. Those who want to take part in short stories are very encouraging, compared to who doesn't want to. The writer believes that they are eager to write their daily experiences using English. The students actually have lots of ideas that they want to write in writing. This means enthusiasts, potential, desire or willingness to write short stories and high interest in learning, which means it is very interesting to be followed up with research.

Even though the students' interest in writing, they are still lack confidence. Students are still unable to write because of the limited vocabulary they mastered both in mastering verbs, nouns, adverbs, etc. so they had difficulty in writing. Moreover, in writing recount text, they are required to master the second form verb and the time frame. This problem is always faced by teachers to improve their vocabulary mastery skills to encourage self-confidence and their ability to write, especially in writing recount text. The teachers must find the right method in order to achieve this goal. There are a lot of methods that can be taken by teachers, but the teachers must consider the appropriate method so that the learning atmosphere becomes active and enjoyable and adapted to the conditions of students.

When thinking about teaching and learning how to teach, the principle focus is communication. The teachers focus very carefully on what they want pupils to know and help them to understand. An excellent teacher is viewed as one who contributes positively to the learning environment by providing exceptional energy, interest, and extraordinary strengths. In dealing with these problems are necessary to do an approach in order to increase student interest in writing activities. So, the teacher will make some efforts to teach it effectively it some various learning approach. One of the ways is using genre-based approach.

There were numerous studies and research had been done to explore, describe, and explain that this approach has succeeded in improving writing skills and ability to significantly improve their vocabulary mastery. As a matter of fact, many experts state that genre as an approach to teaching and learning writing shows its typical process, procedures, and steps. Genre writing as a process of teaching and learning can be developed and conducted through a number of phases to follow in (Martin, 1999). He recommends three main phases of the writing of genres: a) modeling, b) deconstruction, and c) language understanding. These phases are shown in the cyclic flow diagram below (as cited in Dirgeyasa, 2016, p. 49).

Figure 1. The Hyland's model of genre teaching and learning cycle
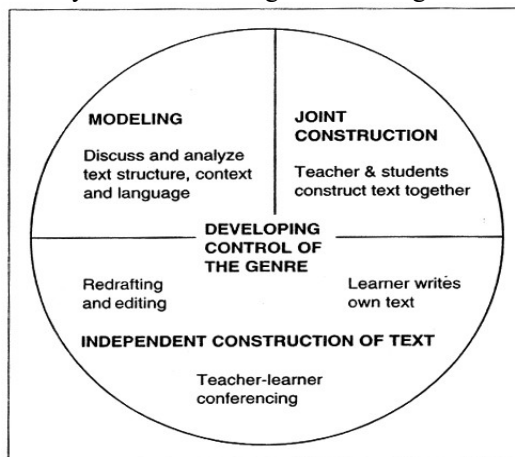
The "genre approaches see ways of writing as purposeful, socially situated responses to particular contexts and communities" (Hyland, 2003). Despite of the interesting approach to writing, many schoolteachers and university lecturers do not seem to be good at understanding and are not well educated about the genre itself. The word' genre' could still be said to be a kind of mystery to be revealed (Dirgeyasa, 2016). Other survey study conducted in 2014 in the middle schools of the United States found that many educators felt that their training for conservation and in-service are insufficient to teach writing. Students from middle school spend little time writing or teaching how to write. While most teachers used a range of evidence-based writing techniques and adapted to combat authors, these approaches were rarely applied (Graham, Capizzi, Harris, Hebert, & Morphy, 2014). In Indonesian context, the use of GBA has been established within a decade. The studies and reports have shown that this approach is plausible, helpful, and involve uncomplicated process as well as applicable for many different layers of education (Lulis, 2006), ranging from elementary schools to university levels. Teachers can benefit from the approach (Mahfud, 2011); it is applicable for other course (Ong, 2016); students will benefit from the approach to help them write reports, application letter, and other essays (Myskow & Gordon, 2010; Pujianto, Emilia, & Ihrom, 2014; Rusmawan, 2017); students are able to develop their awareness (Yasuda, 2011).

In this research, the writer is interested in teaching using (GBA) to improve the students' writing recount text skill inspired by a study conducted in Thailand. Remembering the nature and position of English is still an FL to the students in both countries – Indonesia and Thailand, the previous research (Chaisiri, 2010) reveals that implementing a genre-based approach in the writing classroom yielded encouraging results in terms of student writing progress, demonstrating both the benefits of classroom teaching and learning practices and the positive attitudes of teachers and students towards the teaching approach. In addition, feedback and observations were given by both teachers and students which contributed to the approach's effectiveness. Many teachers believe that they can teach writing skills by instructing students to write a text and then showing them how to apply a variety of skills to the text for better comprehension. In fact, students are required to be able to comprehend an English text. So that, to prove whether they can understand or not, it will be proven by their ability on writing recount text. It is more effective for students, however, to focus on one writing skill at a time and talk about their application of that skill in a number of the text samples. Eventually, students will be able to apply the skill unconsciously so that they can call it up to consciousness and apply it strategically whenever they face a challenging text.

Method

The sample of the study is the participants at the school. The sampling is the process whereby a researcher chooses their sample. The sample technique in this research used a combination proportional technique, cluster technique, and random technique (Creswell, 2012, 2014). Proportional techniques are used to determine the number of sample members of each cluster/school in the affordable population. The cluster technique is used for grouping students according to the school of the study. While random technique is used to select the sample members of each defined cluster.

Determination of this sample refers to the opinion of (Suharsimi, 2013, p. 107) that if the object of research is greater than 100 respondents taken 10% to 15%, or 20% to 30%, but if less than 100 respondents, the respondents or sample taken entirely. Based on the theory, then the sample is obtained by taking 10% of the population. Thus, the sample size is 55 students from two schools. From the determining population, the writer had chosen two classes, there are 28 and 27 students from each school.

To collect the data, the research finds out on the field research. The data are namely: GBA and vocabulary mastery on students' recount text writing. The data are collected by giving an objective test to do in 20 number of questioners of GBA and 30 numbers of vocabulary mastery questions in multiple choices form. And the last, the students are asked to make their own recount text writing at least 180 words. All tests are given to 55 students from 2 schools, which are set samples. In this study, the writer used a closed questionnaire, raised directly, and had a multilevel questionnaire. Alternative answers to each item there are 5. Procedures for giving scores based on

indicators of learning interest and understanding of students about the method of GBA in the form of positive and negative statements.

This research investigated the impact of GBA and vocabulary mastery on students' recount text writing. Genre based approach (X_1) and vocabulary mastery (X_2) are both independent variables, while students' recount text writing is dependent variable (Y). The instrument used to measure each of the three variables are all written tests. The operational of GBA questionnaire is the total score of the students' answers on questionnaire which is constructed based on the following indicators; learning interest, modelling, joint of negotiation text, and independent construction text. Achievement of the questionnaire is absorption especially better understanding, comprehension, and learning interest using the method.

The operational of vocabulary questions is the total score of the students' answers on vocabulary test which is constructed based on the following indicators; prefixes, suffixes, phrasal verbs, idiom, synonyms and antonyms, meaning of words, lexical and content words. Achievement of vocabulary mastery is absorption especially better understanding, comprehension, and vocabularies. The writer presents score of vocabulary test by using multiple-choice test.The operational of writing recount text is the total score of the students' answers on the writing skill test which is constructed based on the indicators; orientation, experience, and the students' writing skills with good grammar. The scoring rubrics and scoring standards for writing and composition is based on *ESL Composition Profile* created by Jacobs, Zinkgraf, Warmouth, Harfiel, & Hughey (1981)

Validity and reliability

To calculate the validity of a measuring instrument the author uses the SPSS version 20 program, by finding the coefficient r based on the Cronbach Alpha formula. While to find out the correlation coefficient is significant or not used distribution (table r) with alpha = 0.05 and degrees of freedom (dk = n - 2). Then a decision is made by comparing the r count to the r table. The decision rules are 1) If r count> r table means valid, 2) If r count <r table means invalid.

Reliability testing is done to get the level of accuracy. The method of looking for reliability is analyzing the reliability of measuring instruments from one measurement using the SPSS version 20. To find out the correlation coefficient is significant or not used distribution (table r) with alpha = 0.05 and degrees of freedom (dk = n - 2). Then a decision is made by comparing the r observe to r table. The decision rules are:1) If r count> r table means reliable, 2) If r count <r table means unreliable.

Results and Discussion

The data processing copes the score of questionnaires, and question. The scores were made in table of distribution and mean, median, mode description of frequency and histogram. The description of three variable. They are students' recount text writing (Y), Genre based approach (X1), and Vocabulary mastery (X2). The data are described in statistic description that obtain from the result of research and counting that is done by computer with SPSS application and analyses and interpretation. The hypothesis testing is described in the Calculation and test results on Table 2, Table 3, and Table 4 below:

Table 1 Data description for the current study

	GBA	Vocabulary Mastery	Recount Text Writing
Mean	74.09	74.04	80.16
Median	75.00	75.00	80.00
Mode	70[a]	70	85
Std. Deviation	9.934	9.739	5.339
Skewness	-.246	-.062	-.328
Std. Error of Skewness	.322	.322	.322
Kurtosis	-.630	-.016	-.937
Std. Error of Kurtosis	.634	.634	.634
Range	36	44	20
Minimum	54	50	70
Maximum	90	94	90

Table 2 Calculating results testing multiple correlation coefficient Variable X1 and X2 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828[a]	.685	.673	3.053

a. Predictors: (Constant), Vocabulary Mastery, Genre Based Approach

Table 3 Calculation results significance testing regression coefficients Variable X1 and X2 to Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1054.976	2	527.488	56.608	.000[b]
	Residual	484.552	52	9.318		
	Total	1539.527	54			

a. Dependent Variable: Recount Text Writing
b. Predictors: (Constant), Vocabulary Mastery, Genre Based Approach

Table 4 Results of multiple regression equation calculation variables X1 and X2 to Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.813	3.548		12.067	.000
	Genre-Based Approach	.284	.051	.528	5.547	.000
	Vocabulary Mastery	.220	.052	.402	4.224	.000

a. Dependent Variable: Recount Text Writing

From Table 3, it can be stated that there is significant influence between GBA and vocabulary mastery on students' recount text writing. This is evidenced by the acquisition of the Sig $0.000 < 0.05$ and F observed = 56.608. Meanwhile, the multiple regression equation can be expressed by Y = 42.813 + 0.284 + 0.220. It has the sense that the increase in the variable scores

GBA and vocabulary mastery contributed 0.284 X1 and X2 to 0.220 by the variable students' recount text writing. From table 4 also explains that together variable GBA and vocabulary mastery contributed 68,5% of the variable students' recount text writing. From Table 4, it can be stated that there is significant influence between GBA and vocabulary mastery on students' recount text writing. This is evidenced by the acquisition of the Sig 0.000< 0.05 and t observed = 5.547. The variable contribution on GBA on students' recount text writing can be expressed by the formula.

$$\text{KD} = \text{Nilai } \beta_{x1y} x \text{ partial correlation } (r_{x1y}) \text{x100\%}$$
$$\text{KD} = 0.528 \text{ x } 0.610 \text{ x100\%} = 32.20\%$$

From the calculation above can be stated that the contribution of GBA in improving students' recount text writing by 32.20%. Furthermore, From the table 4 also can be stated that there is significant influence between vocabulary mastery on students' recount text writing. This is evidenced by the acquisition of the Sig 0.000< 0.05 and t observed = 4.224. The variable contribution on learning motivation students' recount text writing adding can be expressed by the formula;

$$\text{KD} = \text{Nilai } \beta_{x1y} x \text{ partial correlation } (r_{x1y}) \text{x100\%}$$
$$\text{KD} = 0.402 \text{x } 0.505 \text{ x100\%} = 20.30\%$$

From the calculation above can be stated that the contribution of vocabulary mastery in improving students' recount text writing by 20.30%.

Discussion

The results of the above study conclude that the GBA and vocabulary mastery together have a positive effect on improvement of students' recount text writing in private Islamic Junior High school in Cikarang. This implies that the GBA and vocabulary mastery has a significant influence on the improvement of students' recount text writing at private Islamic junior high in Cikarang.

Writing is one of skills which should be mastered by students of junior high school. Lander and Brown (1995, p. 336) identified writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. In language learning, writing plays an important role in mastering other language skills. writing nowadays is not learnt apart from other skills. It should be integrated and put in whole context (holistic). To achieve this, the support of language elements such as vocabulary and the existence of an appropriate writing strategy or model are required. The successful of writing is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors and non-linguistic factors.

Students with high interest to learn English will better prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observer will be easy to recognize students with high interest to learn and will also be easy differ them with one with low interest. Students with high motivation will prefer to read more books, ask many questions to the teachers, do the exercises, expose themselves to use English, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English. Another factor influences the successful of writing is linguistic factors such as knowledge of vocabulary, grammar, punctuation, and other part of language. To achieve that purpose, the teacher has a very important position to guide students. The teachers should able to organize and plan great activity to help their students producing language themselves (Harmer, 2006, p. 278), besides that, systematically lesson plan also help the teacher to create meaningful learning classroom environment.

1. *The impact of GBA (X1) on students' recount text writing (Y)*

The results of the studies above conclude that GBA has a positive effect on improvement of students' recount text writing skill at private Islamic junior high school in Cikarang. This implies that the approach gives significant influence on the improvement of students' recount text writing skill at private Islamic junior high school in Cikarang. The importance thing in improving students' interest of learning writing is the method and also the good planning of teaching writing. Genre based approach required English teacher to design a systematic lesson plan. The lesson plan guides to provide the effective teaching process and learning process. It means lesson plan has strong influence in showing teacher performance in the classroom.

The key element in the developmental process of lesson plan is placed in basic competence. If the teachers understand what they should do with basic competence, they can develop well the indicator. After indicator constructed the teacher should formulate the instructional objective as the result the teacher know well what are going to teach because instructional objective encompasses the teaching activities and learning activities. It also can be a direction to select appropriate source, media, material, and learning strategy to teach writing recount text.

2. *The impact of vocabulary mastery (X2) on students' recount text writing (Y)*

From the results of the research and theory that there can be concluded that vocabulary mastery has a positive influence on increase in students' recount text writing at private Islamic junior high school in Cikarang. That is, the mastery of vocabulary has a significant influence on the improvement of students' recount text writing at private Islamic junior high school in Cikarang. Vocabulary mastery can help the student have good writing ability. The student that has enough vocabulary will not understand the meaning of words, so they are easier to know the meaning of the text. To get the meaning a text easily, the student should know the vocabulary. The students are not only memorizing an amount of the words but also their meanings and how they are constructed and use language. Mastery of vocabulary is important and one of the aspects that students should master in learning English. To do this, English teachers should have some teaching techniques to improve English vocabulary. Successful vocabulary activities should guide the learners to pay close attention to language features and assist them in deep and thoughtful processing of language features.

Eventually, the vocabulary training will include all four listening, speaking, reading and writing skills development. The goal of the learners in the last strand is to receive and transmit messages (Nation, 2007). In order to help the students to use words with appropriateness and precision for an effective communication include writing, the teachers need to evaluate the learning technique, characteristics of the course, and the learner's level of subject matter knowledge. More importantly, they need to be aware of the specialized usage of words related to a specific discipline before they decide what words to be dealt with during the class time.

Conclusions

In this section of the conclusion, the writer briefly describes the conclusions from the results of the research in the field as follows:

1. There is a significant influence on genre-based approach and vocabulary mastery on students' recount text writing. This is evidenced by the acquisition of the value Fo = 56.608 and Sig. 0,000 <0,05. Together the genre-based approach and vocabulary mastery contributed 68.5% to the students' recount text writing variable.
2. There is a significant influence on genre-based approach on students' recount text writing. This is evidenced by the acquisition of the value t observe = 5,547 and Sig. 0,000 <0,05. The genre-based approach variable contributed 32.2% to the students' recount text writing variable.
3. There is a significant influence on vocabulary mastery on students' recount text writing. This is evidenced by the acquisition of the value t observe = 4,224 and Sig. 0,000 <0,05. Vocabulary mastery variable contributed 20.3% to the students' recount text writing variable.

Finally, after finding, discussing, and taking conclusion of this research, the writer would like to give some suggestions as the final notes. The writer hopes that the result of the research will be useful for schools, teachers, students, and upcoming researchers. The school must introduce the genre-based approach (GBA) to the teachers, especially English teachers and give them training, so they can teach by using appropriate method and strategy in writing teaching and learning process. The principal asks to the teacher to use this strategy more often in teaching writing. Then, the school must provide better learning media and more interesting book for students to encourage their writing interest.

In teaching and learning process, especially in teaching writing, the teacher should take the appropriate strategy to improve the students' ability in writing the text. The usage of the genre-based approach (GBA) is highly recommended in teaching and learning activity, especially in teaching writing. The writer suggests to the teacher to use this strategy more often and gives more vocabulary and writing exercises. Ask them to read book and dictionary more. Give them much

more test and ask them to write some sentences or a text. Besides that, the teacher should be creative in teaching using this strategy and give them motivation to learn English diligently. Based on the explanation before, we know that teaching using the genre-based approach (GBA) can improve the students' writing skill. The writer would like to suggest upcoming research. To make another research by this approach better and more variative to introduce and practice this approach to the students. The result of this research can be used as additional reference for further research with the different sample and level and also use this teaching strategy in teaching writing. The last, the upcoming researcher should minimize the mistake of writing, structure, and grammar. In conducting research more careful in determining the sample and processing data. Incorrect data will result in errors in conclusion.

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