

The Effectiveness of Genre Based Approach To Enhance The Speaking Performance of Junior High School Students At Sekolah Alam CEFA Kabupaten Kampar Riau Registered 2022/2023 Academic Years

Hendra Putra*,Januarius Mujiyanto, Puji Astuti, Frimadhona Syafri

Universitas Negeri Semarang, Jl. Kelud Utara III, Petompon, Kec. Gajahmungkur, Kota Semarang, Jawa Tengah 50237, Indonesia

*Corresponding Author: yanmujiyanto@mail.unnes.ac.id

Abstract. English subject must be taught at Junior high school level. One of English teaching material is procedure text. On Kurikulum Merdeka, an English teacher must master approach to teach English. One of approach to teach English subject on Kurikulum Merdeka is Genre Based Approach. The purpose of this study is to know the effectiveness of using Genre Based Approach for enhancing students speaking performance. This study uses quantitative approach with quasi experimental design . The total population is 22 students that consists of 12 students seventh grade as control group and 10 eighth grade students as experimnt group. so the total sample is all of the students. This research has been conducted at Sekolah Alam CEFA Pekanbaru. To collect the data is used the test as an intrument. In analyzing data uses SPSS version 2.3 The result of this study found that genre based approach has significance effect toward students' speaking performance. To mean score pre-test in treatment group is 36 and for control group is 74. It can be said that the average for pre-test is 55. Then it is included poor category. Meanwhile for post-test in control group is 74 and treatment group is 81. It can be summerized that after giving the treatment the individu score and mean score of the students in the beginning is low become higher that started from fail level into good level. This study is expected to utilize for the students, teacher and other researchers.

Keywords: Genre Based Approach; English subject; Speaking Performance

INTRODUCTION

English is one of subject that must be studied by Indonesian students. Because English is one of tool to communicate with other country in this world. It is supported that the purpose teaching English at junior high school level in Indonesia that is students are able to communicate spoken and written form with other people. It means that students must be introduced and taught English subject started from low level until high level education.

In junior high school level, teaching English is taught once in a week. At Sekolah Alam teaching English has 80 minutes. When it is seen from merdeka kurikulum, teaching English is taught by approaching genre based approach. It means that students must know types of text. When students study writing skill and speaking skill they can not be separated with the text. It is supported by Halliday dan Mathiesen (2014: 3) say that "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret."

Related to this opinion, it can be said that an English teacher must know about the approach, strategy, method and technique in teaching

English. Now on Kurikulum Merdeka one of approach that used is genre based approach. Genre based approach means approaches in teaching English though genre to improve students ability whether it is for written form moreover spoken form.

When it is seen from the teaching and learning process in the class. English teacher when teaching one topic she or he uses some methods include English teacher at Sekolah Alam CEFA kampar. English teacher uses approaches depends on the topic at that time. For example when the topic about introduction, English teacher tries to focus on practicing students speaking ability. Then, when English teacher teaches about types of text of course she or he uses genre based approach. Approach that use to master the text then to teach the students through the text. Based on Kurikulum Merdeka, there are five types of text that must be understood by the students. They are descriptive, recount, narrative, report and procedure text. It means that teachers must know and more understandable than student about types of text.

When it is observed from the characteristics of students when study English in the class, most of them like studying English because it is the

first time for seventh and eighth grade to study English because when they were at primary school they did not study English. Beside they like studying English they also motivated to study English. But, when it is looked from the achievement or mark, they have low ability in English. It is assumed causes some factors. They are: they did not pay attention fully to the teacher, did not lack of facilities at the school. Because they study English in the nature environment without media. they do not have guide book and they do not have additional time to study English after going home.

One of text that must be understood by students is procedure because it is the basic text before getting the other text. It means that junior students must master five texts before graduating from the school. many experts explain about procedure text. One of the opinion is derived from Syafi'i, et.al in Zukhrufy (2019) states a very common kind of process or procedure of explanation is when one describes how to do something or how something works. It can refer, procedure text begins with the goal of the task. Procedural text such as instructions like recipes and directions to telling someone how to do something. In other words, "procedure" guides the readers to do something, to operate something, to make something, or to reach certain objectives. Moreover, Derewianka, B., & Jones, P. (2016) explain that a genre-based approach supports and shows that this approach can help students develop language comprehension and improve their language skills. This study suggests that a genre-based approach facilitates understanding of the purpose and structure of texts, and helps students apply language in real communication situations. It means that genre based approach help students to communicate whether it is spoken form and written form.

Then when it is seen who have conducted the research in this field can be stated that why students have low ability in English can be seen from two sides. The first is from the students. They did not serious in studying English. For example when the teacher pronounce the words and sentences in English most of them laugh because it is strength for them. Because they did not serious in studying it gives impact toward their ability in pronouncing or speaking in English.

It can be identified some problems when students speaking in front of the classroom. Most of students are not ready to speak up or perform. After performing in front of the class. The problem can found like mispronunciation. And

even what are in the text or in the concept they pronounce based on their own pronunciation. When it is looked from fluency most of them are slowly when delivering the topic given. Then about their grammar and comprehension are also somewhat difficult to be understood because their grammar still getting mistakes. Regarding these identifies problem, the researchers try to give solution at least to minimize the problem faced by the students. Here, the researchers try to offer the genre based approach to give path to decrease the problem.

In teaching and learning process in the classroom, English teacher also faces the problems, the problems are the appropriate approach, strategy, method and technique used in the classroom. To avoid confusion, the researcher focuses on the approach. Approach means the point of view generally toward teaching and learning process. In this case the researcher focuses on genre based approach. Genre based approach is an approach to teach English through types of texts. Whether it is short text and certain texts.

The difference between this study with the others is this study focus on students' ability in speaking through genre based approach. One of types genre based approach is procedure text. When it is compared with the other study, it can be seen from the skills used by the researchers. In this case, the researchers use procedure text to know students' speaking performance. But in other study they used procedure text to know students' writing ability. It can be taken from example as follow, Haryanti, et.al (2019), they found that interpreted that all aspects of writing are increased after taught by using GBA Approach. The best-achieved writing aspect was style and quality expression. It assumed the use of words: phrases, sentences, and paragraphs in expressing the ideas were clear and effective in writing style. Further, the study provided evidence for the effectiveness of using the genre-based approach in improving the students' writing skill in narrative text.

METHODS

In this research, the researcher uses quantitative approach. Creswell (2002) in William (2007) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. In this research,

the researcher tries to describe detail all of what goes on in the process of teaching and learning activity using genre based approach (GBA). This test is conducted at Sekolah Alam CEFA Kampar-Riau. The population of the

After giving the material about procedure text. Because procedure text is one of text that must be mastered by Junior students. The students are tested by oral test. Test is an instrument to get the data. There are some steps in conducting the oral test or speaking test. They are:

After instrument ready to be tested. The instrument is given to the students. The instrument here is script of how to make warm tea. This test is given to all participants. The total participant is 22 students. The students consist of seventh and eighth grade of junior high school level.

In the class students class seven and eight are joining into one class. The English teacher invite the students to perform in front of the class one by one. After understanding the text given, the students perform it in front of the class

While students perform in front of the class, English teacher is ready with his rubric scoring. They are four items in scoring the test based on the expert opinion. They are fluency, pronunciation, grammar and comprehension. There are 5 score for each item. Started from 1 until 5. For example when student performs in front of the class, she said (haw tu make wom ti/ it means that hers pronunciation is unclear and affect meaning (3). From the grammar using in appropriate grammar and affecting meaning (3). Then when it is seen from comprehension it is easy to be understood (3). Fluency she speaks slowly (3).

For pre-test time, after giving the mark for all students or participants, the researcher wants to analyze them. After getting the result of pre-test, the researcher classify the students based on their mark. Which is belong group pre test and which is into control group. Students are getting low mark can be grouped into treatment then for high mark grouped into control group.

Students belong control group is given material in reading approach. English teacher teaches control group as long three meeting. And for treatment group english teacher also teach the

students by using genre based approach. Kinds of genre based approach refers to procedure text. For treatment group, they are given some English materials. They are how to make fried noodle, how to make coffee and how to make tea through procedure text (genre based approach). Meanwhile, control group they are give the materials about, how to make warm tea, how to make coffee and how to make fried noodle through reading approach.

After giving the material each of groups, the researcher takes the final test or post again about the materials given. for treatment group, there are ten (10) participants and there are seven (7) participants for control group. it can be said that there 17 participants as a sample in this study. In this section, the researcher invites the participants to perform in front of the class. Then let participants perform based on the text provided.

Beside speaking test used, the researcher also uses the second instrument that is interview. The researcher interview the participants. The purpose of this interview is to know English teacher opinion and students opinion about the genre based approach. Whether their opinion positive or negative. If their respond negative of course it influences to the result of the speaking test. In contrast, if their comment positive also influence their ability in speaking performance.

In Analyzing the Students' Speaking Tests , First of all, the data of students' speaking ability were collected by conducting the oral pretest and posttest for each student. Then the tests are scored following the criteria adapted from Brown (2001: 406-407). Then scored by considering several aspects such as; fluency, pronunciation, grammar and comprehension as what has been categorized by Brown (2001: 406-407). Since the scoring criteria can be modified depending on the expected performance criteria (Brown, 2004: 157), hence the tests were scored by considering fluency; how the spoken language flows, pronunciation; whether any errors or not in pronunciation, grammar; how the control of grammar is, and comprehension; accomplishing objective of elicited task. To make easier the mark, the researcher uses this guidance to score students speaking test like stated in table 1.

Table 1. Aspect of speaking

Score	Fluency	Pronunciation	Grammar	Comprehension
1	speech is not able to express meaning	• Speech is very clear approaching native speakers	speaking does not develop	Very difficult to be understood
2	Speech is very slowly	• Speech is clear even if there is a first language accent.	Difficult/unintelligible grammar	Difficult to be understood
3	Speech is slowly	• Speech is unclear and affect meaning.	Using inappropriate grammar and affecting meaning	Easy to be understood
4	Speech is fluent	• Speech is not clear and lose some meaning.	Using grammar that is sometimes inaccurate, but do not affect the meaning	Easier to be understood
5	Speech is very fluent approaching native speakers	• Speech is not able to express meaning.	Using correct grammar	Equivalent approaching native speaker

The total score of speaking for each student is counted by summing up the four aspects of speaking (fluency, pronunciation, grammar & comprehension). After summing each of the items or aspect speaking, it is continued to multiple by 5. Hence if a student has a total score 20 (5 for each aspect), then the students' score for speaking aspect is (for 20 is multiplied by 5). After getting the score, it can be interpreted as stated in table 2.

Table 2. Interpreted the score

The Range of Score	Qualitative Score
85-100	A = Excellent
70-84	B = Very Good
55-74	C = Fair
<54	D = Poor

For Example, Satria gets 10. So the real score is: $10 \times 5 = 50$. It can be categorized poor level.

In analyzing the data, After getting the score, the English teacher measures genre based approach whether it is effective for increasing students speaking ability or not. The tool is used is by using SPSS. English teacher measure the effectiveness of genre based approach there are five steps must be done. They are

Scoring every student or participant. The researcher scores the students based on the aspect speaking given. For instance, student A get score 15 totally multiple 5 ($15 \times 5 = 60$). It means that the score of student A is 60. Then it is categorized into fair level.

After scoring each of student or participant, the researcher looks for the average of the score for two groups. For example, in treatment group after calculating all of the scores, it is divided by all the participants. It can be shortened here, in treatment group the total score 6500 so the average is 65.

Finding the percentage and standard deviation, it is generally known by the researcher that to find the percentage it must be multiple by 100. Such as, student A get score 65 then multiple with 100 percent

Looking for t-test, to know whether the genre based approach effective or to enhance students ability in speaking or not. This way use the SPSS 2.3 version.

Then, to know English teacher and students opinion about types of genre based approach or procedure text, the researcher interviews them as their instrument. It can be shortened that interview is used a second instrument to know English teacher and students thinking about procedure text. Of course it is separated which is from students' opinion and which is from English teacher opinion. Their opinion is displayed in this paper after that it is known what their comment about this approach. At the end, the researcher makes the conclusion related to their opinion about this approach.

RESULTS AND DISCUSSION

Results and discussion are combined in one part. It contains: The results of the findings to answer the research objectives, Figure and table

should be clear and the description must be concise and clear, Discussion must reveal the in depth analysis of the obtained results it is critically and in-depth synthesis accompanied by proof of evidence related latest references, Explain the novelty of your research, The benefits and contribution of research for the science/ society.

In this section, there are two results are revealed. The first is result from the test and its

aspects. Whether it is individual score, mean of each of group and the significance. The second is from interview with the Englis teacher.

1. Result from th test

1) Individual scoring. From pre-test and post test have been done whether it is for treatment group and control group. The data can be displayed as follow in table 3

Table 3. Individual scoring

No	Participant for treatment group	Pret est	Level	Post-test	Level	Particip ants for control group	Pre\ test	Level	Post-test	Level
1	Riyan	45	Poor	80	Very good	Sunan	60	Fair	75	Very good
2	Syalsabila	45	Poor	50	Poor	Noval	95	Excellent	95	Excel lent
3	Icha	40	Poor	60	Fair	Juan	55	Fair	80	Very good
4	Salwa	20	Poor	25	Poor	Syanas	80	Very good	95	Excel lent
5	Firman	20	Poor	30	Poor	Viola	60	Fair	75	Very good
6	Olivia	50	Poor	80	Very good	Fanny	95	Excellent	95	Excel lent
7	Ramanda	20	Poor	70	Fair	Vania	70	Fair	80	Very good
8	Raihan	20	Poor	75	Fair					
9	Ardi	50	Poor	95	Excell ent					
10	Riko	50	Poor	95	Excell ent					

Regarding the result above, it can be divided into two terms. The first thing is from group treatment. there are 10 participants in this group. Allof them in poor category. The lowest score is 20 then the hisghest score is only 50. But when it is seen from post test. All of them get more than before. In post test their score is various. There are 2 students get very good level, 3 students get poor 3 students get fair and two students get excellent. It can be summerized that all of students get more when it is compared with pre test. The second thing is from control group. There are seven student in this group. in this case, there are two various level that is very good and excellent. There are four students get very good category then there are three students get very good category. It can be summarized that the stdents ability in speaking for control group is excellent.

2). Second result is about the average of student. For treatment group in pre test. The average is 36. It can be said that it is very poor category. All of them are fair. But when the got the second chance or given post test and treatment they get more than pre test. The average them increase into 66. It means that almost double score with the pre test. After they get treatment they get increasing. Similar with group control. They also get increasing. But they are not given treatment or the researcher gives the different approach to them. So the average for control group can be seen from pre test in thebeginning very good increase into excellent. All of participants get increase.

3). Third result is about the significance. To analyze the significance is done hypothesis test. The purpose of hypothesis is to know whether different significance for genre based approach and the other approach used, so that why is done

t test. The t-test decision is taken at the indicated significance level of 5% or 0.05. If the significance value (2-tailed) > 0.05, it can be said that H₀ is accepted meaning that there is no difference, whereas if the significance value (2-

tailed) < 0.05, then H₀ can be said to be rejected, meaning there is a difference. Because the author has used the application, he immediately mentions the results of the t-test using SPSS version 2.3.

Table 4. Aspect of Significance

Treatment group	Pre-Test	Post-test	Control group	Pre-Test	Post-test
Total	360	660	Total	515	570
Score max	50	95	Score max	95	95
Score min	20	25	Score min	55	70
Mean	36	66	Mean	74	81
Standard Deviation	14.10	24.59	Standard Deviation	16.76	11.44

t table 2.26

t test 4.86

t test > t table so hypothesis accepted

In the regression analysis is if T test > T table then the hypothesis is accepted, otherwise if T test < T table then the hypothesis is rejected.

Table 5. Paired Sample Test

		Paired Differences				95% Confidence Interval of the Difference		t	df	Sig. (2 tailed)
		Mean	Std. Deviation	Std. Error	Mean difference	Lower	Upper			
Pair 1	Pretest-Posttest	51,00	24,847	5,556	-27	14,103	24,585	-4,860	19	0,0001

The Paired Samples Test table is the main table of the output which shows the results of the tests performed. This can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) of this case is 0.001 (p < 0.05). So that the results of the initial test and the final test experienced significant (meaningful) changes. Based on the descriptive statistics of the pre-test and post-test, it is proven that the final test is higher. It can be concluded that genre based approach can increase students speaking ability.

2. Result from interview.

Beside result from the test, the researcher also gets the result from interview from English teacher. Here is the interview between researcher and English teacher.

Interviewer (I) : what is your opinion about this approach?

English Teacher (ET) : it is good approach, i think

(I): what do you mean by genre based approach?

(ET): genre based approach is one of approach that focus on understanding and using various genre or types of text in the real communication context.

(I): Do you know the principles of genre based approach?

(ET): hmhm if i am not wrong there are some principle of genre based approach. They are understanding the genre, communication context, producing and modelling, critic analys. Undersrtading genre emphasizes on understanding and using types of text whether it is for short text and types of text. Communication context refers to students must understand communication context in using types of texts in daily life. producing and modelling are students learn through example of types of texts how the genre use effectively. Then the students are motivated to produce the types of text. Critics analys motivates students to develop critic analys toward types of text.

(I): In your opinion, what is the main advantage of learning genre based approach

(ET): There are many advantages of learning genre based approach. They are the real communication context, deep understanding about genre, improve language skill, awareness of culture and social. The real communication refers to help students to involve in real communication. Deep understanding means students get understanding more deeply about structure, purpose and language feature type of text. Improve language skill here by learning types of text, student can improve language skills (listening, speaking, reading, and writing). Awareness of social and culture is used to help students to understand social and culture aspect related to use English language in different context. Solve problem and analysis ability. Students are persuaded to analyze and solve the problem in using English language.

(I): What is your reason why genre based approach effective in developing students language skills?

(ET): By learning genre based approach relates to daily life can develop language so that can be applied in real life out of the classroom. Focus on understanding and producing the text. In teaching genre based approach, students are not only understanding types of the text but also producing the types of the texts. In teaching GBA students are introduced the example of types of text then students are asked to produce the new text based on topic given. Analysis ability developing and solving problem refers to support students to analyze the types of the text taught then to help students in developing analysis ability and solving problem in using language in communication context. Active motivate and involve means in learning English can improve students motivation because students involve and can be implied in real situation.

(I): Tell me about your experience in using and applying this approach

(ET): Telling about my experiences in applying this approach is an outstanding because since I studied in university I never get this materials but when I teach school I get this approach. And now our government uses and ask the English teacher to apply this approach. It is good approach I think because types of text is closer with our daily life. For example in short text like announcement and advertisement are really closer with us. We can get it and know it everyday moreover if we watch TV and Radio. It can be said that teaching and learning type of text or genre based approach is

based on the situation and need of the students in using and understanding the types of the texts.

(I): How to know the effectiveness of genre based approach?

(ET): many ways to know and measure the effectiveness of GBA. They are by using interviewing the English teacher and students, questions and answer, observation, worksheet and evaluation about the approach. In measuring genre based approach must be considered context and the purpose of studying.

(I): How to know the effectiveness of genre based approach?

(ET): many ways to know and measure the effectiveness of GBA. They are by using interviewing the English teacher and students, questions and answer

(I): any challenging in applying genre based approach in the classroom?

(ET): sure, so many constraints and challenging in applying the GBA. Firstly from the teacher or English teacher. Because this approach is new for us of course we need the time to understand and apply this approach. It can be said that this material is needed understanding before applying to the students in the classroom. Then teaching style of course influences in applying this approach. Before teaching this approach of course English teacher must learn and understand what method, strategy to be use in teaching types of the text.

(I): Any different when you teach by applying genre based approach with previous approach used?

(ET): Of course, I find the different in teaching genre based approach. Previous approach for example I apply grammar translation method. In teaching text I use translation to teach the student. It means that I focus on the mastery vocabulary the students.

(I): How do you integrate genre based approach with the others aspects of language (grammar and vocabulary)

(ET): in applying genre based approach and after knowing this approach, English teacher must mix all of the aspect of language like grammar and vocabulary. In applying genre based approach not only grammar can be got but also vocabulary can be got by the students. It means that approach genre based approach many beneficial got by the students. An English teacher must know and understand how to integrate between GBA and grammar and vocabulary. For instance, in teaching procedure text, English teacher is not only teaches about the purpose of the text,

material ingredients or structure and the steps but also language feature in learning procedure the text.

(I): Do you know how to prepare the students to apply this approach after studying in the class room? (ET): by teaching them the genre based approach, they know some text whether it is short text and types of text. They know the text of course they prepare themselves properly to communicate in certain situation whether it is in academic situation and even profesional situation. Related to the interview above, it can be summerized that teachers' perspective about genre based approach is good. Because by having knowlege and experience about genre based approach make him easierto understand and apply this approach in the teaching and learning process. By having this approach English teach get many advantages in teaching and learning process. Because types of the texts taught to the students are closer with the daily life. So that why genre based approach can be accepted by the acdemic person and also community in the real life.

CONCLUSION

Based on the result and explanation above it can be concluded that genre based approach is effective to be applied for junior high school level. Because this approach is suitable with them and then can be minimaluzed their problem when they speak in front of the class room. This research is only limited to knowing the whether genre based approach effective to enhance students speaking for the junior high school students or not. For the next researchers, they can continue the research in a higher direction. It is not only focus on speaking skill but also all of skills. As well as result why some problems stiiil happen in speaking English more over in front of the class room. This researchis expected to give contribution if can not solve the problem faced at least can minimize the problem.

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