CHAPTER IV

FINDINGS AND DISCUSSION

This part discussed the finding and discussion of the use of Genre Based Approach in learning essay writing at English Education Study Programs. The first, describing finding about the students' abilities towards Genre Based Approach in learning essay writing at English education study programs. The second, describing finding about the students' attitudes towards Genre Based Approach in learning essay writing at English education study programs.

4.1 Findings

The findings of the describing finding about the students' abilities towards Genre Based Approach in learning essay writing at English education study programs and the students' attitudes towards Genre Based Approach in learning essay writing at English education study programs. The researcher observed process of teaching in English Education Study Programs 2020A at STKIP PGRI which was held in 4 meetings. The first meeting on 18th February 2021, second meeting on 25th February 2021, third meeting on 4th March 2021 and the last meeting on 18th March 2021.

4.1.1 Findings of The Students' Abilities Towards Genre Based Approach in Learning Essay Writing at English Education Study Programs

In this part, the researcher would like to discuss the finding of the students' abilities toward Genre Based Approach in learning essay writing as the first problem of this research. The result of the students' abilities was used student's task. The total of the students was 25. The scoring rubric consist five aspects of

writing which are content, organization, grammar, vocabulary, mechanics. The researcher got the students' task from observed the learning process carried out by lecturer and students as follows:

Pre-Teaching

The lecturer asked about the kinds of texts that have been studied in the Literal Reading course in the first semester. Then the lecturer showed a text, namely Essay Text. The students respond to the lecturer questions and observed examples of Essay Text given by the lecturer.

Whilst-Teaching

The lecturer invited the students to discuss experiences of vocabulary, grammar, used in text (Building Knowledge of Field). Then the lecturer provided a text in the form of an essay, discussed the text and deconstructs the text, invited students to understand the purpose of the text and learned the use of vocabulary and grammar patterns (Modeling a Text). The lecturer invited the students to jointly reconstruct the essay that has been given previously (Joint Contruction Stages). Next, the lecturer invited students to independently construct an essay as previously studied (Independent Contruction of Text). The students discussed the essay that was present and listen to the lecturers' explanation of the purpose of the text, grammar and vocabulary use. Then students reconstructed the text that has been provided together. Furthermore, the students wrote and constructed an essay independently.

Post-Teaching

The lecture provided feedback, summary and evaluation then the students are given the opportunity to ask questions, answer and review the material.

After the researcher observed learning process, the lecturer gave the scores of student's tasks. And the researcher described the scores on scoring rubric. The student's scores as follows:

Table no. 4.1 The Scoring Rubric of Student's Task

No.	Content 4x6=24	Organization 4x5=20	Grammar 4x5=20	Vocabulary 4x4,5=18	Mechanics 4x4,5=18	Total Score 100
1	18	20	15	18	13,5	84,5
2	18	20	10	18	13,5	79,5
3	24	20	10	13,5	9	76,5
4	18	20	20	13,5	18	89,5
5	18	15	10	13,5	13,5	70
6	18	20	15	18	13,5	84,5
7	24	20	10	13,5	9	76,5
8	18	15	10	13,5	13,5	70
9	18	20	10	18	13,5	79,5
10	18	15	10	13,5	13,5	70
11	18	20	10	18	13,5	79,5
12	24	20	10	13,5	9	76,5
13	18	20	20	13,5	18	89,5
14	24	20	10	13,5	9	76,5

|						
15	18	20	10	18	13,5	79,5
16	18	20	15	18	13,5	84,5
17	18	15	10	13,5	13,5	70
18	24	20	10	13,5	9	76,5
19	24	15	15	13,5	9	76,5
20	18	20	20	13,5	18	89,5
21	18	15	10	13,5	13,5	70
22	18	20	10	18	13,5	79,5
23	24	20	10	13,5	9	76,5
24	18	15	10	13,5	13,5	70
25	18	20	15	18	13,5	84,5
Average Value						78,38

Based on the table above, it can be seen that the result of 25 students' essay writing 2020A which were assessed by the lecturer using scoring rubric consisted 5 aspects, namely content, organization, grammar, vocabulary, and mechanic.

Table 4.2 Content

No.1	The ability to develop the content consist topic and details	*Teaching English*

		F	%
1	Score 24	7	28%
2	Score <24	18	72%

Table 4.2 Shows that only seven students who are able to develop the content appropriately, while 72% of them develop the content which the topic is complete and clear but the details are almost relating to the topic. One of the student's tasks with relevant examples is shown below:
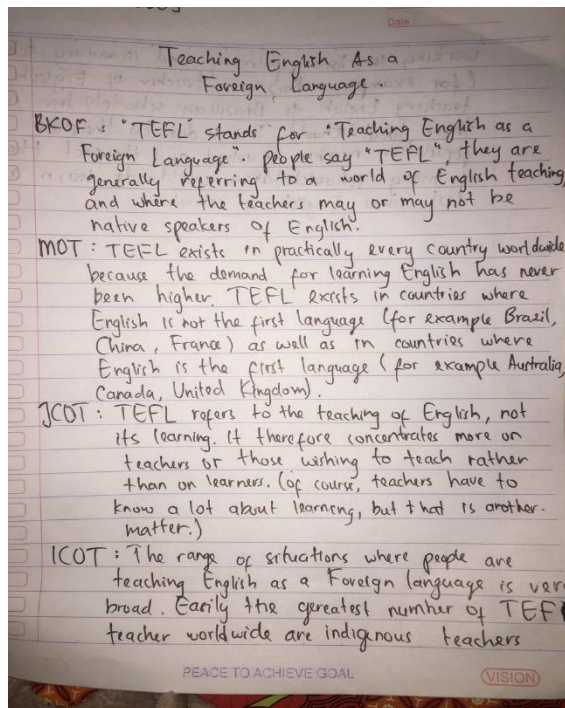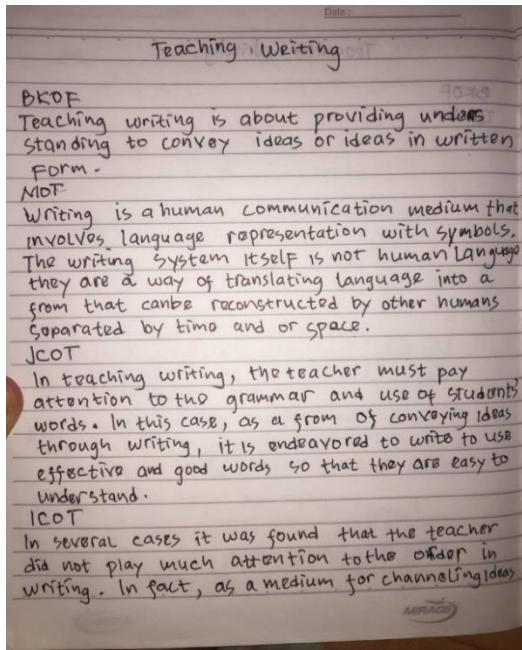

Figure 4.2 The student's worksheet of content

Based on the data, the first paragraph the student wrote clear the topic which was one of the parts of teaching English. On the next paragraph, the student wrote the details which were relating to the topic. The topic was TEFL and the details discussed about TEFL, so the details were relating to the topic.

Table 4.3 Organization

No.1	The ability to organize the text consist general classification and description	Teaching English	
		F	%
1	Score 20	18	72%
2	Score <20	7	28%

Table 4.3 Shows that almost the students were able to organize the text which were general classification was complete and description were arranged with proper connection. One of the student's tasks with relevant examples is shown below:
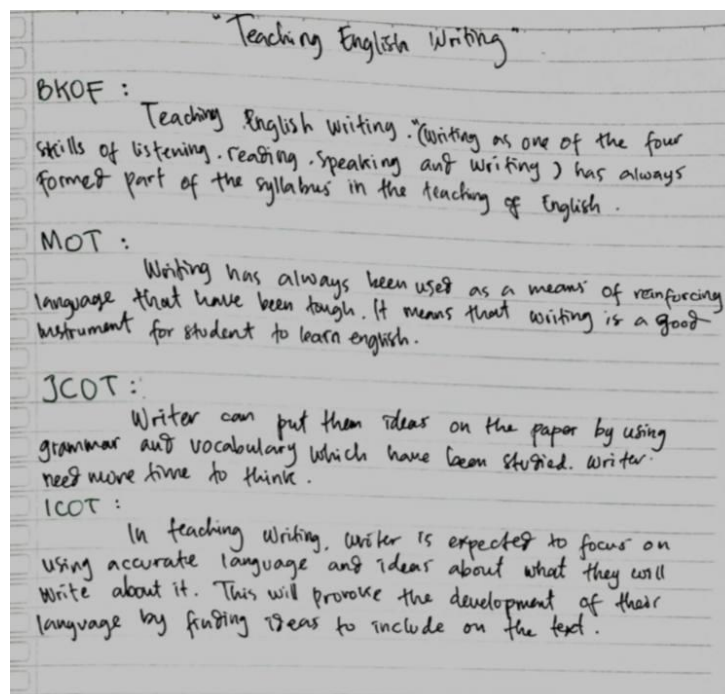

Figure 4.3 The student's worksheet of organization

From the data above, most of the organization made by the students have general classification was complete and description were arranged with proper connection. Referring to the student's text above, she was able to organize the text with proper connection.

Table 4.4 Grammar

No.1	The ability to write with appropriate grammar consist present tense, general nouns, and relating verbs.	Teaching English	
		F	%
1	Score 20	2	8%
2	Score <20	23	92%

Table 4.4 Shows that only two students who are able to write with appropriate grammar consist present tense, general nouns, and relating verbs, while 92% of them to write with inappropriate grammar. The most inappropriate grammar was found of the tenses, several students didn't use present tense but others. One of the student's relevant tasks examples is shown below:

Figure 4.4 The student's worksheet of grammar

In the text, In the last line and paragraph was the example *"This will provoke the development of ..."* that the students didn't use simple present tense. The students also used relating verb for example *"need"* in the third paragraph. The general noun used by the students for example "ideas, language, vocabulary, and grammar". Based on the data, the students were able to write with appropriate grammar such as general noun and relating verb. Besides, the students were not able in the tenses.

Table 4.5 Vocabulary

No.1	The ability to choose effective words and words form	*Teaching English*	
		F	%
1	Score 18	8	32%
2	Score <18	17	68%

Table 4.5 Shows that eight students who are able to choose effective words and words form, while 68% of them were few misuses of vocabularies, word forms, but not change the meaning. One of the student's tasks with relevant examples is shown below:
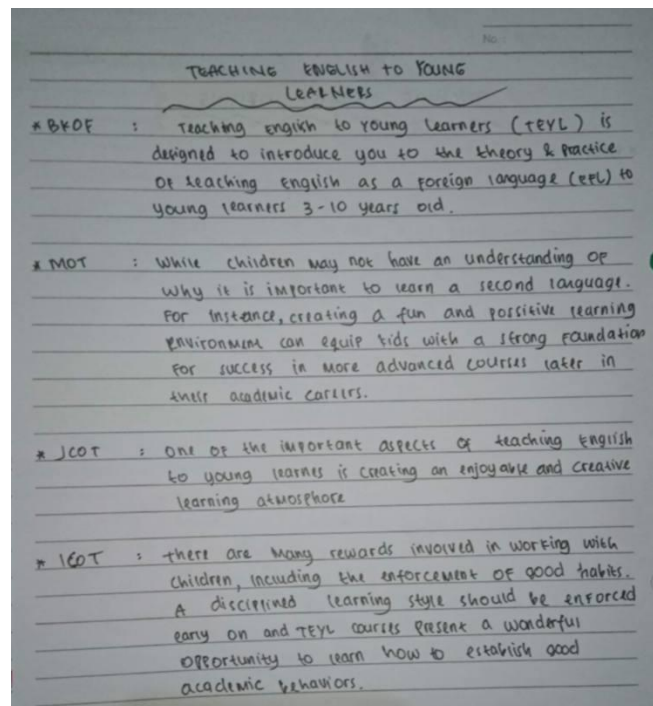

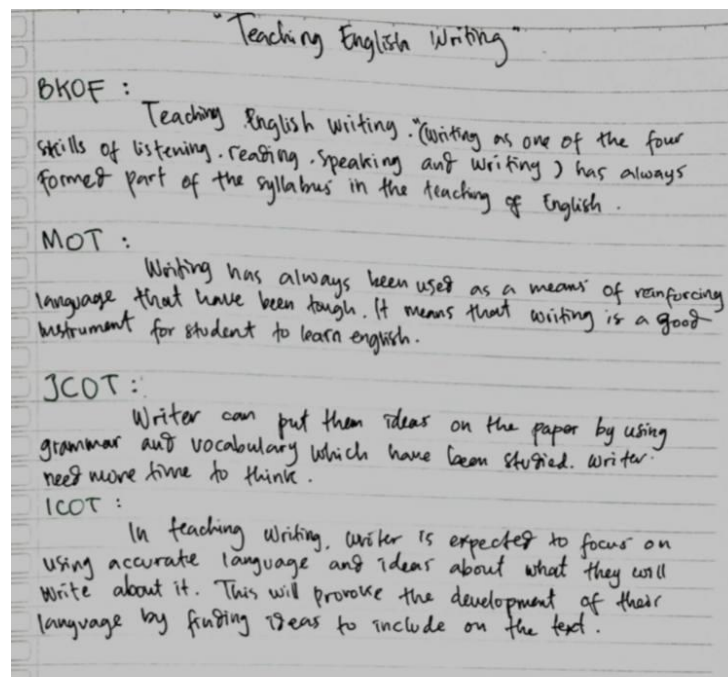**Figure 4.5 The student's worksheet of vocabulary**

Based on the data, the example from the fragment above were the students write the text with the students were able to choose effective words and words form. Even though, in the second paragraph the student used the choice word of "children" but in the next sentence the student chose "kids", it has no effect because it didn't change the meaning. Therefore, it is important for students to enhance their

vocabulary in English in order to develop their ideas to be good writing and make reader comprehend the text.

Table 4.6 Mechanic

No.1	The ability to use correct spelling, punctuation, and capitalization.	*Teaching English*	
		F	%
1	Score 18	3	12%
2	Score <18	22	88%

Table 1. Shows that three students who are able to use correct spelling, punctuation, and capitalization., while 88% have occasional errors of spelling, punctuation, and capitalization. One of the student's tasks with relevant examples is shown below:

Figure 4.6 The student's worksheet of mechanic

Based on the data, the example from the text above the spelling were correct while there was incorrect punctuation in "*Teaching English Writing. "(writing as one of the four skills of listening, reading, speaking, and writing) has always formed…".* In this sentence there were an error, namely uncorrected position period (.) and quotation mark that didn't have a match ("). In the third paragraph, there was an error in capitalization on the sentence *"writer need more time to think".* According to the student's text above, she was able to use correct spelling but incorrect punctuation and capitalization.

Furthermore, the students' writing ability was described as follow:

Table 4.7 The Categorization of Students' Ability in Learning Essay Writing

Interval Scores	Categorization of Students' Ability	Frequency of Students (F)	Percent. (%)
91-100	Excl. to very good	0	0%
81-90	Good to average	7	28%
71-80	Fair to poor	13	52%
60-70	Very poor	5	20%

		∑n: 25	∑: 100%
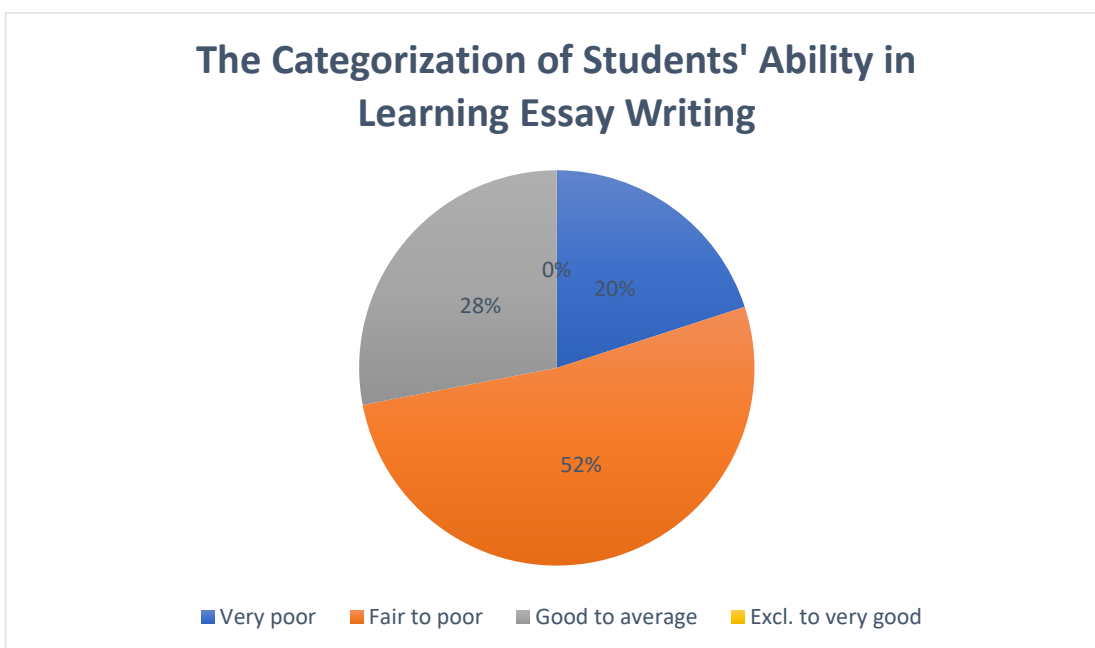
Figure 4.8 The Result of Scoring Rubric

From the figure 4.8 above, it can be seen that the result of 25 students' essay writing 2020A showed that 7 students were good to average, while 13 students were fair to poor and 5 students were very poor. It means that more than half of the students in particular didn't understand the grammar and mechanic aspects while the students were quite capable in understanding the aspects of content, organization and vocabulary. However, some students were able to understand the text and the students were able to write an essay by using genre-based approach. From the data, it can be concluded that almost the student was categorization in learning essay writing in fair to poor.

4.1.2 Finding About the Students' Attitudes Towards Genre Based Approach in Learning Essay Writing at English Education Study Programs.

In this part, the researcher would like to discuss the finding of the students' attitudes toward Genre Based Approach in learning essay writing as the second problem of this research. The researcher gave a questionnaire in the last observation that the questionnaire consists of fifteen question. The questionnaire uses in order to know the result of the students' attitudes toward Genre Based Approach in learning essay writing. This instrument was distributed to 25 students. The questionnaire was in the Likert scale which are consist strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SA)

After giving the questionnaire the researcher analyzed all of the questions on by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is:

$$\underline{\text{Number of students answer}} \quad x \quad 100\%$$
$$\text{Number of students}$$

The questions were about 15 point. There were: question number 1 "I can understand the written communication style in the text genre through a genre-based", question number 2 "I can understand the social function of writing in the text genre through a genre-based approach", question number 3 "I can understand the content in the text genre through a genre-based approach", question number 4 "I can understand the grammar of the text genre", question number 5 "I can understand the meaning and purpose of the text.", question number 6 "I can write according to the structure of the text through a genre-based approach", question number 7 "I can understand that there is a formal and functional nature in writing

texts through a genre-based approach", question number 8 "I can write texts independently through a genre-based approach", question number 9 "I can easily organize my writing through a genre-based approach", question number 10 "I no longer worry about getting writing assignments", question number 11 "I can find several cases to consider in writing examples", question number 12 "I became more confidence in writing other text genres", question number 13 "I have become more flexible in writing through a genre-based approach", question number 14 "I can appreciate other people's writing", question number 15 "I am more assisted in writing because of lecturer's guidance through a genre-based approach"

Table 4.9 The Result of Questionnaire

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

No.	Statement	Responses				
		SA	A	N	D	SD
1.	I can understand the written communication style in the text genre through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
2.	I can understand the social function of writing	√	√	√		

No.	Statement					
	in the text genre through a genre based approach.	(3)	(18)	(4)	(0)	(0)
3.	I can understand the content in the text genre through a genre-based approach	√ (3)	√ (14)	√ (8)	(0)	(0)
4.	I can understand the grammar of the text genre.	√ (3)	√ (15)	√ (7)	(0)	(0)
5.	I can understand the meaning and purpose of the text.	√ (6)	√ (17)	√ (2)	(0)	(0)
6.	I can write according to the structure of the text through a genre-based approach	√ (3)	√ (16)	√ (6)	(0)	(0)
7.	I can understand that there is a formal and functional nature in writing texts through a genre-based approach.	√ (3)	√ (15)	√ (7)	(0)	(0)
8.	I can write texts independently through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
9.	I can easily organize my writing through a genre-based approach.	√ (2)	√ (14)	√ (8)	√ (1)	(0)
10.	I no longer worry about getting writing assignments.	√ (3)	√ (9)	√ (10)	√ (3)	(0)

No.	Statement					
11.	I can find several cases to consider in writing examples.	√ (1)	√ (14)	√ (10)	(0)	(0)
12.	I became more confidence in writing other text genres.	√ (2)	√ (12)	√ (10)	√ (1)	(0)
13.	I have become more flexible in writing through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
14.	I can appreciate other people's writing.	√ (7)	√ (15)	√ (3)	(0)	(0)
15.	I am more assisted in writing because of lecturer's guidance through a genre-based approach.	√ (5)	√ (15)	√ (5)	(0)	(0)
	Total F	47	216	107	5	0
	%	13%	58%	28%	1%	0%

This questionnaire has been approved by the advisor

Percentage of questionnaire results the researcher:

1. The first question was "I can understand the written communication style in the text genre through a genre-based" and the students answered strongly agree were 2, answered agree were 4 students, answered neutral were 9 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can understand the written communication style in the text genre through a genre-based.

2. The second question was "I can understand the social function of writing in the text genre through a genre-based approach" and the students answered strongly agree were 3, answered agree were 18 students, answered neutral were 4 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can understand the social function of writing in the text genre through a genre-based approach.

3. The third question was "I can understand the content in the text genre through a genre-based approach" and the students answered strongly agree were 3, answered agree were 15 students, answered neutral were 7 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can understand the content in the text genre through a genre-based approach.

4. The fourth question was "I can understand the grammar of the text genre" and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 8 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can understand the grammar of the text genre.

5. The fifth question was "I can understand the meaning and purpose of the text" and the students answered strongly agree were 6, answered agree were 17 students, answered neutral were 2 students, answered disagree were 0, and answered strongly disagree were 0 It means that all of the students can understand the meaning and purpose of the text.

6. The sixth question was "I can write according to the structure of the text through a genre-based approach" and the students answered strongly agree

were 3, answered agree were 16 students, answered neutral were 6 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can write according to the structure of the text through a genre-based approach.

7. The seventh question was "I can understand that there is a formal and functional nature in writing texts through a genre-based approach" and the students answered strongly agree were 3, answered agree were 15 students, answered neutral were 7 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can understand that there is a formal and functional nature in writing texts through a genre-based approach.

8. The eighth question was "I can write texts independently through a genre-based approach" and the students answered strongly agree were 2, answered agree were 14 students, answered neutral were 9 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can write texts independently through a genre-based approach.

9. The ninth question was "I can easily organize their writing through a genre-based approach" and the students answered strongly agree were 2, answered agree were 14 students, answered neutral were 8 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students can easily organize their writing through a genre-based approach.

10. The tenth question was "I no longer worry about getting writing assignments" and the students answered strongly agree were 3, answered agree were 9 students, answered neutral were 10 students, answered disagree were 3 students, and answered strongly disagree were 0. It means that all of the students no longer worry about getting writing assignments.

11. The eleventh question was "I can find several cases to consider in writing examples through a genre-based approach" and the student answered strongly agree was 1, answered agree were 14 students, answered neutral were 10 students, answered disagree were 0 student, and answered strongly disagree were 0. It means that all of the students can find several cases to consider in writing examples through a genre-based approach.

12. The twelve question was "I became more confidence in writing other text genres" and the student answered strongly agree were 2, answered agree were 12 students, answered neutral were 10 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students became more confidence in writing other text genres.

13. The thirteen question was "I have become more flexible in writing through a genre-based approach" and the students answered strongly agree were 2, answered agree were 14 students, answered neutral were 9 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students have become more flexible in writing through a genre-based approach.

14. The fourteenth question was "I can appreciate other people's writing through genre-based approach" and the students answered strongly agree

were 7, answered agree were 15 students, answered neutral were 3 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can appreciate other people's writing through genre-based approach.

15. The fifteenth question was "I am more assisted in writing because of lecturer's guidance through a genre-based approach" and the students answered strongly agree were 5, answered agree were 15 students, answered neutral were 5 students, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students more assisted in writing because of lecturer's guidance through a genre-based approach.

Table 4.10 The Result of Questionnaire of the Cognitive Component of Students Attitudes'

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

No.	Statement	Responses				
		SA	A	N	D	SD
1.	I can understand the written communication style in the text genre through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
2.	I can understand the social function of writing in the text genre through a genre based approach.	√ (3)	√ (18)	√ (4)	(0)	(0)

No.	Statement	SA	A	N	D	SD
3.	I can understand the content in the text genre through a genre-based approach	√ (3)	√ (14)	√ (8)	(0)	(0)
4.	I can understand the grammar of the text genre.	√ (3)	√ (15)	√ (7)	(0)	(0)
5.	I can understand the meaning and purpose of the text.	√ (6)	√ (17)	√ (2)	(0)	(0)
	Total	17	78	30	0	0
		13,6%	62,4%	24%	0%	0%

Based on the data above, it showed that students mostly agree with the questions in the cognitive component. It strengthens by the percentage of the cognitive component which are 13,6% strongly agree, 62,4% agree, and 30% neutral. It can be seen that more half of students have good attitudes in cognitive component, which mean the students were understanding that is formed provides information and knowledge about Genre-Based Approach in learning essay writing.

Table 4.11 The Result of Questionnaire of the Affective Component of

Students Attitudes'

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

No.	Statement	Responses				
		SA	A	N	D	SD
6.	I can write according to the structure of the text	√ (3)	√ (16)	√ (6)	(0)	(0)

No.	Statement	SA	A	N	D	SD
	through a genre-based approach					
7.	I can understand that there is a formal and functional nature in writing texts through a genre-based approach.	√ (3)	√ (15)	√ (7)	(0)	(0)
8.	I can write texts independently through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
9.	I can easily organize my writing through a genre-based approach.	√ (2)	√ (14)	√ (8)	√ (1)	(0)
10.	I no longer worry about getting writing assignments.	√ (3)	√ (9)	√ (10)	√ (3)	(0)
	Total	13	68	40	4	0
	%	10,4%	54,4%	32%	3,2%	0%

Based on the data above, it showed that students mostly agree with the questions in the affective component of students' attitudes. It strengthens by the percentage of the affective component which are 10,4% strongly agree, 54,4% agree, 32% neutral, and 3,2% disagree. It can be seen that more half of students have good attitudes in affective component, which mean the students were good attitudes in the subjective emotional problems of the individual towards Genre-Based Approach in learning essay writing.
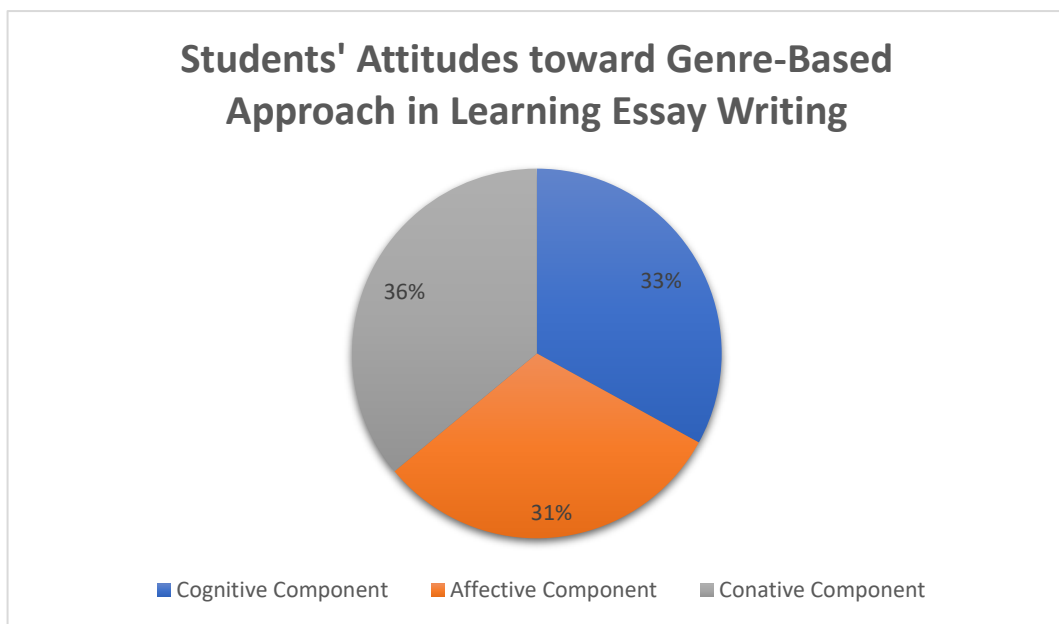
Table 4.12 The Result of Questionnaire of the Behavioral Component or Conative of Students Attitudes'

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

No.	Statement	Responses				
		SA	A	N	D	SD
11.	I can find several cases to consider in writing examples.	√ (1)	√ (14)	√ (10)	(0)	(0)
12.	I became more confidence in writing other text genres.	√ (2)	√ (12)	√ (10)	√ (1)	(0)
13.	I have become more flexible in writing through a genre-based approach.	√ (2)	√ (14)	√ (9)	(0)	(0)
14.	I can appreciate other people's writing.	√ (7)	√ (15)	√ (3)	(0)	(0)
15.	I am more assisted in writing because of lecturer's guidance through a genre-based approach.	√ (5)	√ (15)	√ (5)	(0)	(0)
	Total	17	70	37	1	0
	%	13,6%	56%	29,6%	0,8%	0

Based on the data above, it showed that students mostly agree with the questions in the behavioral component or conative of students' attitudes. It strengthens by the

percentage of the behavioral component or conative which are 13,6% strongly agree, 56% agree, 29,6% neutral, and 0,8% disagree. It can be seen that more half of students have good attitudes in behavioral component or conative of students' attitudes, which mean the students were good attitudes in the tendency of an individual to behave towards Genre-Based Approach in learning essay writing.

Figure 4.13 The result of Questionnaire

Based on the data above, it showed that students attitudes from different component about the use of Genre-Based Approach in learning essay writing. It strengthens by the percentage of the students' attitudes which were, 33% of the students were good in the cognitive component of the students' attitudes, 31% of the students were good in the affective component of the students' attitudes, and 36% of the students were good in the conative component of the students' attitudes. It means that the students better in the conative component in the tendency of an individual to behave towards Genre-Based Approach in learning essay writing. Therefore, Genre-Based

Approach is suitable from the students to write the genre of the text especially essay writing.

4.2 Discussion

In this part, the researcher discusses the result of scoring rubric and questionnaire. In the first problem was about the students' abilities toward genre-based approach in learning essay writing. The result of the students' abilities towards Genre Based Approach in learning essay writing were taken from student's tasks. The students arranged the text well including content, organization, vocabulary, grammar, and mechanics as aspects of writing. It is supported by Brown the analytic scoring involves the use of separate scales in assessing different aspects of writing, such as content, organization, vocabulary, grammar and mechanics. The lecturer took the scores and gave the scores to the researcher. Based on the data, more than half of the students in particular didn't understand the grammar and mechanic aspects while the students were quite capable in understanding the aspects of content, organization and vocabulary. However, some students were able to understand the text and the students were able to write an essay by using genre-based approach. From the data, it can be concluded that almost the student was categorization in learning essay writing in fair to poor.

After the scoring rubric was analyzed, the students gave a piece of paper that contained the questionnaire of the genre-based approach. From the questionnaire the researcher got the result that genre-based approach can help the students to write essay writing. The percentage of the students' attitudes was 33% of the students were good in the cognitive component of the students' attitudes,

which are consist the understanding of the written communication style, social context, grammar, structure, meaning and purpose through genre-based approach. It related with statement of Elashri (2013) found that studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose if the rhetorical structure of content is analyzed by students in the genre approach, some common patterns can be identified in each genre. The percentage of the students' attitudes was 31% of the students were good in the affective component of the students' attitudes. Then, 36% of the students were good in the conative component of the students' attitudes, which were the students become more confidence and no longer worry about getting writing assignments. It is related with Elashri (2013) found that the genre approach is more suitable for learners from intermediate levels to advanced levels, in that it can help students from deep anxieties about their writing tasks.

Based on the result of the data in this research, it was related with the previous of the study. Some researchers have shown that the implementation of genre-based approach is successful in improving the students' ability in writing recount text (Hidayat, Setyowati, & Mubaroh, 2018). It is related with this research that the students were able to understand the text and the students were able to write an essay by using genre-based approach. It is known that the problem faced by English teachers in implementing the Genre Based Approach, it finds that teachers do not build the students' vocabulary (Zebua & Rozimela, 2019). The same problem also found in this research that the students were quite capable in understanding the aspects of content, organization and vocabulary.