

## ***The Effect Of Genre-Based Approach On Students' Writing Ability In Recount Text At Grade X Of SMA Negeri 7 Medan***

**Pengaruh Pendekatan aBerbasis Genre terhadap Kemampuan Menulis Siswa dalam Teks Naratif di Kelas X SMA Negeri 7 Medan**

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### **ABSTRACT**

*This study aimed to examine the effect of the Genre-Based Approach on students' writing ability in recount text at Grade X of SMA Negeri 7 Medan. The study employed a quasi-experimental research design using a one-group pre-test and post-test model. The participants of the study consisted of 30 students selected from one class of Grade X. The data were collected through a writing test in which the students were instructed to compose a recount text. The collected data were analyzed using descriptive statistics and a paired sample t-test. The findings indicated that the mean score of the pre-test was 67.7, while the mean score of the post-test increased to 81.57 after the implementation of the Genre-Based Approach. The result of the hypothesis testing showed that the value of  $t_{observed}$  (13.66) was higher than the value of  $t_{table}$  (2.045) at the level of significance of 0.05 with 29 degrees of freedom. This result indicates that the null hypothesis was rejected and the alternative hypothesis was accepted. Based on the findings of the study, it can be concluded that the Genre-Based Approach had a significant effect on students' writing ability in recount text.*

**Keywords:** Genre-Based Approach, Quasi-Experimental Study, Recount Text, Writing Ability

### **ABSTRAK**

Penelitian ini bertujuan untuk menguji pengaruh Genre-Based Approach terhadap kemampuan menulis teks recount pada siswa kelas X SMA Negeri 7 Medan. Penelitian ini menggunakan desain penelitian kuasi-eksperimental dengan model one-group pre-test dan post-test. Partisipan dalam penelitian ini terdiri dari 30 siswa yang dipilih dari satu kelas X. Data penelitian dikumpulkan melalui tes menulis, di mana siswa diminta untuk menyusun sebuah teks recount. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan uji paired sample t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 67,7, sedangkan nilai rata-rata post-test meningkat menjadi 81,57 setelah penerapan Genre-Based Approach. Hasil pengujian hipotesis menunjukkan bahwa nilai  $t_{hitung}$  (13,66) lebih tinggi daripada nilai  $t_{table}$  (2,045) pada taraf signifikansi 0,05 dengan derajat kebebasan 29. Hasil ini menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Berdasarkan temuan penelitian, dapat disimpulkan bahwa penerapan Genre-Based Approach memberikan pengaruh yang signifikan terhadap kemampuan menulis teks recount siswa.

**Kata kunci:** Genre-Based Approach, kuasi-eksperimen, teks recount, kemampuan menulis.

## **1. Pendahuluan**

Language plays a crucial role in human life, serving as the primary tool for communication, knowledge sharing, and the expression of emotions. Through language, people can convey their thoughts and experiences, build mutual understanding, and strengthen social relationships. It also functions as a bridge that brings together individuals from different backgrounds, enabling them to collaborate and live harmoniously. Without language, communication would be limited,

and the processes of education, cultural transmission, and information exchange would not function effectively. Therefore, language is a fundamental element of human life that supports all forms of interaction and learning.

In the current era of globalization, English has become the dominant language for international communication. Its presence is significant across multiple sectors, including education, science, business, media, and technology. Proficiency in English enables individuals to access worldwide information, engage in global cooperation, and communicate across cultural boundaries. In the Indonesian context, English is taught as a foreign language and is designated as a compulsory subject within the national education curriculum. English instruction aims to equip students with adequate communication skills so they can use the language appropriately in real-life contexts. Thus, acquiring English competency is important not only to support students' academic performance but also to prepare them for competition in an increasingly globalized society.

Among the four language skills, listening, speaking, reading, and writing, writing is considered the most challenging for students to master. Writing requires complex cognitive and linguistic processes such as planning, organizing, drafting, and revising ideas into coherent form. Hyland (2019) states that writing is a process of expressing ideas in a structured and meaningful way to achieve communicative goals. Therefore, writing instruction should guide students to produce texts that are not only grammatically correct but also coherent and meaningful.

In the Indonesian high school curriculum, students are required to learn various types of texts, including recount texts, which aim to develop their ability to retell past events in a clear and organized manner. However, in practice, many students still experience difficulties when writing recount texts. They often struggle to use appropriate verb forms, arrange events chronologically, and apply connecting words that support coherence. These challenges result in texts that are less organized and less accurate in terms of language use. These difficulties are consistent with broader patterns commonly found among EFL learners. Many students in various contexts face similar challenges related to generating ideas, organizing content, and applying appropriate linguistic features in their writing.

Recent studies show that these difficulties are influenced by linguistic, cognitive, and instructional factors. Zhang & Qin (2021) highlight that EFL students often struggle to generate and organize ideas, which affects the overall flow of their writing. Tang & Liu (2022) found that students frequently misuse or omit logical connectors, resulting in disjointed and less cohesive narratives. Another factor contributing to these difficulties is the limited or inconsistent feedback provided during the writing process. Hyland (2019) emphasizes that feedback is essential for guiding learners toward improvement; however, such support is not always consistently available in many classroom settings. Similar conditions are observed in Indonesian schools, where students often rely on literal translation from their first language, have restricted vocabulary, and face challenges in applying appropriate grammatical structures. As a result, the recount texts they produce frequently lack clarity, coherence, and linguistic accuracy.

Writing-related difficulties were also identified among students at SMA Negeri 7 Medan. An interview with the English teacher indicates that students' writing proficiency in English is still below the expected level. Many students had difficulty in identifying text structures and applying the correct language features. In addition, students often used incorrect verb forms, omitted essential conjunctions, and relied on limited vocabulary, resulting in repetitive and less varied expressions. Their texts also lacked proper organization, with weak coherence across sentences and paragraphs. These patterns indicate that students face challenges across several key aspects of writing, particularly content development, organization, vocabulary, language use, and mechanics.

This finding is supported by the results of an observation conducted by the writer at SMA Negeri 7 Medan, which provided empirical data on students' writing ability in English texts. The observation results are presented in the following table to give a more detailed overview of

students' achievement across the five aspects of writing assessment proposed by (Jacobs et al., 1981), namely content, organization, vocabulary, language use, and mechanics.

**Table 1. Student's score in writing Recount Text at SMA Negeri 7 Medan**

No.	Initial Name of Students	Aspects					Total Score (100)
		C (30)	O (20)	LU (20)	V (25)	M (5)	
1.	JA	26	15	14	12	3	70
2.	ST	20	12	11	10	2	55
3.	AP	22	13	13	11	3	62
4.	AD	21	14	12	10	3	60
5.	CA	24	15	13	12	3	67
6.	RY	26	16	14	13	3	72
7.	SE	24	15	14	14	3	70
8.	CS	25	15	14	13	3	70
9.	VM	25	16	13	13	3	69
10.	SY	24	14	13	12	3	66
11.	MA	25	15	13	12	3	68
12.	SN	22	14	12	11	3	62
13.	JE	24	14	12	12	3	65
14.	RS	23	14	13	10	2	62
15.	YA	22	13	12	10	3	60
16.	AN	21	14	12	10	3	60
17.	SC	20	12	12	9	2	55
18.	OS	22	13	12	10	3	60
19.	AE	21	13	13	10	3	60
20.	MF	22	13	12	12	3	62
21.	AY	21	13	12	11	3	60
22.	LE	20	12	12	9	2	55
23.	RP	21	13	11	10	3	58
24.	RI	22	13	12	10	3	60
25.	RF	24	14	12	12	3	65
26.	FA	23	14	12	10	3	62
27.	ST	20	12	11	10	2	55
28.	DC	22	14	12	10	2	60
29.	AD	20	12	11	10	2	55
30.	PA	21	12	11	9	2	55
<b>Total</b>						$\Sigma=1.860$	
<b>Mean</b>						$\bar{X}=62$	

Based on the data presented in the table above, the students' average score was 62, which falls below the Minimum Mastery Criterion (KKM) of 75 set for the 2025/2026 academic year. The score distribution suggests that most students were categorized within the fair and poor levels, while only a limited number reached the good or excellent categories. This pattern reflects a general difficulty in meeting the required standards of recount writing. These difficulties occur due to several specific factors observed in students' writing performance. In the content aspect, although most students were able to generate relevant ideas, some struggled to elaborate and develop them coherently, which indicates limited ability in expanding and connecting information. In the organization aspect, many students had problems arranging ideas logically and maintaining coherence between paragraphs, which may stem from an incomplete understanding of the generic structure of recount texts.

In terms of vocabulary, students' limited vocabulary range made it difficult for them to choose appropriate and varied expressions, resulting in repetitive and monotonous writing. The language use aspect also showed that most students still encountered difficulties in grammar accuracy, especially in using correct verb tenses and constructing well-formed sentences. Furthermore, in the mechanics aspect, although some students used capitalization and punctuation correctly, errors in spelling and punctuation were still frequently found, showing that students lacked sufficient mastery of basic writing conventions. These findings indicate that students continue to experience difficulties across several key dimensions of writing, particularly grammar accuracy, vocabulary range, and coherence. These conditions highlight the need for more systematic, explicit, and guided writing instruction so that students can produce recount texts that are clearer, more organized, and linguistically accurate.

To overcome these challenges, an effective and structured teaching method is needed to guide students through the writing process. One of the approaches that can be applied is the Genre-Based Approach, which focuses on teaching students to understand how language is organized to create different types of texts for a specific social purpose. Emilia (2011) States that the Genre-Based Approach consists of four stages, namely Building of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. Each stage provides scaffolding that helps students move gradually from guided to independent writing. Through this process, learners can analyze examples, understand text purposes, and apply language features accurately within meaningful contexts. Moreover, this approach promotes students' critical thinking and supports meaningful learning.

Based on the explanation above, it is important to clearly establish the significance, research gap, and novelty of the present study. These aspects are summarized in the following table:

**Table 2. Urgency, Research Gap, and Novelty of the Study**

Aspect	Description
Urgency	Based on the preliminary observation conducted at SMA Negeri 7 Medan, students' writing ability in recount text is still below the Minimum Mastery Criterion (KKM), with an average score of 62. Most students experience difficulties in grammar accuracy, vocabulary usage, and organization of ideas. They also have problems in applying appropriate verb tenses, using cohesive devices, and developing ideas coherently. Therefore, an effective and structured instructional approach is urgently needed to improve students' writing ability.
Research Gap	Previous studies have investigated students' writing difficulties and the implementation of Genre-Based Approach (GBA) in teaching writing. However, many studies focus on general writing skills or different text types such as narrative and descriptive texts. Some studies also apply classroom action research rather than experimental design. In addition, studies that specifically examine the effect of GBA on students' writing ability in recount text using a quantitative experimental design, particularly in Indonesian senior high school context, are still limited.
Novelty	This study applies the Genre-Based Approach systematically through its four stages (Building Knowledge of the Field, Modeling of the Text, Joint Construction, and Independent Construction) to improve students' writing ability in recount text. This research uses a quasi-experimental design and measures students' writing ability based on five aspects: content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981). The novelty of this study lies in the integration of a structured GBA framework with comprehensive writing assessment in a specific local context, namely Grade X students of SMA Negeri 7 Medan.

## **2. Metodologi**

This study employed a quasi-experimental design with a one-group pre-test and post-test design. Sugiyono (2018) States that quasi-experimental research is a quantitative method used to determine the effect of a treatment when full randomization cannot be achieved. Creswell (2013) Also explains that this design is suitable for educational settings because it allows the researcher to test the effectiveness of a teaching method in a natural classroom context. Similarly, Ary et al. (2010) State that this design involves giving treatment to a group and then measuring their performance before and after the treatment.

In this study, the quasi-experimental design was used to examine the effect of the Genre-Based Approach (GBA) on students' writing ability in recount text. The design consisted of three stages: administering a pre-test to measure students' initial ability, giving treatment through the Genre-Based Approach, and conducting a post-test to evaluate students' progress in writing.

## **3. Literature Review**

Halliday (1978) States that language functions not only to transmit information but also to organize social interactions and construct context-based meanings. In daily life, people rely on language to cooperate, share knowledge, and maintain social relationships.

Graddol (2006) explains that the spread of English is closely linked to global economic and cultural developments, which makes English proficiency valuable for academic and professional advancement. This growing role of English also influences educational policies in many countries, including Indonesia. Schools and universities adapt their language teaching practices to prepare students for global communication demands.

Richards & Rodgers (2014) Explain that language teaching goes beyond merely presenting grammatical rules and vocabulary, involving the creation of meaningful opportunities for learners to actively engage with the language.

Harmer (2007) notes that these skills are interconnected. In classroom practice, the progression of skill development usually begins with receptive abilities such as listening and reading, followed by productive abilities, including speaking and writing and collectively support learners in becoming competent users of the language.

Harmer (2007) explains that writing is a form of communication that demands both physical and mental effort, as writers need to organize their ideas and express them in a coherent manner. This process engages the writer's creativity, reasoning, and attention to language use. Brown (2001) also defines writing as a process of thinking, drafting, and revising that aims to communicate ideas in a lasting form.

Troia (2003) describes writing as involving three major mental operations: planning, transforming ideas into text, and evaluating the results. These activities demand focus, self-discipline, and problem-solving ability.

Hyland (2019) adds that writing is shaped by its social and communicative context, meaning that the writer must consider who the readers are, why the text is written, and what kind of language is suitable for the situation. As a result, writing becomes a multidimensional skill that requires linguistic accuracy, awareness of context, and the ability to construct meaning effectively.

## **4. Hasil dan Pembahasan**

### **1.1 Research Finding**

This study was conducted to examine whether the implementation of the Genre-Based Approach has a significant effect on students' writing ability in recount text at grade X of SMA Negeri 7 Medan. The data collected in this research consist of the students' pre-test and post-

test scores. The pre-test was used to measure the students' initial writing ability before the treatment, while the post-test was administered to identify the improvement after the implementation of the Genre-Based Approach.

### 1.1.1 Data

#### 1.1.1.1 Pre-Test

The pre-test was conducted on January 14th, 2026 before the treatment was implemented. The purpose of this test was to determine the students' initial competence in writing recount text and to identify the common difficulties they experienced.

In this test, 30 students were instructed to write a recount text based on the topic "My Unforgettable Moment." The students were given 45 minutes to complete their writing. Their compositions were assessed using the analytic scoring rubric proposed by Jacobs et al. (1981), which evaluates five aspects: content, organization, vocabulary, language use, and mechanics.

**Table 3. Students' Scores in Writing Recount Text at SMA Negeri 7 Medan pre-test (X)**

No.	Initial Name of Students	Aspects					Total Score (100)
		C (30)	O (20)	V (20)	LU (25)	M (5)	
1	AS	22	15	14	15	3	69
2	AA	21	12	13	14	3	63
3	CV	22	14	14	15	3	68
4	DM	22	13	14	15	3	67
5	DA	23	14	14	15	3	69
6	GM	22	14	13	12	3	64
7	GJ	28	16	18	17	3	82
8	HZ	21	12	14	13	3	63
9	HE	21	13	14	15	3	66
10	IF	22	14	13	12	3	64
11	IA	24	15	15	16	3	73
12	KL	23	14	15	16	3	71
13	KE	21	13	13	14	3	64
14	MH	22	13	15	14	3	67
15	MS	25	16	16	18	4	79
16	MB	23	14	14	16	4	71
17	NS	21	13	13	14	3	64
18	NH	22	13	14	15	3	67
19	OB	23	14	15	16	3	71
20	PD	22	14	13	11	3	63
21	RA	24	14	16	16	3	73
22	RW	21	13	14	13	3	64
23	SA	23	14	15	16	3	71
24	SK	21	14	14	13	3	65
24	SO	22	14	14	16	4	70
26	TW	23	15	14	12	3	67
27	WU	24	14	14	15	3	70
28	ZG	21	12	13	14	3	63
29	ZM	21	13	12	11	3	60
30	MA	21	13	14	12	3	63
		Total Score					$\Sigma X$ : 2031
		Mean Score					$MX$ : 67,7

Based on the scoring results, the total score obtained by the students in the pre-test was 2031. The mean score was 67,7. The highest score achieved was 82, while the lowest score was 60. The data indicate that most students were still at a moderate level of writing ability before the treatment. Several students were able to express their ideas, but their texts were not fully organized according to the generic structure of recount text. Some students also made grammatical errors, especially in the use of past tense, and had limited vocabulary to describe events in detail. In addition, minor mistakes in punctuation and capitalization were still found in a number of compositions.

#### 1.1.1.2 Post-Test

The post-test was administered on January 30th, 2026 after the implementation of the Genre-Based Approach. The treatment was carried out through four stages: Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. The purpose of the post-test was to determine whether there was an improvement in the students' writing ability after receiving the treatment. Similar to the pre-test, the students were required to write a recount text within 45 minutes. The scoring criteria remained the same in order to maintain consistency and fairness in the assessment.

**Table 4. Students' Scores in Writing Recount Text at SMA Negeri 7 Medan post-test (Y)**

No.	Initial Name of Students	Aspects					Total Score (100)
		C (30)	O (20)	V (20)	LU (25)	M (5)	
1	AS	25	17	16	18	4	80
2	AA	27	17	17	19	4	84
3	CV	25	16	15	17	3	76
4	DM	27	17	17	19	4	84
5	DA	25	16	15	16	3	75
6	GM	26	17	16	19	4	82
7	GJ	28	17	19	18	4	86
8	HJ	25	16	16	17	3	77
9	HE	26	16	17	18	4	81
10	IF	27	18	17	20	4	86
11	IA	25	16	16	17	3	77
12	KL	27	17	17	19	4	84
13	KE	24	16	15	17	3	75
14	MH	25	16	17	18	4	80
15	MS	27	18	17	19	4	85
16	MB	26	17	17	20	4	84
17	NS	28	18	18	21	4	89
18	NH	26	16	17	19	4	82
19	OB	26	17	17	18	4	82
20	PD	27	18	17	20	4	86
21	RA	28	16	17	18	4	83
22	RW	24	15	16	17	4	76
23	SA	26	16	17	18	4	81
24	SK	24	18	16	18	4	80
25	SO	26	17	17	20	4	84
26	TW	27	18	17	21	4	87
27	WU	25	16	15	17	3	76
28	ZG	27	17	17	18	4	83
29	ZM	26	17	16	19	4	82

<b>30</b>	MA	24	16	18	19	3	80
Total Score						ΣY: 2447	
Mean Score						MY: 81,57	

The total score obtained in the post-test was 2447, with a mean score of 81,57. The highest score was 89, while the lowest score was 75. When compared to the pre-test mean score, the result shows an improvement in the students' writing achievement.

Based on the analysis of students' writing, many students were able to develop their ideas more clearly and arrange the events in a more logical and chronological sequence. The use of the simple past tense was more consistent than in the pre-test. Furthermore, students showed improvement in vocabulary choice, and fewer mechanical errors were found in their writings. These findings suggest that after receiving instruction through the Genre-Based Approach, the students showed better performance in writing recount text than before the treatment.

**1.1.2 Data Analysis**

After obtaining the pre-test and post-test scores, the researcher analyzed the data statistically to examine the students' writing performance before and after the implementation of the Genre-Based Approach. The scores were organized into a frequency distribution table to facilitate the calculation process and to present the data systematically. Through this analysis, the researcher calculated the mean, standard deviation, and standard error of both tests.

The mean was used to determine the average score of the students, while the standard deviation indicated the spread of the scores around the mean. These calculations provided a descriptive comparison of students' writing achievement before and after the treatment.

**Table 5. The Distribution of Students' Score Frequency in Writing Recount Text (pre-test)**

<i>X</i>	<i>F</i>	<i>FX</i>	<i>x</i>	<i>x</i> <sup>2</sup>	<i>f</i> <i>x</i> <sup>2</sup>
60	1	60	-7,7	59,29	59,29
63	5	315	-4,7	22,09	110,45
64	5	320	-3,7	13,69	68,45
65	1	65	-2,7	7,29	7,29
66	1	66	-1,7	2,89	2,89
67	4	268	-0,7	0,49	1,96
68	1	68	0,3	0,09	0,09
69	2	138	1,3	1,69	3,38
70	2	140	2,3	5,29	10,58
71	4	284	3,3	10,89	43,56
73	2	146	5,3	28,09	56,18
79	1	79	11,3	127,69	127,69
82	1	82	14,3	204,49	204,49
<i>N</i> = 30		Σ <i>FX</i> = 2031			Σ <i>f</i> <i>x</i> <sup>2</sup> = 696,3

1. Calculate the mean of the Students' Scores before treatment:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2031}{30} = 67,7$$

The calculation shows that the average score obtained by the students before receiving the treatment was 67,7.

2. Calculate the standard deviation before treatment:

$$S = \sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$$

$$S = \sqrt{\frac{696,3}{30-1}}$$

$$S = \sqrt{\frac{696,3}{29}}$$

$$S = \sqrt{24,01} = 4,90$$

The result indicates that the variation of the students' pre-test scores was 4,90, which means the scores were moderately spread around the mean.

Based on the data obtained, the highest score achieved by the students in the pre-test was 82, while the lowest score was 60. These findings demonstrate the students' writing performance in recount text prior to the implementation of the Genre-Based Approach. To provide a clearer description of the distribution of students' pre-test scores, the data are presented in the following diagram.

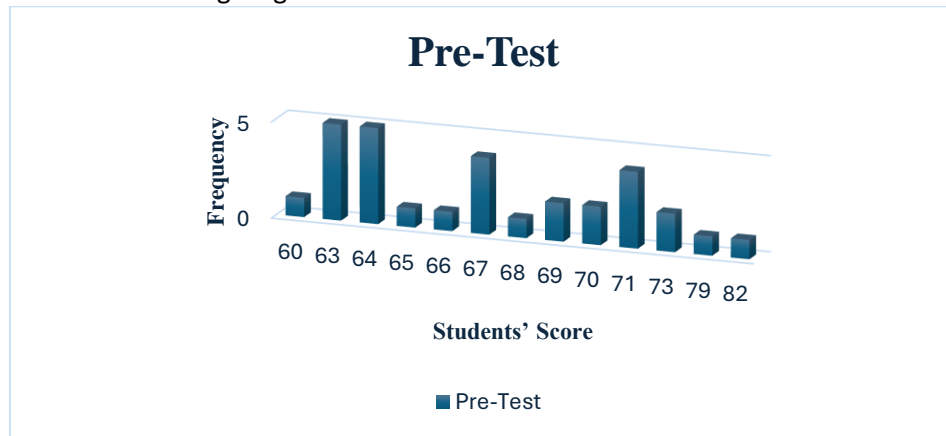


Figure 1. The Distribution of Pre-Test Group Frequency

Table 6. The Distribution of Students' Score Frequency in Writing Recount Text (post-test)

<i>X</i>	<i>F</i>	<i>FX</i>	<i>x</i>	<i>x</i> <sup>2</sup>	<i>fx</i> <sup>2</sup>
75	2	150	-6.57	43.16	86.32
76	3	228	-5.57	31.02	93.06
77	2	154	-4.57	20.88	41.76
80	4	320	-1.57	2.46	9.84
81	2	162	-0.57	0.32	0.64
82	4	328	0.43	0.18	0.72
83	2	166	1.43	2.04	4.08
84	5	420	2.43	5.90	29.50
85	1	85	3.43	11.76	11.76
86	3	258	4.43	19.62	58.86
87	1	87	5.43	29.48	29.48
89	1	89	7.43	55.20	55.20
<i>N</i> = 30		$\Sigma FX = 2447$			$\Sigma fx^2 = 421,22$

1. Calculate the mean of the Students' Scores after treatment:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2447}{30} = 81,57$$

This result indicates that, after the implementation of the Genre-Based Approach, the students achieved an average writing score of 81,57.

Calculate the standard deviation after treatment:

$$S = \sqrt{\frac{\Sigma(X-\bar{X})^2}{N-1}}$$

$$S = \sqrt{\frac{421,22}{30-1}}$$

$$S = \sqrt{\frac{421,22}{29}}$$

$$S = \sqrt{14,52} = 3,81$$

The computed standard deviation of 3,81 indicates that the students' post-test scores were relatively consistent and clustered closely around the mean score. This suggests that the dispersion of scores after the treatment was relatively low.

Based on the data obtained, the highest score achieved by the students in the post-test was 89, while the lowest score was 75. These findings demonstrate the students' writing performance in recount text after the implementation of the Genre-Based Approach. To provide a clearer description of the distribution of students' post-test scores, the data are presented in the following diagram.

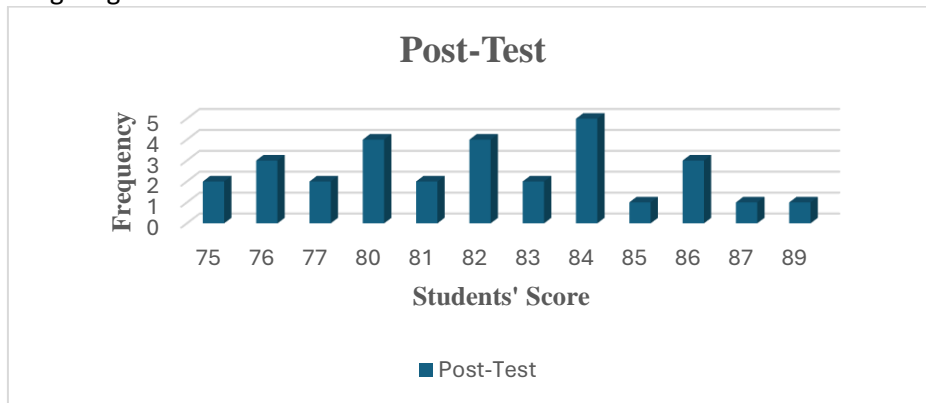


Figure 2. The Distribution Of Post-Test Group Frequency

1.1.2.1 Normality Test

1. Pre-test group (X)

The normality test was administered to determine whether the distribution of the pre-test scores met the assumption of normality. The Lilliefors test was employed to assess the conformity between the observed data distribution and the expected normal distribution. The results of the normality test for variable X are presented in the following table.

Table 7. The normality test for the pre-test group

X	F	fKum	Zi	F(Zi)	S(Zi)	L
60	1	1	-1.57	0,0582	0,033	0,0252
63	5	6	-0.96	0,1685	0,200	0,0315
64	5	11	-0.76	0,2236	0,367	<b>0,1434</b>
65	1	12	-0.55	0,2912	0,400	0,1088
66	1	13	-0.35	0,3632	0,433	0,0698
67	4	17	-0.14	0,4443	0,567	0,1227
68	1	18	0.06	0,5239	0,600	0,0761
69	2	20	0.27	0,6064	0,667	0,0606
70	2	22	0.47	0,6808	0,733	0,0522
71	4	26	0.67	0,7486	0,867	0,1184
73	2	28	1.08	0,8599	0,933	0,0731
79	1	29	2.31	0,9896	0,967	0,0226
82	1	30	2.92	0,9982	1,000	0,0018

The highest absolute difference ( $L_{observed}$ ) obtained from the calculation was 0,1434. This value was then compared with the critical value from the Lilliefors table ( $L_{table}$ ) at the 0,05 level of significance with a sample size of 30 students. The critical value for  $N = 30$  at  $\alpha = 0,05$  is 0,161.

Since  $L_{observed} < L_{table}$  ( $0,1434 < 0,161$ ), the pre-test data are considered to be normally distributed. Therefore, the data fulfilled the normality assumption required for subsequent parametric statistical analysis.

2. Post-test group (Y)

To examine whether the post-test scores followed a normal distribution after the implementation of the treatment, a normality test was carried out using the Lilliefors procedure. This test was applied to compare the cumulative distribution of the observed scores with the cumulative distribution of a normal curve. The result of the Lilliefors normality testing for variable Y is provided in the table below.

**Table 8. The normality test for the post-test group**

X	F	fKum	Zi	F(Zi)	S(Zi)	L
75	2	2	-1,72	0,0427	0,067	0,0243
76	3	5	-1,46	0,0721	0,167	0,0949
77	2	7	-1,20	0,1151	0,233	<b>0,1179</b>
80	4	11	-0,41	0,3409	0,367	0,0261
81	2	13	-0,15	0,4404	0,433	0,0074
82	4	17	0,11	0,5438	0,567	0,0232
83	2	19	0,37	0,6443	0,633	0,0113
84	5	24	0,64	0,7389	0,800	0,0611
85	1	25	0,90	0,8159	0,833	0,0171
86	3	28	1,16	0,8770	0,933	0,0560
87	1	29	1,42	0,9222	0,967	0,0448
89	1	30	1,95	0,9744	1,000	0,0256

From the calculation displayed above, the maximum absolute deviation ( $L_{observed}$ ) was 0,1179. This value was subsequently evaluated against the critical value listed in the Lilliefors table ( $L_{table}$ ) at the 5% level of significance with a total of 30 students. The corresponding critical value for  $N = 30$  at  $\alpha = 0,05$  is 0,161.

Because the obtained  $L_{observed} < L_{table}$  ( $0,1179 < 0,161$ ), the post-test scores are considered to be normally distributed. Therefore, the assumption of normality was fulfilled, and the post-test scores were appropriate for further analysis using parametric statistical tests.

**1.1.2.2 Homogeneity Test**

The homogeneity test was conducted to determine whether the variance of the pre-test and post-test scores was equal. Homogeneity of variance is one of the assumptions required before conducting a t-test. In this research, the F-test formula was used to examine the homogeneity of variance.

The test compares the larger variance to the smaller variance using the following formula:

$$F = \frac{S_1^2}{S_2^2}$$

The variances obtained from both sets of scores are presented below:

**Table 9. Variance of Pre-test and Post-test Scores**

Test	N	Standard Deviation	Variance (S <sup>2</sup> )
Pre-test	30	4,90	24,01
Post-test	30	3,81	14,53

Based on the table above, the pre-test scores demonstrate a slightly higher variance (24,01) compared to the post-test scores (14,53). Therefore, the post-test variance was positioned as the numerator in the F-ratio calculation.

$$F = \frac{24,01}{14,53}$$

$$F = 1,65$$

The degrees of freedom for each dataset were calculated using the formula  $df = n - 1$ , resulting in:

$$df_1 = 30 - 1 = 29$$

$$df_2 = 30 - 1 = 29$$

Because  $F_{observed}$  (1,65) is lower than  $F_{table}$  (1,85) it can be inferred that the variances of the two sets of scores are statistically homogeneous. Accordingly, the assumption of homogeneity of variance was satisfied, and the data were considered appropriate for further analysis using the paired sample t-test.

### 1.1.2.3 Hypothesis Testing

To examine whether the Genre-Based Approach significantly improves students' writing ability, the hypothesis was tested by using a paired sample t-test. This statistical procedure was chosen because the research applied a one group pre-test and post-test quasi-experimental design, in which the same students were assessed before and after the treatment. The paired sample t-test enables the researcher to determine whether there is a significant difference between the two sets of scores.

The formula used in testing the hypothesis is as follows (Arikunto, 2010; Sudijono, 2007):

$$t = \frac{M_d}{\sqrt{\frac{\Sigma d^2 - (\Sigma d)^2 / N}{N(N-1)}}$$

Based on the collected data:

$$\Sigma d = 416$$

$$\Sigma d^2 = 6665$$

$$N = 30$$

$$M_d = \frac{\Sigma d}{N} = \frac{416}{30} = 13,87$$

Substituting the values into the formula:

$$t = \frac{M_d}{\sqrt{\frac{\Sigma d^2 - (\Sigma d)^2 / N}{N(N-1)}}$$

$$t = \frac{13,87}{\sqrt{\frac{6665 - (416)^2 / 30}{30(29)}}$$

$$t = \frac{13,87}{\sqrt{\frac{6665 - 173056 / 30}{30(29)}}$$

$$t = \frac{13,87}{\sqrt{\frac{6665 - 5768,53}{870}}}$$

$$t = \frac{13,87}{\sqrt{\frac{896,47}{870}}}$$

$$t = \frac{13,87}{\sqrt{1,03}}$$

$$t = \frac{13,87}{1,015}$$

$$t = 13,66$$

Thus, the obtained t value ( $t_{observed}$ ) 13,66.

Based on the calculation result, the obtained value of  $t_{observed}$  was 13,66. The test was conducted at the 5% significance level of  $\alpha = 0,05$  with the degree of freedom ( $df$ ) =  $N - 1 = 30 - 1 = 29$ . Referring to the t-distribution table for  $df = 29$  at  $\alpha = 0,05$  (two-tailed test), the critical value is 2,045. Since  $t_{observed}$  (13,66) exceeded  $t_{table}$  (2,045), the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted.

This result indicates that there is a statistically significant difference between students' writing performance before and after the implementation of the Genre-Based Approach. Therefore, it can be concluded that the Genre-Based Approach has a significant effect on students' ability in writing recount texts.

## 2.1 Discussion

The results of the hypothesis testing showed that the obtained t-value (13.66) was significantly higher than the critical value (2.045) at the 5% level of significance with 29 degrees of freedom. This statistical result indicates that the implementation of the Genre-Based Approach had a significant effect on students' writing ability in recount text.

The effect of the Genre-Based Approach can be observed in the increase of the mean score from 67.7 in the pre-test to 81.57 in the post-test, resulting in a gain of 13.87 points. This improvement serves as empirical evidence of the effect of the treatment. The increase in students' scores indicates that after receiving instruction through the Genre-Based Approach, students were better able to organize their recount texts systematically, arrange events chronologically, and apply appropriate language features, particularly the use of simple past tense and temporal conjunctions. Thus, the improvement in writing performance represents the measurable outcome of the instructional effect.

The findings of this study are consistent with previous research investigating the effect of the Genre-Based Approach on writing ability. Mastura et al. (2020) found that the implementation of the Genre-Based Approach had a significant effect on students' ability to organize ideas and apply relevant language features. This supports the present study by demonstrating that structured genre instruction consistently produces positive effects on students' writing organization. Similarly, Kusuma & Rini (2023) reported that genre-based instruction had a positive effect on students' grammatical accuracy and clarity of expression. Their findings reinforce the current results, as the observed improvement in post-test scores also reflects better control of tense usage and sentence construction. The similarity of these results strengthens the argument that the positive effect identified in this study aligns with established empirical evidence.

Based on the findings of this study, it can be concluded that the implementation of the Genre-Based Approach over four meetings resulted in a significant improvement in students' ability to write recount texts. The results indicate that the Genre-Based Approach has a positive effect on students' writing ability, particularly in organizing ideas and applying appropriate language features in recount texts. Therefore, this approach can be considered an effective instructional strategy for teaching writing at the senior high school level.

## 5. Kesimpulan

Based on the results of the data analysis conducted in this study, the conclusions are stated as follows:

1. The students' writing ability in recount text before the implementation of the Genre-Based Approach was at a moderate level, as shown by the pre-test mean score of 67.7. The analysis of their writing indicated that several students still faced difficulties in organizing ideas in a coherent manner, arranging events in logical sequence, and applying appropriate grammatical structures.
2. After the implementation of the Genre-Based Approach, the students' writing ability improved, as reflected in the post-test mean score of 81.57. The students were able to organize their recount texts more systematically, present events in clearer chronological order, and use relevant language features more accurately, particularly the simple past tense and temporal conjunctions.
3. The result of hypothesis testing showed that the value of  $t_{observed}$  (13.66) was higher than  $t_{table}$  (2.045) at the 5% significance level with 29 degrees of freedom. Since  $t_{observed} > t_{table}$  the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. This means that there was a significant difference between students' writing scores before and after being taught using the Genre-Based Approach.

Based on these findings, it can be concluded that the implementation of the Genre-Based Approach had a significant effect on students' writing ability in recount text at Grade X of SMA Negeri 7 Medan.

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