

THE IMPLEMENTATION OF A GENRE-BASED APPROACH TO IMPROVE THE ENGLISH GRAMMAR MASTERY OF THE FIRST-GRADE STUDENTS OF SMA NEGERI 3 SIDRAP

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Abstract

The purpose of this study is to find out whether the application of the genre-based approach method improves students' ability to use proper grammar. This study used pre-test and post-test with one class as the subject. The researcher's method of choice was random sampling. There were 34 first-grade students at SMA Negeri 3 Sidrap (X MIPA 1) who were sampled for this study. The researcher informed us about the instruments in the pre-test and post-post using different types of texts. The t-test value of (-10.855) further supported the research findings. The researcher found that the p-value was 0.05 from the t-table of the lesson. This necessitates the use of a genre-based approach to help students with their grammar. In other words, using the genre-based approach method can help first-grade students (X MIPA 1) at SMA Negeri 3 Sidrap improve their grammar skills in terms of proper grammar usage, vocabulary, and comprehensibility.

Keywords — Grammar, Genre-Based Approach, accuracy, comprehension.

INTRODUCTION

According to Brown in Thornbury (1999), grammar is a set of rules that determine how words are arranged in sentences. However, understanding sentence morphology and syntax alone is not enough. Grammar, according to Odlin in Byrd (1998), can be understood as "descriptive rules that provide extensive knowledge about language, prescriptive rules that specify socially acceptable usage, explanations for internal features of the human brain, and generative Ness. A system that aims to describe language in a formal framework influenced by symbolic logic. Consequently, defining grammar is a challenging process that depends on how the grammar is used to meet the demands of the individual learning it.

The traditional definition of grammar instruction is as a means to present and use grammatical structures. Ellis (2006) argues that this definition does not cover all aspects of grammar teaching in today's English classrooms. According to him, grammar instruction involves more than just modeling and practicing grammatical structures. Students must also learn how to create grammatical structures, be inspired to do so, and receive feedback on their mistakes.

Teaching grammar in language schools is not without its difficulties. Since the introduction of communicative language education, the focus of language learning has evolved from a focus on language form to a focus on language function for communication. This approach is considered the most effective for teaching the functional aspects of a foreign language (Brown, in McKay 2003) as it provides students with an optimal learning environment.

According to Richards in Celce-Murcia & Hilles (1998), "The communicative approach can result in the formation of fragmented, ungrammatical, and pidginized language forms in which students can never really get along". He argues that grammar instruction should be included in language teaching rather than left out. In addition, it is very important to pay attention to language structures such as grammar because it can help students in understanding the nature of language and its function in social communication (Joyce and Burns, 1999). A new discussion on grammar education will follow if it should be taught.

Celce-Murcia (1991). She argues that explicit grammar education is necessary to enhance learners' understanding of the constituent parts of the language. Some academics have concluded that grammar education is helpful, but it must be taught in a way that mimics the natural acquisition process to be effective, according to Ellis (2006), who cites several studies comparing instructed vs. natural language acquisition.

According to Derewianka, it is crucial to embed grammar in a way that is relevant to the genre students are reading or talking about. Students will be able to strengthen their language skills about a particular genre while learning the proper grammar rules in this method. Derewianka thinks that by emphasizing gradual genre instruction, students will gain better grammar skills as well as reading, speaking, listening, and writing skills.

To implement the educational process, it is necessary to use an educational model that serves as a strategy for how education can help students learn to read and write clearly and wisely and how to build social skills and commitment (Joice & Wells). It is important to understand that the 2013 curriculum uses three main teaching models (Permendikbud No. 103

of 2014), which are believed to develop students' intellectual, social, and thirst for knowledge.

However, not all educational paradigms are suitable for every KD or subject area. The current teaching methodology is only appropriate for the current subject matter. Similarly, if relevant educational materials are used, it will be able to succeed ideally. Therefore, teachers must analyze each KD problem statement and select the appropriate teaching model for the teaching process.

LITERATURE REVIEW

1. Definition Grammar Mastery

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2. The Importance of Grammar

To ensure accuracy and fluency in all language skills, teachers have two goals when teaching language. While accuracy refers to the ability to speak with proper grammatical structures, such as proper use of verb tenses, phrasal verbs, and prepositions, fluency relates to the ability to communicate clearly.

A learner must understand the grammar of the target language to communicate correctly and understand each sentence. Grammar is a term for the resources available to users of a language system to produce text, claim Knapp and Megan (2005) to support their claim. The ability to manipulate language and select appropriate content in speech or writing "transforms language use from an implicit and unconscious form to a conscious manipulation" of the speaker or writer. The claim is that grammar is one of the most important elements of the

English language because it not only improves the quality of expression but also clarifies its meaning.

Understanding grammar in this sense includes understanding how written English functions as well as the rules that determine what can and cannot be done with the placement and use of words in an English sentence. To write or communicate more simply and effectively, grammar must be mastered. It may be sufficient for basic language use in those who have no conscious knowledge of grammar. On the other hand, those who wish to express themselves creatively should pursue the greater depth of knowledge and expertise offered by the study of grammar.

3. Definition of Genre-Based Approach

The word genre comes from the French word *genre*, which means form or type. In biology, the term also refers to the meaning of genus, which defines groups of flora and animals. As a result, the basic concept of genre is to divide specialties/types into different classes based on their characteristics (Degrease: 2016). The term approach according to Edward Anthony in Brown (2001) is "a set of assumptions relating to the nature of language, teaching, and learning".

According to (Hyland: 2004), a genre in classroom practice recognizes that the characteristics of similar groups of texts are influenced by the social context in which they are created and used. There are thirteen genres in the 2006 curriculum: narrative, anecdote, spoof, recount, news item, descriptive, report, procedure, explanation, analytical exposition, hortatory exposition, discussion, and review. Identifying genres helps students in organizing information in paragraphs for communicative purposes. This is expected to improve communication skills and prepare students to write rational English texts. The English curriculum PP No 19, 2006 formulates educational competency standards on the development of oral and written communication to obtain information letters.

In the world of education, the technique is defined as a plan, method, or series of activities designed to achieve a particular educational goal (J. R. David, 1976), thus learning techniques can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. There are two things that we must pay attention to from the above understanding. First, learning techniques are action plans (series of activities) including the use of methods and the utilization of various resources/strengths in learning. Second, strategies

are formulated to achieve certain goals. This means that the direction of all technical decisions is the achievement of goals.

Kemp in Suaidinmath (2010) explains that learning techniques are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. In line with the above opinion, Dick and Carely (1985) also mentioned that learning techniques are a set of learning materials and procedures used together to produce learning outcomes for students.

And, according to Permendikbud Number 103 of 2014 Learning, a learning model is a conceptual and operational learning framework that has a name, characteristics, logical sequence, structure, and culture. Meanwhile, the learning approach is the teacher's perspective in implementing the plans that have been prepared in the form of real and practical activities to achieve learning objectives.

The genre-based approach is a learning concept that impacts on language teaching and learning. This approach, on the other hand, emphasizes the social and cultural components of language and text (Among 2013). In addition, genres emerge as social products and institutional frameworks (Beck & Jeffery: 2009). Students will be able to increase their awareness of the most difficult part of conveying their autonomy by using this model of approach.

The genre-based approach was a popular teaching model in Western countries in the mid-1960s. The Nuffield Foundation sponsored the first implementation of the genre-based approach in London in 1964, which was then practiced in the School Board and directed by Halliday.

A Genre-Based Approach" is a genre theory in developing writing activities and its implementation in English language teaching in Asia (China and Korea, Singapore), and also in Indonesia. The Genre-Based Approach models used by teachers in Indonesia, in the School-Based Curriculum are Building Knowledge of the field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCT), and Independent Construction of Text (ICT).

The Genre-Based Approach is based on the theory of functional systemic linguistics by Halliday (1978) and according to Byrne (1984:28), the genre-based approach is defined as a framework for language teaching based on examples of specific genres. A genre-based approach is an approach also known as text-based teaching. Meanwhile, Feez & Joyce (1998), say the genre-based approach is a methodology designed to support language learning as a social process.

METHODS

The research design of this study was a pre-experimental (one group pre-test post-test) research design. The research design of the One Group Pretest-Posttest method according to Gay (2006).

A study can be known to be successful or not if the results of the research instruments are by the purpose of the study. The research instruments are tools or facilities used by the researcher in collecting research data. The researcher asks questions based on the learning materials that had presented such as the Simple Present item and Simple Past item. The form of the test is multiple choice 20 items, fill-the-blank 10 items, and Rearranging words or sentences 10 items. The objectives of test specification are that students can identify the form of tenses, can identify which are suitable words in a test, and students can determine sentences correctly.

RESULTS

The purpose of this study is to determine the improving the implementation of a genre-based approach to teaching English in improving students' grammar mastery at SMA Negeri 3 Sidrap. The data from the pretest and post-test was formulated in the same manner as described in chapter 3 to determine the percentages, classification scores, and scoring tests of the students' grammar mastery.

The result of data analysis through pre-test and post-test in the mean score and standard deviation was that post-test was higher than the pre-test, which means that there was a significant increase in both scores. In addition, the frequency and percentage scores indicate that the student's grammar mastery in the pretest was very poor and poor. It's because many of them don't understand the grammar.

A pre-test was given to 34 students. Before the pre-test was conducted, the researcher explained the instructions. The pre-test aimed to determine the student's initial improvement regarding their grammar mastery. The pre-test in this study amounted to 40 questions, including 20 questions about the form of tenses, 10 questions about different word forms and how they are used in sentences, and 10 questions about composing sentences correctly. The types of questions consist of multiple-choice, fill-the-blanks, and rearranging words or sentences.

DISCUSSIONS

In this section, the researcher discusses the interpretation of the pre-test and post-test results; the researcher explained that there were several procedures used to determine students' grammar. Several tests were conducted to collect data such as pre-test and post-test. Students were given a pre-test to determine their initial grammar mastery, followed by treatment to improve their grammar mastery, and finally a post-test to see if there were any improvements experienced by students after treatment.

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The results of the students' test showed several grammatical errors in the use of tense form, for example, they cannot distinguish when the present was used and the simple past was used. In addition, they have errors in distinguishing the use of V1 and V2 and also when Ed, S, and Es are used. They also have errors using signal time, for example, in the word "good morning" they don't know if good morning is part of a simple present or simple past. There are many errors in this pretest, but these errors are taught in the process of treatment.

After being given treatment, the researcher gave a post-test to the students. The post-test aims to determine the increase in students' grammar mastery after being given treatment.

CONCLUSIONS

Based on the results of the grammar mastery test given to first-grade students at SMA 3 Sidrap, it can be concluded that there was the development of English grammar mastery that was taught through the implementation of a genre-based approach, with pretest students scoring 51.76 and post-test students scoring 76.03. Meanwhile, there is a statistically significant difference due to the value of Sig (2-tailed) < P pr (0.000 < 0.05).

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