

The relationship between genre-based English learning material to Indonesian learner's motivation and achievement

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Abstract: Achieving an effective learning activity requires appropriate teaching materials in the learning process. Yet, there are some problems in the preparation of learning materials to teach that affect delivering the materials in the learning process. This paper is aimed to examine the impact genre-based as a learning material which is able to motivate learners in learning with interesting activity for learning process to improve learners' writing achievement. The finding of this study shows that the learner's motivation and achievement were improved. Also, there were a strong relationship between the usability of Genre-based learning materials to learner's motivation and achievement. The result of this study is expected going to be applicable for teachers who want to shift their teacher-centered learning style to be learner-centered style in writing activities. Also, it is for the reader who is concerning to English learning media and learners motivation.

Keywords: Genre-based, Motivation, Writing, Achievement

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INTRODUCTION

This article raises the problem of teacher to conduct suitable learning material for learner's need. The teaching and learning material is a key component in language learning process (Richards & Renandya, 2002, p. 65). According to Marlin and Ashadi (2019, p. 163), learning material has significance role to support and facilitate learners to achieve the goal of learning. An innovative learning material could affect the way teaching and learning in language learning in order to facilitate an effective the teaching and learning process. Also, it is applied in order to get good learning outcomes and motivate learners to grasp the knowledge.

According to Phalychan and Sugirin (2019), Writing is widely used for help people to communicate and becoming crucial skill in global communication. Writing refers both to the written text and the activity of constructing a word to create text or paragraph in written text. Along with Phalychan and Sugirin, (Larkin & Budny, 2005; Tynjälä et al., 2001) defines that writing is as an active learning process and promote meaningful to be learned by learners. Also, the learners have to convey their ideas on paper as a media to communicate with their readers using words through a text. Writing is considered as one of the most difficult skill for learners to master (Ghufron et al., 2016, p. 2). As it is not easy to present or convey the idea into written form so the learners has to consider many aspects of writing such as mechanics, punctuations, grammar, vocabulary, word choice and the purpose of their writing. In line with Ghufron et. al., Fareed et al. (2016) explains the common issue comes from incompetence in syntax, coherence, idea, content selection, topic sentence, or lack of organization. According to (Pao, 2016, p. 122), the learners should pay more attention on narrative features in constructing ideas writing narrative text. There are some difficulties for the learners to master for example the learners found a difficulty in generating an idea to start write a sentence or how to use the tenses in their texts properly. Furthermore, the learners have a difficulty in selecting appropriate word and put in their sentence. Additionally, writing materials and teaching methods are needed to facilitate learner's need in order to solve their difficulties in writing narrative text. Group activities, teamwork projects, and peer reviews are suggested

in learning process as well as the use of songs and video in various types of media in a writing class. Also, Akrim (2018, p. 459) agrees that a creative and innovative learning media in conveying subject materials to learners will make learners understand quickly in receive knowledge.

The appropriate learning material in learning process requires an effective learning activity based on learner need and target need. Yet, there are some problems in the preparation of materials to teach that affect the learning process. The teacher has difficulties in adapting or adopting teaching and learning materials from other sources that meet learner need and target need. This limitation leads to a failure in learning process between teachers and learners to achieve learning objectives. Genre-based learning material is to be expected for teachers used as a tool to motivate learners to be more responsive. Genre-based refers to process in writing by systematically orders in materials development for learners with low competencies and motivation.

There are some problems related to English teaching and learning process that have existed in the class. Firstly, it is about materials. The materials that learners use this class were only LKS (learner learning worksheet) without any main book as a printed source. As a result some learners are not prepared well to learn English. They were looked uneasy in understanding the materials and felt worry to giving an answer when the teacher asked them a question. Secondly, the arisen problem is related to the learners itself. They often feel unmotivated to learn and passive. Most of learners prefer to stay silent listen the teacher explanation as teacher prefers to use teacher-centered method in delivering the materials.

This study carried out to determine the use genre-based approach in learning material (narrative) for experiment class and using only manual textbook in learning material for the control class and to determine the relationship of genre-based approach in learning material improving the learner's motivation and achievement. The study is expected to provide important information in determining the use of genre-based approach in learning materials to the learner's motivation and achievement. The significance of this study is for the readers who are interested in developing writing skills learning materials. Also, the finding of this study could help the teachers to develop their own learning materials to enhancing the learners motivation and language learning achievement.

Referring to the description above, this study attempts to identify the relationship of Genre-based learning materials to learner's motivation and writing achievement. Also, this study attempts to examine whether the use Genre-based learning materials improves learner's motivation and their achievement in writing narrative text or not. By analyzing that the use of Genre-based learning materials in learning process, the reader knows how to use and develop learning material that helps teachers conduct teaching and learning process. By observing the use of Genre-based learning materials which is applied, we expect to recognize that it will increase learner's motivation and writing achievement. In the terms of teaching and learning approach, this present study expected to able to give a contribution to education field.

METODE

Quasi-experimental study was considered to this study because the writer put interested to find the usability of Genre-based learning materials to the learners motivation and achievements. Along with (Cresswell, 2016, p. 124) defines quasi-experiment is a form of empirical research in which individuals are not randomly assigned to groups. The writer believes whether the use of Genre-based learning materials in learning process is useful to improve learner motivation and their writing achievement. The data was gained from the control group as base line data and experiment group or the group that gets a treatment. The first data were attained from document analysis and questionnaires. The subjects of this study are from 34 learners of Senior High Public School at X science class. The data collection involved by document analysis and questionnaires. The identification process is in below:

Group A : P ___ O1 ___ X ___ O2 ___ R
Group B : P ___ O1 ___ O2

Information:

P : Preliminary Observation
O1 : Pre-test
X : Treatment
O2 : Post-test
R : Reflective Questionnaire

The sequences of this study were started by observing the teacher in teaching and learning process and analyzed teacher difficulties and giving the pre-test. After that, the writers were observed the teaching learning using a genre based learning materials, giving posttest, and making assessment. Next, distribute questionnaire for reflective the learning process and conduct evaluation. The data were analyzed by following stages. First, the data will be collected from test result, and reflective questionnaire of learners. Also, the data will be collected from writing assessment. Second, the results will be calculated in the SPSS and the data would be analyzed with T-test and ANOVA. T-test is used when comparing learners test scores in a way that requires several pair comparisons to be made.

RESULTS AND DISCUSSION

Result

According the result of learners interview for need analysis were shown that there were several motivations to keep the learners enthusiasm in learning English. They were learnt English to be able to enter college, reach their dreams to study abroad, get their desired job, and become successful because they master the international language. The learners suggested for learning English in class will be easier to understand and fun to learn such as learning material combined with games, watching movies, sing a song activities. The teacher teaching style attracts the learners to more active in the learning process and patient or sensitive to learners. The description of the result both group tests were presented in Table 1.

Table 1. One-sample Test score Control Class

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MIPA4 Pretest	97.237	33	.000	80.147	78.47	81.82
MIPA4 Posttest	189.794	33	.000	84.853	83.94	85.76

From the Table 1 shows that the value of Control Class population means are statistically significantly different in both Pretest and Posttest writing scores. The score was statistically significantly normal in Pretest. The score in Pretest was statistically significantly lower by 80.15 (95% CI, 81.82 to 78.47) than $t(33) = 97.24, p < 0.005$. While, the Posttest score was statistically significant normal. The score in Posttest was statistically significantly lower by 80.15 (95% CI, 85.76 to 83.94) than $t(33) = 189.75, p < 0.001$.

Table 2. One-sample Test score Experiment Class

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MIPA5 Pretest	137.115	33	.000	72.059	70.99	73.13
Writing Process	191.371	33	.000	80.176	79.32	81.03
MIPA5 Posttest	161.478	33	.000	85.824	84.74	86.90

Table 3. Paired Samples Test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	MIPA4 Pretest - MIPA5 Pretest	8.088	5.230	.897	6.263	9.913	9.017	33	.000
Pair 2	MIPA4 Posttest - MIPA5 Posttest	-.971	4.496	.771	-2.539	.598	-1.259	33	.217

From the Table 2 shows that the value of Experiment Class population means are statistically significantly different in Pretest, Process, and Posttest writing scores. The score was statistically significantly normal in Pretest. The score in Pretest was statistically significantly lower by 72.06 (95% CI,

73.13 to 70.99) than $t(33) = 137.16, p < 0.005$. While, the score was statistically significant normal in Process. The score in Process was statistically significantly lower by 80.18 (95% CI, 81.03 to 79.32) than $t(33) = 191.37, p < 0.005$. Also, the Posttest score was statistically significantly normal. The score in Posttest was statistically significantly lower by 85.82 (95% CI, 86.90 to 84.74) than $t(33) = 161.48, p < 0.005$.

From the Table 3 shows that the result a repeat measures t-test found this difference to be significant, $t(33) = 9.02, p < 0.001$ between MIPA4 Pretest to MIPA 5 Pretest writing scores. While, the result a repeat measures t-test found this difference was not be statistically great significant between MIPA 4 Posttest and MIPA 5 Posttest writing scores, $t(33) = -1.26, p = .217$. In term of Motivation and Learning Achievement in Experiment Class, the result is presented in Table 4.

Table 4. Anova Table for Writing Achievement and Motivation

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Pretest * Motivation	Between Groups (Combined)		82.229	3	27.410	3.612	.024
	Linearity		55.441	1	55.441	7.306	.011
	Deviation from Linearity		26.787	2	13.394	1.765	.189
	Within Groups		227.654	30	7.588		
	Total		309.882	33			
Process * Motivation	Between Groups (Combined)		31.510	3	10.503	1.104	.363
	Linearity		.552	1	.552	.058	.811
	Deviation from Linearity		30.957	2	15.479	1.627	.213
	Within Groups		285.432	30	9.514		
	Total		316.941	33			
Posttest * Motivation	Between Groups (Combined)		6.747	3	2.249	.355	.786
	Linearity		4.844	1	4.844	.764	.389
	Deviation from Linearity		1.903	2	.952	.150	.861
	Within Groups		190.194	30	6.340		
	Total		196.941	33			

From the Table 4 shows that the results of the relationship linearity test of Experiment Class are: (1) Motivation to Learners writing achievement in Pretest of $F_{count} = 1.77; F_{table} = 3.32$, degrees of freedom = 23.24; $p > .05$ (2) Motivation to Learners writing achievement in Process of $F_{count} = 1.63; F_{table} = 3.32$, degrees of freedom = 2.30; $p > .05$ (3) Motivation to Learners writing achievement in Posttest of $F_{count} = .150; F_{table} = 3.32$, degrees of freedom = 2.30. $p > .05$. In term of Usability of Genre-based learning materials and Learners writing achievement in Experiment Class, the result is presented in Table 5.

Table 5. Anova Table for Usability of learning materials

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Process * Usability	Between Groups (Combined)		13.675	3	4.558	.451	.719
	Linearity		10.107	1	10.107	1.000	.325
	Deviation from Linearity		3.567	2	1.784	.176	.839
	Within Groups		303.267	30	10.109		
	Total		316.941	33			

From the Table 5 shows that the results of the relationship linearity test of Experiment Class was the usability of Genre-based learning materials to Learners writing achievement of $F_{count} = .176; F_{table} = 3.32$, degrees of freedom = 2.30. $p > .05$.

Table 6. Anova Table for Usability of learning materials for learner motivation

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Process * Usability	Between Groups (Combined)		13.675	3	4.558	.451	.719
	Linearity		10.107	1	10.107	1.000	.325
	Deviation from Linearity		3.567	2	1.784	.176	.839
	Within Groups		303.267	30	10.109		
	Total		316.941	33			

From the Table 6 shows that the results of the relationship linearity test of Experiment Class was the usability of Genre-based learning materials to learners motivation of $F_{count} = 1.50$; $F_{table} = 3.32$, degrees of freedom = 2.30. $p > .05$.

Discussion

Writing is a complex process that involves the writer consciousness and thinking in order to communicating with the readers (Moore-Hart, 2010, p. 19). The writer should think how to convey ideas, organize the content, and choose the word carefully to deliver the ideas. Also, Lunenburg and Lunenburg (2014) defines that writing process is not only about structure for how to write, but also a procedure to follow. In addition, Harmer (2007b) suggests that there are four steps of the writing processes: planning, drafting, editing/revising, and the final version. These stages are representing in the Figure 1.



Figure 1. The stages of writing process

The detailed information of learning material activity shows the topic, unit title, indicators, language function, input text, language focus, and procedures of the related unit. It was also generated from SK and KD of English subject and needs assessment results. Unit 4 standard of competences is KI 4 “Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.”. Meanwhile, the basic competence used is KD 4.8. “Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks naratif, lisan, dan tulis sederhana terkait legenda rakyat.”. The topic for Unit 4 is Narrative. It was chosen based on the syllabus and basic competence for X grade Senior High School learners which were stated before. Moreover, it was based on the consideration that after the learners learned it, they will able to organize a narrative text. The Unit 4 title is “One Day...”.

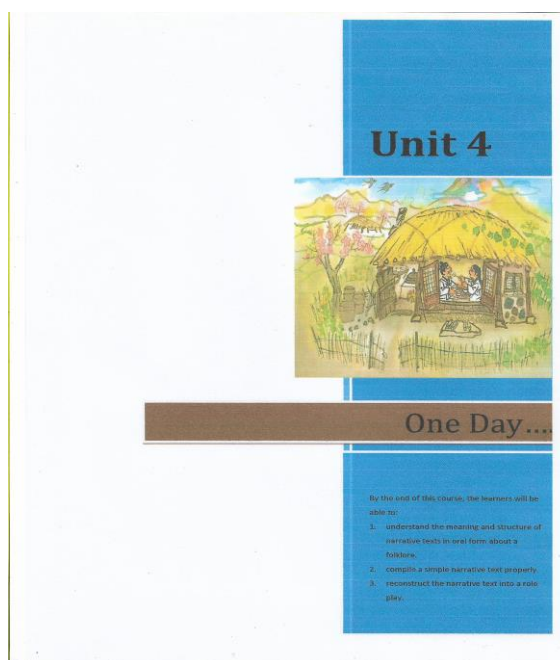


Figure 2. Unit 4 cover

It emphasizes the topic to prompt the learner to learn the value of the story. The indicators of Unit 4 were to constructing narrative text related folklore with contextual in social functions and generic structure of the text. The objectives of Unit 4 were generated from the basic competences of English

subject in senior high school KD 4.8 and the syllabus of the school. Based on the syllabus, the learners are expected understand the meaning and structure of narrative texts in oral form about folklore, compile a simple narrative text properly, reconstruct the narrative text into a role play. Those competences were then applied in reading and writing form to emphasize the topic in Unit 4.

The Unit 4 language function shows the objectives for reading and writing cycle. As stated above, the objectives of reading and writing cycle of Unit 4 were generated from the basic competence and the syllabus for English teaching. Therefore, the language functions for Unit 4 are to taking a good example and learn good values from the text. The input text of Unit 4 in reading form is to collect the summary of the story and learn the moral values from the story. While for writing cycle is to make the short story with direct and indirect sentence. The language focus of Unit 4 which generally consists of two parts i.e. grammar and vocabulary. The grammar focuses for Unit 4 are using direct and indirect sentences. The vocabulary for this unit is selected based on the topic and input text. Due to the topic is related to narrative text, the vocabularies are related to what the learners learnt from the story.


The procedures of Unit 4 are related to the activities which carry out the learning activities. In other words, they are related to what learners should accomplish for achieving the objectives. The procedures are divided into three parts i.e. pre-writing (Activity 1-4), whilst-writing (Activity 5), and post-writing (Activity 6-7). Each part shows different type of activities based on learner interest in learning activities. The procedures were developed based on the objectives of Unit 4 and needs assessment results. The learning material was developed and the completed learning materials design consistency of this study is in Table 7.

Table 7. The consistency of learning materials

Element	Section	Parts
Pre-writing	Modeling Text	Brainstorming Collecting the data
	Joint Construction	Outlining Note-taking
Whilst-writing	Independent Construction	Planning Drafting
		Editing
Post-writing	Evaluation	Assignment Reflection

Brainstorming

This part usually presented to build the learners understanding and comprehension in the begining of unit. It is provided an introduction to related topic, listening exercises, or passage reading. The aim of the brainstorming was as a warming up for the learner to get ready to learn. It was also provided the background knowledge introduce the learners to the topic.



Activity 1 : Listening to the Story
 Focus : Listening Skill
 Interaction : Presentation (Group Activity)
 Materials : Worksheet, Pen

1. Watch the video carefully. Circle the words that you find/hear from the video.

cherish rainy healthy noodle chopstick mild
cherry tiny wealthy needle crabstick wild

2. Check the pronunciation of these unfamiliar words that you found in the video. Check the meaning of each word in dictionary.

No	Word	Pronunciation	Meaning
1.	thumb	/θʌm/	a thick first digit and short lower apart from the other four.
2.	village		
3.	request		
4.	scabbard		
5.	oar		
6.	ambition		


3. What was your impression about the story? Share the answers of your own group discussion in front of the class. The other groups will take notes of the presentation

Figure 3. Brainstorming Part

Collecting the data

It helps the learners to build the knowledge/context/schemata of the unit by recall and use their prior knowledge as confirmation what they will learn. It is provided comprehension questions and followed by vocabulary development. The aim of the collecting the data was to introduce the learners to the content and context before the learners to do the real tasks (Figure 4).

Activity 2	: Confirmation
Focus	: Sharing
Interaction	: Group
Materials	: Worksheet, Pen



1. Work in your groups to answer the questions below.

a) What was the story about? Please draw the story as a mind map.

b) Who are the characters on the video? Please describe the personalities of each character.

c) What was the complication of the story? Tell us the details of it.

d) What was the resolution of the story? Please mention the evidence.

2. Write down the summary of the video.

_____ Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi. The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

3. Write the moral values you get from the video and give the evidences.

Figure 4. Collecting the data Part

Main Activities

It contains outlining (Figure 5) and note-taking (Figure 6). Also, it requires group activities in discussion, summarizing, listening detailed information, and presentation. The aim of the main activities was provided to the learners with task which learners should achieve the objectives of the learning.

Exercise


This part requires the learners getting ideas what they are going to write through a mind-mapping (planning). Then, the learners are adjusting their idea into written form (drafting). Also, the learners are reorganizing in correcting form and refining their idea-based peer-review (editing).

Evaluation

This part contains assignment (Figure 8) and reflection (Figure 9). It requires the learner evaluation over the learning material/unit and learning progress over the learning activities. The aim of this section was been functioned as an evaluation phase. The learners should be able to apply the competences that they have learnt. The tasks were designed as authentic as what happened in their life.

Based on the result of one sample of T-test of learning material, there was a statistically significant difference between means ($p < .05$) and the writers can reject the null hypothesis (There was no statistically significant difference) and accept the alternative hypothesis in both MIPA 4 and MIPA 5. According to (Dirgeyasa, 2016, p. 46), Genre is a kind of text either oral or written in which there is relationship between the usage of language and distinctive social functions in specific way in order to achieve specific goal. Also, (Hyland, 2018, p. 1) suggests that genre refers to socially recognized ways of people using language to respond in frequent situations. Referring above statement, it could be basically defined that genre is the use of language tend to apply by means in a certain social circumstance.

Activity 3 : Direct and Indirect Speech
 Focus : Grammar
 Interaction : Individual
 Materials : Worksheet, Pen



1. Read a brief explanation about direct and indirect speech. Then, write down these from indirect sentences into direct sentences and direct sentences into indirect sentences below.


Identification of Direct and Indirect Speech: are the way what people said and how convert the speech from what someone said in written form.

Direct speech: considering as the exact words spoken, no change in the words, and place the words spoken between quotation marks (" ")
 e.g: She said, "What time will you be at school?"


Indirect speech: used to talk about the past, change the tense of the words spoken and use the word 'that' to introduce the reported words.
 e.g: He told me that he was surprised.


- a. He asked me if I would go to the cinema with him.
- b. She asked us what thing we were buying
- c. My dad asked us if we wanted a cup of coffee.
- d. My boss asked me what my name was.
- e. He asked when the train arrived.
- f. Susan asked, "Where are we going?"
- g. Chloe asked Max, "Can you pick me up?"
- h. They asked, "When will the movie start?"
- i. My sister asked me "Did you finish your food?"
- j. My grandfather asked him, "How old are you?"


2. Write a sentence based on what is happened in each picture. Make the sentence into direct and indirect sentence.





Indirect: The king asked to his Queen and mistress how was their day going?
Direct: the Queen answered him, "it was a great day".
 the Mistress answered, "it was still same as usual".












3. Exchange your work to your partners to check and correct the answers. Write down your feedback to your partners work

Figure 5. Outlining Part

Activity 4 : Inspirational Story
Focus : Reading Skill
Interaction : Group Activities
Materials : Worksheet



1. Fill in the blanks in the text below to complete the story by changing the verb into its correct form.

Shim Cheong, the Devoted Daughter

Once upon a time, there was girl, Shim Cheong. Her mother died when she was born. Her father did not have a job because he was blind. So from her childhood, Shim Cheong had to work to make money.

One day, Shim Cheong was late coming home from work. So her father went out for her. While he 1 _____ (cross) the bridge, he fell into the river. "Help me, I'm drowning," he shouted in panic.

A monk passing by saw him and jumped into the river to save him. "Are you okay?" asked the monk.

He 2 _____ (surprise) that he was blind. The monk advised him, "If you offer Buddha three hundred sacks of rice, you will regain your eyesight."

Shim Cheong's father was very glad to hear the news, so he promised to give Buddha three hundred sacks of rice. Soon he realized that he could not afford to buy all the rice. When Shim Cheong 3 _____ (come) home, she saw her father looking very sad. "What's wrong, father?" she asked.

He told her everything that 4 _____ (happen) and what the monk had said.

"Don't worry, father," Shim Cheong reassured him. "I'll try to get all the rice."

One day, a woman said to Shim Cheong, "Did you hear the news? Some sailors want to buy a girl for an offering to the Sea-God. They will pay as much as she wants."

When Shim Cheong heard that, she 5 _____ (know) where she could get the money to buy 300 sacks of rice. Shim Cheong 6 _____ (go) to see the sailors who wanted to buy a girl and asked them to buy her.

"I need 300 sacks of rice for my father to regain his eyesight," Shim Cheong explained.

The sailors 7 _____ (buy) Shim Cheong and were amazed at her and said, "She's the most fitful daughter in the world."

Finally the day came when she had to leave. "Father, today I'm going to be the Kang family's step-daughter," she 8 _____ (tell) to her father. "To adopt me, they will give three hundred sacks of rice to the temple. Then, you will be able to see again."

"That's great! I won't be a blind man anymore!" her father said happily.

Now, Shim Cheong was on the boat with the sailors. After sailing for several days, the ship reached a deep part of the sea. Suddenly, a strong wind rose and the sea roared. So the sailors wanted Shim Cheong to jump into the roaring sea to be the sacrifice. When she woke up under the sea, she heard beautiful music. She had no idea where she was. "Am I dead or alive?" Shim Cheong said to herself.

At that moment, she heard a voice saying, "Wake up, now. This is the sea palace. The Sea King 9 _____ (touch) by your story. He sent me to save you."

Shim Cheong stayed at the Sea King's palace for a few days. One day, a maid came to Shim Cheong. "The Sea King has ordered that you return to land," she said.

Shim Cheong was put into a big lotus blossom. Finally, the lotus blossom 10 _____ (float) to the surface. The sailors who bought Shim Cheong found the lotus blossom. It was spotted at the same place where Shim Cheong had jumped into the sea. The sailors were surprised and lifted it out of the sea to bring it to their king. When the king touched the blossom, suddenly it opened and a beautiful girl walked out. The king loved her very much and made her his queen.

As the king's wife, Shim Cheong's life was very happy, but she could not forget her father. One day, the king found Shim Cheong looking very sad.

"Why are you so sad?" he asked. "Please tell me."

Shim Cheong 11 _____ (tell) him the whole story. After the king heard her story, he wanted to help her to find her father. So he threw a party for all blind people in the country. Meanwhile, Shim Cheong's father was still blind despite the offering of 300 sacks of rice. He heard from other people in the village what Shim Cheong did for him to regain his eyesight. He 12 _____ (regret) the loss of his daughter.

One day, a neighbor informed Shim Cheong's father that the king prepared a party for blind people. When the party began, Shim Cheong 13 _____ (look) for her father. But she could not find him. On the last day of the party, Shim Cheong was just about to give up hope. Then, she saw a tired and shabby old man enter the palace. She 14 _____ (overjoy) when she found her father. She ran to him. "Father, I'm Shim Cheong, your daughter!" she cried.

"My daughter?" said the surprised old man. "Is it a dream? Let me look at your face!"

At that moment a miracle happened. The old man opened his eyes!

The king was so pleased to see his wife and her father reunited. He 15 _____ (order) the party to be continued for another week. And all the people cheered. Shim Cheong and her father lived happily ever after.

2. Read the text above carefully. Take some notes about the setting of story, the conflict, and the resolution that may happened in the story.


3. Share the result of your own group discussion on previous activities to the other groups to discuss.

Figure 6. Note taking Part

According to Dirgeyasa (2016, p. 47), the genre as a product means that genre writing is a kind of text or writing work which is implies to certain social environment and place where and when the text is used. A text is an item or a work that has physical form and can be read for different purposes and readers. Also, Johns (2011, p. 57) defines in general understanding about genre is when part of paragraphs are in strict formats and structure is often taught as fixed and almost universally transferable. Literary texts is kind of text which has entertain or obtain an emotional response by using language to create mental images. Narrative is a text which tells a story to entertain the reader (Anderson & Anderson, 1997, p. 8). The literary text type in this study is narrative. Writing narrative means writing the word to enlighten about what happen to somebody in matter of time on paper (Widayati, 2002, p.

82). A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure).

Activity 5 : Writing
Focus : Researching Skill
Interaction : Individual
Materials : Worksheet, Pen




- In Unit 3 (Activity 6), you have notes based on your friend's folklore summaries. Choose the best folklore from your own group. Draw a mind-map of the story to help you write into a good narrative text.
- Put direct and indirect sentences in the story of Unit 3 (Activity 6) into 250-300 words. Then exchange your work to your partners to check (content, organization, and language features). Also, write down your feedback to your partners work by use this Peer Review form to help you comment on your friend's work.

	A (4)	B (3)	C (2)	D (1)
Content	The ideas are well-presented in detailed, well-developed, supported with specific details and facts.	The ideas are developed and supported with specific details and facts.	The ideas are present but not particularly developed or supported.	Content is not clear at all
Organization Overall	Well-planned and well-thought out. Includes title, introduction, chronological sequence of events, transitions and conclusion to express a personal opinion.	Good overall in organization, includes chronological sequence of events, transitions and conclusion to express a personal opinion.	There is a sense of organization, although some of chronological sequence of events and transitions are used weakly or missing.	No sense of organization
Language Features	Excellent grammar (past continuous tense), spelling, punctuations. Using chronological connection. Use words which indicate when and where the events took place.	A few errors in grammar, Using chronological connection. Use words which indicate when and where the events took place, but not many.	Shows a pattern of errors in grammar: spelling, punctuations. Using chronological connection. Use words which indicate when and where the events took place.	Continuous errors

- Revise your own previous work based on your partner feedback and correction.

Figure 7. Exercise Part

Activity 6 : Story Group Project
Focus : Self-Learning
Interaction : Group Activity
Materials : Paper Dialogues, Costume, Properties, etc.



- Work in your own group and select the best folklore from your own group and reconstruct the story into dialogue.
- Write down the dialogue into a script as role play.
- Present the story into 10-20 minutes role play


Figure 8. Assignment Part

The Process of Teaching and Learning through Genre-based Approach

A cyclic strategic is based on a teaching-learning cycle through guidance and interaction. (Dirgeyasa, 2016) reveals that cyclic strategic help learners to write very steadily or systematically by comparing and contrasting their previous work to the final work in order to know the strengths and the weaknesses of their writing. Also, Weber (2001, p. 15) supports that cyclic strategic can help learners to raise awareness of their particular areas of difficulties and promotes learner autonomy.

Firkins et al. (2007, p. 343) proposes cyclic strategic as a model of teaching and learning. Also, they mentions stages of teaching and learning writing through genre based approach. There are three stages which have to be followed and applied during the teaching and learning process to follow systematically. The three stages are (Figure 9).

Activity 7 : Reflection
 Focus : Individual
 Interaction : Individual
 Materials : Worksheet, Pen



1. Put tick to your answer (V) in this reflection part. You should be honest.

Learning Objectives	I am good at	I can do this with help	I can't do this and still need help
understand the meaning and structure of narrative texts in oral form about a folklore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compose simple narrative text properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adapt the narrative text into a role play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Which favorite activities were you like to do?
 3. Did you find any difficulties in learning this unit? What was it?

Figure 9. Reflection Part

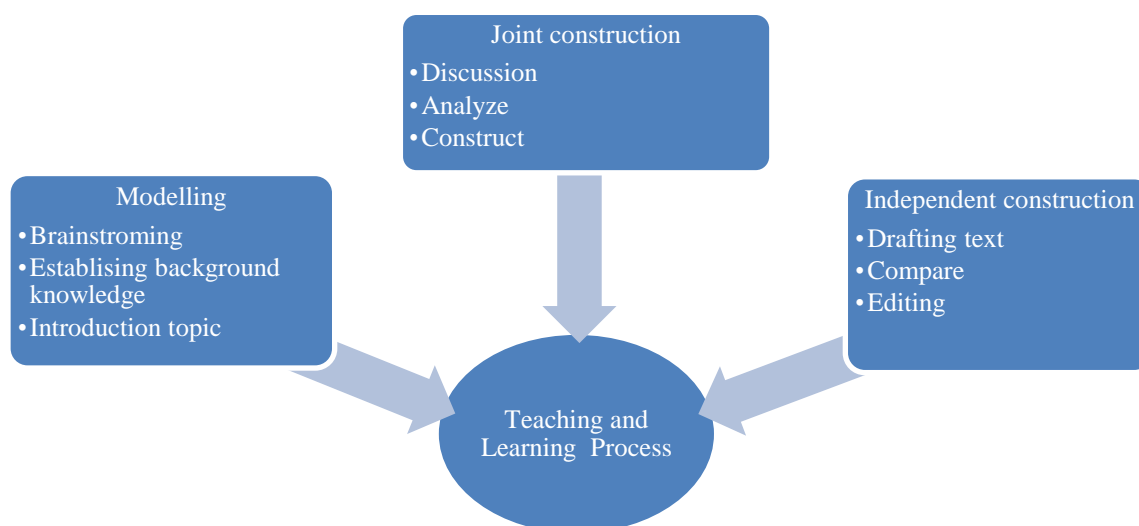


Figure 9. Genre-based Approach Teaching and Learning Process

Genre-based Approach could be applied well in Indonesia K-13 Curriculum because the form of learning activities centered on participants and learning activities are dialogical which leads to the development of life skills 21st century or known as 4C (critical thinking, creativity, collaboration, and communication). Also, it could develop a variety of learner’s potential that they have and apply it at the level of thinking understanding, analysis, and evaluation. The expectation of using this learning material proves that it can help teacher to teach learning effectively, improve learner motivation and writing achievement.

The learning material of Unit 4 is entitled “One Day...”. The title topic is to persuade the learner to organize narrative text. The purpose of the title is to introduce the learners to the focus of Unit 4 and to provide interaction for doing the activities. Before doing the activities, the objectives of unit 4 are written to provide the information about the activities of the each parts of activity introductory part.

The first activity is Brainstorming. This activity consists of watch the video, circle the words that the learners find/hear from the video, learning some new words and practice to pronounce them correctly, sharing the impression about the story to discuss with other group. The goals of activity 1 are to make list the words based on what the learner listen and memorize what the learner heard from the song. The questions which were given are to make the learners aware about the topic.

In the first task, the learners will watch the video and circle the words that they find/hear from the video. Next, the learners will write down unfamiliar words that they found in the video and check the

spelling of each word and its meaning in second task. Last, the learners will share their impression about the story in the video.

The next activity is Activity 2 (Building context). This activity consists of answering some questions related to the video, summarizing the text, and learning moral values from the story. The goals of activity 2 are to recall the story in order and develop the story connections. The questions which have given are to make the learners respond to the topic.

In the first task, the learners will work in their group to answer the questions. Next, the learners will write down the summary of the text in second task. Last, the learners will write the moral value from the text.

The next activity is Activity 3 (Lead in). This activity consists of construct indirect sentences into direct sentence and vice versa, practicing to make direct sentence and indirect sentence based on the pictures, exchanging the work to check and correct the answers. The goals of activity 3 are list the learner's vocabulary, direct and indirect sentence that they will learn.

In the first task, the learners will construct indirect sentences into direct sentence and constructing direct sentences into indirect sentence. Next, the learners will make a sentence into direct and indirect sentence based on what is happened in each picture in second task. Last, the learners will exchange their work with their partners to check and correct the answers.

The next activity is Activity 4 (Main Activity). This activity focuses reading folklore. The activity consists of complete the text in suitable word, identify the structure of text, recognizing the setting, conflict, and resolution related to the story, sharing the answers to discuss with other group. The goals of activity 4 are to organize the text and apply the learner's knowledge about narrative text. The questions which were given are to make the learners alert about the topic.

In the first task, the learners will fill in the blank in order to completed story. Next, the learners will write down the setting, conflict, and resolution of the story in second task. Last, the learners will discuss with their own group and share the answer in front of the class while other groups will take a note the point of presentation.

The next activity is Activity 5 (Main Activity). This activity focuses write a folklore story. The activity consists of checking the assignment from the previous unit by draw a mind map, practicing to make a narrative text with direct and indirect sentence based on the given information, then check, and revising the work. The goals of activity 5 are to organizing the text according to generic structure and develop the idea in writing the text. The questions which were given are to make the learners alert about the topic.

In the first task, the learners will check their partner assignment in previous chapter and draw a mind-map what the learners are going to put direct and indirect sentences in the story. Next, the learners will write folklore at least in 250-300 words, exchange their work to their partners to check and put a feedback to other work in second task. Last, the learners will revise their own previous work based on their partner feedback and correction.

The next activity is Activity 6 (Assignment). This activity focuses on story group project. The activity consists of choosing the best story from their group members, constructing the text into dialogues, and presenting the story into a role play. The goals of activity 6 are to distinguish the story and learn the moral value of the story. The questions which were given are to make the learners appreciate to the topic.

In the first task, the learners will choose the best folklore from their group. Next, the learners will write down the dialogue into a script write in second task. Last, the learners will present the story into 10-20 minutes role play.

The last activity is Activity 7 (Reflection). This activity focuses on evaluate the learners previous learning activities. The activity consists of choose the answer on following question, answer the question based on the learners experience, and write down the learners difficulty in learning. The goals of activity 7 are to reviewing the learner activities. The questions which were given are to make the learners reflect on what learners had done.

In the first task, the learners will put tick that represents learners answer in this reflection part. Next, the learners will write down their favorite learning activities in second task. Last, the learners will write down their opinion or difficulty when they learnt unit 4.

Based on the result above, there was a significant average difference in Pretest writing achievement between MIPA 4 and MIPA 5 learners. It means that the writers can reject the null

hypothesis (There was no significant difference in writing achievement between MIPA 4 and MIPA 5 learners) and accept the alternative hypothesis.

Also, there was not statistically great significant different in Posttest writing achievement between MIPA 4 and MIPA 5 learners. It means that the writers can reject the alternative hypothesis (There was a great significant difference in Posttest writing achievement between MIPA 4 and MIPA 5 learners) and accept the null hypothesis.

The authenticity of teaching writing is necessary to display the learner's knowledge to develop their idea, argument, logic, or cause-effect (Brown & Lee, 2001, p. 339). The learners can share their writing to other learners in the classroom which is a way to add authenticity to the writing process. In line with Brown, Whitney (2017, p. 16) defines being authentic is not only doing or seeing in real situation but also revealing what is real about the learners and what is the learners doing. In order to make the learners understand about the process of writing and the aspects of writing, they need to be given authentic writing. As it can give learners clearer understanding about the purpose of writing and the idea which is conveyed in their writing.

The role of teacher in teaching writing must be one of facilitator or tutor in order to develop the learners own idea, critical analysis, and find their own word to express their own idea (Brown & Lee, 2001, p. 340). The teacher should offer a useful feedback that respect learner's value and belief. Also, the teacher should help the learners to negotiate between their interest and purpose, experience and intention in order to making commentary in learners writing more effective. In order to guide the learners to be better in writing, the teacher need to set out some roles. According to Harmer (2007, p. 330), there some teacher roles that appropriate in teaching writing to be more effective as follows:

Motivator

The first teachers' role of teaching writing is motivating learners. The teacher should create the right situations or conditions to create the ideas to persuade the learners into learning activities and encourage them to make an effort and process-writing.

Resource

In extended writing task, the teacher should be able to provide all necessary information. The teacher should be ready and prepared to look at the progress of learners work, offering advice and suggestions in a constructive and thoughtful way.

Feedback Giver

The last role of the teacher in teaching writing is feedback giver. The teacher should give a positive reaction and corrections to the learners' work.

One of the roles of the teacher is as motivator that the teacher should encourage the learners to learn. Motivation is a degree to which individuals commit effort to achieve goals that they perceive (Wimolmas, 2010, p. 904). Also, Dörnyei (2008, p. 5) summarizes that motivation is the most basic aspects of the human mind to determining success or failure in any learning situation. In this paper, the writers focus in process-focused motivation or Intrinsic aspect of the learners. It is important to learners learn with their strong intention or will because they think that it is worth or essential for them to learn.

The intrinsic motivation could produces better results than extrinsic even though the extrinsic motivation chance of success will greatly enhanced in learning process (Harmer, 2007, p. 98). The learners who have intrinsic motivation could develop their views of the information or obtain the knowledge by enjoying the learning process. On the other hand, the learners who have extrinsic motivation tend to rely only on rewards or desirable results. Furthermore, the learners who have extrinsic motivation are at a greater risk of performing lower educationally than the learners who have intrinsic motivation. According to Gardner (2007, p. 15), motivation is one of an essential role in learning. Motivation could encourage the learners in learning process of writing. The relationship between learner's motivation and their writing achievement is to achieve competence in writing which the learners must be motivated to improve their proficiency. The increased competence will inspire continued motivation to supports learners achievement improvement.

Success is an extremely important strategy for supporting learner's motivation in creating learner's self-confidence which in turn makes learners more inclined to engage in learning. The goal is to have learners experience success in their understanding and have an achievable level of difficulty.

The more comfortable learners feel in themselves in learning, the easier it is to concentrate and achieve. Based on the result above, the learners motivation and learners learning achievement were improved as the final result as $p > .05$. It means that the writers can reject the null hypothesis (The learners motivation and learners learning achievement were not improved) and accept the alternative hypothesis.

There was a strong relationship between the usability of Genre-based learning materials and the learner's achievement as $p > .05$. It means that the writers can reject the null hypothesis (There was no relationship between the usability of Genre-based learning materials and the learner's achievement) and accept the alternative hypothesis. Also, there was a strong relationship between the usability of Genre-based learning materials and the learner's motivation as $p > .05$ even though this relationship is a bit weaker than previous statement. It means that the writers can reject the null hypothesis (There was no relationship between the usability of Genre-based learning materials and the learner's motivation) and accept the alternative hypothesis.

CONCLUSIONS

The overall results reveal that the learners are highly motivated to learn English using genre-based learning materials. Based on the comparison and assessment, it is discovered that the learners are slightly more strongly motivated to learn English and their achievement were improved. While, there was a slight bit significant difference in Posttest writing achievement between MIPA 4 and MIPA 5 learners. The reason why there was a slight bit significant caused by external factor (the learners psychological condition less conducive, the timing when the writers took the test may not right time, and the environment may not support). Yet, there was a strong relationship between the usability of Genre-based learning materials to the learner's motivation and their achievement.

In conclusion, this study was conducted to provide some insights into the use and the relationship between genre-based approach as a learning materials. The study provides useful knowledge and information for the use of used genre-based approach as learning materials toward the learner's motivation and achievement. Although the data source of the study may not represent all other learners as whole, the writer is still confident that the results will give a relative solution and be of a great value to authorities or the reader who concerned in genre-based learning materials and motivation.

The finding has relevant implications and should lead to any recommendations for further training or studies. The use genre-based approach learning material could stimulate the learner to get better understanding the English subject. It also could improve their achievement and enhancing their motivation. The learning materials which have inspired activities could more motivating and increasing the learner's language proficiency and achievement. It is recommended that more variety of respondents should be studied including different year of study. For the future study should also include more and several of schools or institutions.

Also, it did not observe the other type of text (genre) for example recount or exposition. It is recommended that more type of text (genre) that includes in the selection. The study obtained the data from 34 learners within a strict time limit. It is recommended a larger sample size with a longer time frame should be extended to increase the degree of generalization of the study and in order to make the findings more valid and reliable.

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