

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) Research Question One regarding the determination the efficiency of lesson plans of English writing on genre-based approach for grade 6 students based on the criterion set at 75/75; 2) Research Question Two regarding the comparison between students' writing ability before and after learning through genre-based approach; 3) Research Question Three regarding the comparison between students' self-efficacy before and after learning through genre-based approach. The findings presented are drawn from quantitative data from the exercises, achievement test, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: Do lesson plans have efficiency based on the criterion set at 75/75?

This section reports the results of the analysis of the quantitative data from genre-based approach and the achievement test utilized in this study to find the efficiency of the lesson plans for grade 6 students based on the criterion set at 75/75. The quantitative data consisted of the activities scores from narrative and procedural (efficiency of the process), and post-test scores (efficiency of the outcome). There were 2 types of genre and 4 topics in this study. The total mean scores from all activities scores of genre-based approach were 100 scores:

narrative 1(30), narrative 2(20), procedural 1(25), and procedural 2(25).

The total mean scores from the achievement test or post-test were 40 scores.

Table 4.1 below illustrates the percentage, mean, and standard deviation

Table 4.1 The Efficiency of the Lesson Plans of English writing on Genre-based Approach for Grade 6 Students (N=26)

No.	Activities Scores of Learning through Genre-based Approach (Efficiency of the Process)					Post-test (40)
	1 (30)	2 (20)	3 (25)	4 (25)	Total (100)	
1	17	18	15	23	73	14.33
2	30	20	21	21	92	33.33
3	22	14	11	25	72	33.67
4	27	20	21	21	89	30.00
5	25	20	17	15	93	23.67
6	30	20	23	25	98	35.00
7	30	20	21	25	96	28.67
8	21	17	19	25	82	26.33
9	30	20	21	25	96	28.00
10	28	20	21	21	90	29.33
11	29	18	21	21	89	31.33
12	28	18	15	25	86	37.00
13	30	20	17	21	88	28.00
14	30	20	25	25	100	38.00
15	20	20	17	21	78	34.34

Table 4.1 (Continued)

No.	Activities Scores of Learning through Genre-based Approach (Efficiency of the Process)					Post-test (40)
	1 (30)	2 (20)	3 (25)	4 (25)	Total (100)	
16	26	19	17	20	82	36.00
17	29	20	21	19	89	30.00
18	28	18	11	25	82	34.00
19	30	20	21	21	92	32.00
20	29	20	21	21	91	36.34
21	27	18	25	21	91	25.00
22	30	20	17	25	92	34.67
23	22	20	11	19	72	27.33
24	29	20	21	25	95	30.33
25	25	17	17	21	80	25.33
26	29	20	21	21	91	36.67
Total	701	497	488	577	2279	798.67
\bar{x}	26.96	19.12	18.77	22.19	87.65	30.72
S.D.	3.68	1.48	3.89	2.62	7.84	5.27
%	89.87	95.58	75.08	88.77	87.65	76.80

As shown in Table 4.1, the efficiency of the lesson plans on genre-based approach for grade 6 students, which were conducted by the researcher, is 87.65/76.80 which was higher than the criterion set at 75/75. It claims that students, who have learned English writing through genre-based approach, have received total mean scores from the exercises scores of genre-based approach at 87.65 and

total mean scores from the achievement test after learning through genre-based approach at 76.80.

4.2 Research Question Two: Does genre-based approach improve the students' writing ability?

This section reports the results of the analysis of the quantitative data from the achievement test used in this study to compare students' writing ability before and after learning through genre-based approach. Pre-test scores (40 scores) and post-test scores (40 scores) were compared to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2 The Difference between Pre-test and Post-test Scores

No.	Pre-test Scores (40)	Post-test Scores (40)	Difference	Double Difference(D ²)
1	11.00	14.33	3.33	11.09
2	20.34	33.33	12.99	168.74
3	23.67	33.67	10.00	100.00
4	3.66	30.00	26.34	693.80
5	2.66	23.67	21.01	441.42
6	21.00	35.00	14.00	196.00
7	12.00	28.67	16.67	277.89
8	17.00	26.33	9.33	87.05
9	8.33	28.00	19.67	386.91
10	14.67	29.33	14.66	214.92

Table 4.2 (Continued)

No.	Pre-test Scores (40)	Post-test Scores (40)	Difference	Double Difference(D ²)
11	10.33	31.33	21.00	441.00
12	30.66	37.00	6.34	40.12
13	13.34	28.00	14.66	214.92
14	27.00	38.00	11.00	121.00
15	27.67	34.34	6.67	44.49
16	27.00	36.00	9.00	81.00
17	10.00	30.00	20.00	400.00
18	24.33	34.00	9.67	93.51
19	22.00	32.00	10.00	100.00
20	27.00	36.34	9.34	87.24
21	12.66	25.00	12.34	152.28
22	24.33	34.67	10.34	106.92
23	12.34	27.33	14.99	224.70
24	6.00	30.33	24.33	591.95
25	13.66	25.33	11.67	136.19
26	25.66	36.67	11.01	121.22
Total	448.31	798.67	350.36	5534.36
\bar{x}	17.24	30.72	13.48	212.86

Table 4.3 Comparison of the Difference between Pre-test and Post-test

Mean Scores

Learning Achievement	N	Total Scores	Mean Scores		
			\bar{x}	S.D.	t
Pre-test	26	448.31	17.24	8.20	12.05**
Post-test	26	798.67	30.72	5.27	

**significant difference at .01

As shown in Table 4.3, it indicates that the students who learned English writing through genre-based approach had higher writing ability on post-test mean scores ($\bar{x}=30.72$) than in pre-test mean scores ($\bar{x}=17.24$) at .01 level of statistically significant difference.

4.3 Research Question Three: Does genre-based approach

Improve the students' self-efficacy toward writing?

This section reports the results of the analysis of the quantitative data from the questionnaire used in this study to compare students' self-efficacy before and after learning through genre-based approach. The results were shown in Table 4.4.

Table 4.4 The Difference between Students' Self-efficacy before and after

Learning through Genre-based Approach

Statements	Before Treatment		After Treatment		t
	\bar{x}	S.D.	\bar{x}	S.D.	
	1. I plan before starting to write.	2.69	0.68	3.42	

Table 4.4 (Continued)

Statements	Before Treatment		After Treatment		t
	\bar{x}	S.D.	\bar{x}	S.D.	
2. I write a clear, focused text that stays on topic.	2.80	0.75	3.58	0.81	3.88**
3. I use details to support the ideas.	2.69	0.84	3.35	0.69	2.95**
4. I use proper and correct words for a particular text.	2.27	0.60	3.00	0.89	4.81**
5. I use sentence structure correctly.	2.38	0.50	3.27	0.78	4.82**
6. I use punctuations correctly.	2.42	0.50	3.58	1.03	6.20**
7. I use grammar correctly.	2.46	0.58	3.23	0.95	4.39**
8. I spell the words correctly.	2.46	0.58	3.12	0.65	4.17**
9. I need for editing writing from another person.	3.73	0.92	3.31	0.68	1.58
10. I finish writing within the time given.	2.92	0.63	4.04	0.87	5.51**
Grand total	2.68	0.66	3.39	0.81	5.16**

**significant difference at .01

As shown in Table 4.4, it indicates that after treatment the students had higher self-efficacy mean scores ($\bar{x} = 3.39$, S.D. = 0.81) than before treatment mean scores in overall at .01 level of statistically significant difference. There were 9 items statistically significant difference at .01 level. There was not different in no. 9 "I need for editing writing from another person". It is noticeable that the three highest

mean scores were no.10 "I finish writing within the time given." ($\bar{x} = 4.04$, S.D. = 0.87) , followed by no.2 "I write a clear, focused text that stays on topic." ($\bar{x} = 3.58$, S.D.= 0.81) and no. 6 " I use punctuation correctly." ($\bar{x} = 3.58$, S.D.= 1.03), respectively. In contrast, the three lowest mean scores were no.4 "I use proper and correct words for a particular text." ($\bar{x} = 3.00$, S.D. = 0.89), followed by no. 8 " I spell the words correctly." ($\bar{x} = 3.12$, S.D. = 0.65), and no. 7 " I use grammar correctly." ($\bar{x} = 3.23$, S.D. = 0.95), respectively.

Additionally, opinion from the open-ended questions, most students stated that genre-based approach made them know how to start writing in different topic, be more confident, and be better in writing. However, they claimed that the weak points of genre-based approach were the students did not have to think. They just imitated and changed some information following to model given. Finally, the students wanted to learn English writing through genre-based approach in other contents or topics.

4.4 Summary of the Chapter

In short, this chapter presents the findings and data analysis of this study. The results of each question are expressed from question one to three. Detailed summary of the findings; discussions, and implications for instruction are presented in the next chapter.