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College Students' Learning Outcomes On Genre-Based Approach Implementation In Teaching A Recount Text Writing

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Abstrak

Penelitian ini bertujuan untuk mengetahui hasil belajar mahasiswa ketika GBA diterapkan. Penelitian ini dilakukan di sebuah sekolah kejuruan swasta di Bandung, Jawa Barat, Indonesia. Wawancara, tahap pengajaran, dan analisis teks tertulis siswa digunakan untuk memperoleh data. Temuannya menunjukkan bahwa sebagian besar siswa merasa bahwa instruksi dan tahapan yang digunakan oleh guru dalam mengajar teks recount jelas dan efektif. Mengenai tujuan pembelajaran siswa terlihat bahwa hasil karya tulisnya mengalami peningkatan dari segi struktur teks dan unsur kebahasaan dari teks pertama ke teks kedua. Namun demikian, beberapa orang belum melihat adanya perbaikan dalam teks tertulis mereka. Oleh karena itu, disarankan bagi peneliti selanjutnya untuk mempersiapkan kegiatan pembelajaran yang menarik dan mudah dipahami. Selain itu, penerapan strategi berbasis genre telah menghasilkan peningkatan nyata pada sebagian besar kemampuan menulis siswa.

Kata Kunci: *Pendekatan Berbasis Genre, Pengajaran Menulis, Teks Recount, Persepsi, Hasil Belajar*

Abstract

This study aims to investigate college students on their learning outcomes when GBA is implemented. The research was conducted in a private vocational school, in Bandung, West Java, Indonesia. Interviews, a teaching phase, and an analysis of the student's written text were utilized to acquire the data. The finding shows that most students felt that the instruction and the stages employed by the teacher in teaching recount texts were clear and effective. Regarding the students' learning objectives, it can be shown that their written work has improved in terms of text structure and linguistic elements from the first text to the second text. Nevertheless, some individuals have not seen any improvement in their written text. Therefore, it is recommended for further researchers to prepare learning activities that are interesting and understandable. Moreover, the implementation of the genre-based strategy has resulted in a discernible improvement in the majority of students' writing abilities.

Keywords: *Genre-Based Approach, Teaching Writing, Recount Text, Perception, Learning Outcome*

INTRODUCTION

Writing is a complex skill that demands attentiveness and mastery of multiple facets. Riddel (2003) emphasizes that effective expression of ideas and clarity for the reader depend on critical thinking. Consequently, selecting an appropriate strategy becomes essential. Furthermore, as Emilia (2010) points out, writing is an iterative process that necessitates multiple text revisions. Given the challenges students face in learning to write, educators should carefully determine the most effective methods for teaching writing skills. Emilia (2010) emphasizes that instructors' clear standards lead to more efficient student learning. According to Brown (2011), authors must possess at least five key writing skills: content, organization, vocabulary, language use, and mechanics. As a result, this phase prompts students to explore numerous cognitive and linguistic theories, leading them to recognize writing as a challenging skill to master.

Despite its status as the most esteemed language skill, writing often receives the least attention in our education system. This oversight leaves high school and college students to interact with instructors and professors who may not be adequately qualified (Alwasilah, 2001). According to Alwasilah (2001), a majority of educators lack effective instructional methods, writing skills, and understanding of the nature of writing. This issue is particularly significant for students learning to write in English, as they face numerous struggles. Alwasilah emphasizes the importance of educators being concerned about this matter. Additionally, Richard and Renandya (2002) further elaborate on the challenges of writing, which include generating and organizing ideas with appropriate vocabulary, as well as incorporating those ideas into coherent writing."

One strategy that works well in the implementation of teaching, especially writing, is the genre-based approach. According to Dirgeyasa (2016), students with low motivation and writing proficiency benefit from the use of GBA in the teaching and learning of writing. The students are effectively guided to write from very basic or dependent phases to independent stages. Because writing is a complex skill that requires careful attention and mastery of several aspects, Emilia (2010) states that teachers should determine the most effective techniques for teaching writing skills.

Moreover, Emilia (2010) emphasizes that clear standards set by teachers contribute to more efficient learning for students. As a result, the phase forced the learners to look into a variety of cognitive and linguistic theories, which led them to believe that writing was a difficult skill to master.

GBA, as a theory, emphasizes collaboration and mutual support as the most effective ways for students to establish, construct, and reflect on new knowledge, aligning with Vygotsky's (1978) notion that teamwork and social relationships are vital for knowledge development. Candlin and Mercer (2001) also state that the genre-based approach is a language strategy that demands adherence to gain a writing perspective. According to that statement, learners can get the information and skills necessary to interact with spoken and written texts in social contexts by using this genre-based approach.

As GBA has been implemented across the globe, it has gained more attention among teachers and researchers. Numerous studies have been conducted on the implementation of GBA in education, particularly writing. According to Hyland (2002), one of the scholars who conducts research on GBA, a genre-based approach to writing instruction feels more comprehensive than subject content, composition techniques, and language structures in order to comprehend a text as an attempt to interact with readers. This approach focuses on teaching students how to use language patterns to create coherent and meaningful writing. Its fundamental principle is that "we start writing a piece with an intention, not simply to write."

Here are the qualities of the genre-based approach (GBA), as described by Tuan (2011). First, GBA emphasizes the importance of considering the cultural and social context of English usage in a piece of writing. Additionally, GBA stresses the value of readers and the adherence to language rules to ensure a well-received piece (Muncie, 2002; Tuan, 2011). In its third point, GBA underscores that writing is a social activity, derived from a Vygotsky-inspired theory (Tuan, 2011). A GBA approach to writing instruction spans subject material,

writing procedures, and linguistic forms, with the aim of creating engaging texts for readers. Fifth, GBA highlights the significance of the author's dialogue in an essay (Tuan, 2011).

In conclusion, the genre-based approach offers an effective method for instructing writing. It can enhance the abilities of both students and teachers. Using this approach simplifies the four learning cycles for instructors. Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICT) are the terms used to describe the four distinct text construction methods. The benefit of the genre-based learning cycle is that it simplifies the lesson planning process for instructors (Dirgeysa, 2016). Second, when a teacher asks students to write a text, it is preferable for them to begin in their native language so that they can more easily comprehend how to construct a text by following its structure and language features. Furthermore, the use of a dictionary and electronic device is extremely useful for students in locating and translating words; therefore, allowing their use in learning activities could be beneficial in achieving the language objective.

Previous research indicated that the implementation of a genre-based approach had a positive effect; therefore, it is necessary to determine how students perceive GBA in other contexts. However, students' opinions of learning to write differ after being instructed by instructors using a genre-based approach. There have been studies on students' opinions of genre-based approaches. First, according to Pirilani (2017), the use of a genre-based approach in teaching students to write narrative texts indicates that the majority of students believe the approach has helped them comprehend and compose narrative texts. Second, Johana (2019) asserts that the approach employed was well received by students, including those who shifted from a negative to a positive view of the research. Sari (2014) demonstrates that GBA helps students organize their writing correctly. According to a second study conducted by Rivera (2012), GBA "clarifies the importance of specific instruction to improve learners' awareness of how texts work and, in turn, facilitates performance."

These studies demonstrate how a genre-based approach has enhanced students' writing skills at all educational levels, particularly in secondary and university education. The students' writing scores usually improve significantly from the pretest to the posttest. However, the success of the approach's application in certain regions does not guarantee that the same outcome will occur in other places (Suherdi, 2010). Several research investigations have taken place to encourage the implementation of a genre-based approach in various Asian nations, including Indonesia (Emilia et al., 2008; Hudri, 2011), and Thailand (Kongpetch, 2003; Changpueng, 2012).

Based on the aforementioned circumstances, it is predicted that, at the study's conclusion, it will be possible to assess the learning outcomes of the students in relation to the implementation of the genre-based approach in the context of writing instruction and opinions. The study's findings will then provide an answer to the research questions. Therefore, this study could be useful for

guiding future choices in pedagogical strategies. The purpose of this study is to identify college students learning outcomes regarding the implementation of a genre-based approach in teaching writing, especially recount text. This present study aims to identify college students learning outcomes towards the use of a genre-based approach in teaching writing. The research questions are stated as follows: 1. How is college students' learning outcomes, especially their writing ability upon the implementation of the genre-based approach to teaching language?

LITERATURE REVIEW

Genre-based Approach

GBA is a method of teaching language and literacy that integrates the concept of genre and the teaching of genre into academic activities (Hammond & Derewianka, 2009). Additionally, genre-based instruction "continues this communicative heritage by leading students to the methods they might most successfully attain their goals by systematically linking language to context," according to Hyland (2007: 9).

The qualities of GBA are listed below, taken from Tuan (2011). First GBA emphasizes the significance of examining the cultural and social context of English use in a piece of writing. Second, GBA also emphasizes the importance of readers and the language rules that a piece of writing must adhere to in an attempt to be well-received by its audience (Muncie, 2002; Tuan, 2011). Third, GBA emphasizes that writing is a social activity. This idea comes from a Vygotsky- inspired theory (Tuan, 2011).

Fourth, to have another piece as an attempt to engage with viewers, a GBA to writing teaching goes across subject material, writing procedures, and linguistic forms. Fifth, GBA highlights the significance of the author's dialogue in an essay (Tuan, 2011). Sixth, rather than being seen as dictatorial, the teacher's role in GBA is seen as competent (Tuan, 2011). Seventh, the GBA places a strong emphasis on teaching L2 novices directly about the language structures of that text type with regard to language elements and conceptual organization.

Definition of genre

The term "genre" has numerous meanings. According to Martin (1984) genre is "a staged, goal-oriented, purposeful social activity that people engage in as members of their culture". Furthermore, Knapp and Watkins (2005) categorize genres based on the stages they go through to achieve their objectives. Genres are also known as text types or social purpose types (Humphrey, Love, and Drogba, 2014). According to its culture, each genre serves a unique social purpose (Gee, 2014). Every genre differs from other genres due to these differences (Gibbons, 2002).

According to Callaghan, Knapp, and Knobbe (1993, p. 193), genre can also be defined as the ways in which we use language to accomplish tasks, share knowledge, and interact socially. Therefore, Hyland (2007) and Humphrey (2014) both classify genres in a variety of ways. The term "genre" is used to categorize texts and represents how authors typically use language to address recurrent situations, according to Hyland's description from 2007. Another definition of genre offered by Humphrey is a specific organizational and grammatical structure that serves a specific social intent in a variety of spoken, written, and multimodal texts.

Writing

To comprehend the dynamics of writing, we must delve into its multifaceted nature. According to Palmer (1994: 5), writing is a dynamic process that involves transforming ideas into written language. This intricate process demands continual organization, reorganization, and cognitive engagement (Boardman, 2002). Word choice significantly contributes to writing's comprehensibility (Riddel, 2003:132), albeit often challenging readers to provide direct criticism. Anderson (1996) asserts that equipping students with effective writing skills is paramount. Proficiency in writing equips learners to articulate their thoughts and emotions fluently, enhancing their command of the English language. Writing becomes a conduit for translating personal viewpoints into language, thus enabling effective communication (Thoreau, 2006).

In pursuit of effective writing, mastering text patterns and structures is pivotal. Authors, according to Fezz and Joyze (1998:2), must grasp the overarching design of their text, navigating sentences, paragraphs, clauses, and words. Communication of these patterns is equally vital for readers to grasp the intended message, enabling the text to fulfill its purpose. This synergy between authorial understanding and reader comprehension forms the foundation of successful writing.

Joyce and Feez (2012) liken text construction to building a house, underscoring the need for a coherent strategy. This analogy underpins the interconnectedness of different sections within a text, akin to rooms in a dwelling. A text's construction parallels this,

emphasizing coherent organization, language use, and grammar application (Joyce and Feez, 2004: 1).

The notion that writing is a cultivated skill, rather than an innate talent, dealing with GBA theorists (Harmer, 2004: 3) He stated that, "writing is a process" and "genre challenges, often have a significant impact on the writer's writing, these elements must be present in learning activities. Kim (2005) also contributes to this discourse, presenting a model of the writing process, including planning, writing, and reviewing. Recursive and interactive elements further characterize this process add by Feez and Joyce (1998).

Joyce and Feez (2012) suggest a five-phase writing process, spanning planning, writing, editing, revision, proofreading, and publication. This holistic approach considers context, audience, and subject matter, guiding the transformation of ideas into coherent text. Drafting involves meticulous attention to vocabulary, clauses, and sentences, followed by revision in light of feedback.

In conclusion, the writing process entails more than just using words; it also entails careful planning, deft execution, and rigorous revision. The Independent Construction of Text framework developed by Derewianka gives students the freedom to build their compositions, and the writing theorists like Harmer and Seow offer detailed instructions on how to write well. Writers negotiate a shifting world of styles, audience considerations, and intentional expression as genre-based techniques gain popularity. A meticulously edited and polished document that conveys ideas, feelings, and thoughts to the world is the result of the process.

Recount text

A recount text is one that recounts an incident from the past; typically, the writer recounts their own experiences or past events. Comparable to a narrative text is a recount text. In contrast to narrative writing, it lacks any complicated parts. This is consistent with the premise put forth by Wisdhawan and Kumalarini (2014), who claimed that a recount text is a text that recounts every occurrence from the past. It could be carried out using historical events and actions. There are three different kinds of it; the first is a personal account like a diary or email. The second is a factual retelling, like a newspaper article or a scientific study, and the third is a creative retelling.

One of the text kinds frequently employed in writing is the recount text. Recounts are serial writings that contain sequences of occurrences, according to Knapp (2005:223). Recount text writing is a task that involves keeping a written record of past events. Several

conjunctions and sequence markers are used to record the events chronologically in accordance with the settings of time and location. Cavanagh describes a succession of happenings in chronological order. Recounting historical events is the goal of recounting texts. It provides details on what occurred, when it occurred, where it occurred, and who was engaged.

Recount texts are the kind of texts that ask readers to recount an experience they had in the past. Recount text is defined by Knapp and Watkins (2005) as serial text that merely sequences a succession of occurrences. Texts that recount genuine previous events or stories are known as recount texts. According to Rojas (2010), recount texts list and describe prior experiences by recalling incidents in the chronological order in which they occurred (chronological order). In agreement, Saragih, Silalahi, and Pardede (2014:2) claim that recount texts inform readers of what happened and when it happened. They continue by saying that texts that retell events often include the narrator's expressions of attitude and emotion.

The goal of recount texts, according to Hyland (2006), is to rebuild past experience by recalling events in their original order. Additionally, he states that the generic organization of a recount text consists of orientation (which gives background information about the situation), record of event (which describes a series of events in sequential sequence), and reorientation (where it is an optional conclusion to the events that expresses the writer's subjective opinion).

An individual experience recount is examined as a genre indicating entertainments, displaying thoughts or emotions of being relaxed about the activities through life experiences, with the purposes of providing information or retelling the story (Callaghan & Rothery, 1993; Martin, 1993; Martin, 1997; Drogba & Humphrey, 2002). The first-person narrator interacting with a particular situational culture might elaborate or retell himself in relation to certain individuals and action processes across time (Gibbon, 2007; Martin & Rose, 2008; Ministry of Education, 2008; Hood, 2010).

RESEARCH METHOD

The study's primary focus will be the college students' learning outcomes in GBA implementation in the classroom, so a qualitative approach design will be used in accordance with the study's objective and investigation questions. The study employs a qualitative study involving a phase of teaching and interviews with the students. According to Hancock (2002), the goal of qualitative research is to create explanations for social phenomena.

Discovering the answers to why-and how-related questions is typically the focus of qualitative research (Hancock, 2002).

In addition, a case study was used in this study in order to see the learning outcomes of college students' regarding the use of genre-based approach in teaching writing of recount text. According to Shuttleworth (2008), case study focuses on specific and interesting cases. Merriam (1988) further states the classification of a case study because it involves description, explanation, and judgment. Furthermore, according to Geertz (1973), case studies aim to capture the "thick description" of participants' actual experiences, thoughts, and feelings for the circumstance in order to "capture what it is like" to be in a given setting. Consequently, a case study was selected as the research method.

Research site and participant

This study was carried out at a universities in Bandung, and it was a regular class, which will influence the reliability of the results of the study. The campus appointed has already implemented a genre-based approach. It was anticipated that the researcher would perform the research more naturally in the setting that would ordinarily occur because of their familiarity with the circumstances at the research location, let alone with the participants. This was done in order to prevent any students from acting out in class, even though they were aware that the class was being used for research and that they were aware of the study.

This study serves as an evaluation of students' learning outcomes on genre- based approaches to learning writing activities. It might also provide resources for teachers to develop their instructional delivery design within the context of a genre-based approach (GBA). The participants of this study were the researcher, who acted as the lecturer (participant-observer), and 20 college students, who willingly agreed to participate in the study after being informed about its purpose and what was required of them by the researcher. This study conducted in a period of month.

Data Collection Techniques

A Phase of Teaching

There were seven meetings of teaching, and the researcher acted as a lecturer as mentioned above. The researcher utilized the basic concepts of the genre-based approach in teaching writing with recount text as the main topic. The first four meetings referred to the stages of a genre-based approach, and the rest focused on drafting.

The lecturer began the first meeting by sharing his personal history with the students. The teacher continued by comparing retelling the past to reading a text. The definition of the recount text's structure is then discussed. The lecturer went into greater detail on the structure and intent of reciting the text during the following meeting. Students were given

a sample text of a recount during this meeting, and they were asked to identify the text based on the recount text's structure. To better their comprehension of the book, the lecturer and students attempt to compose a recount text jointly during the joint creation phase. Students were obliged to create their own text based on their experience throughout the final stages. The lecturer did not instruct the students to write the entire text at this point; rather, they were instructed to begin by writing the orientation-related portion of the recount first structure before moving on to the remaining two.

At the end of the whole meetings, students' writing was taken as the data for answering research questions regarding the learning outcome towards the use of genre-based approach in teaching writing. Learning outcomes were described by Otter (1992) as "what a learner knows or can do as a result of learning."

In addition, the researcher took notes immediately following each session, while "the memory of the observation was still fresh" (Van Lier, 1998). Observational notes concentrated on what the researcher and the students said and did in the "interactional setting" (Manion and Morrison, 2000). This was to intended to "increase the reseracher's awareness of classroom behaviour and its effect and influnce on students" (Allwright, 1998).

The Collection of Students' Written Texts

Throughout the research program, successive stages included the collection of student texts. They served as the main collection of data used to chart students' growth in writing control. Everywhere hold the indications of the battle to fulfil the demands of the generic form, the effects and meanings of discourses, and the forms of language in the written mode, according to Kress (1985), and everywhere bears the signs of their success in doing so. This supports the claim made by Freebody (2003) that "in most cases, students' actual achievements can be gauged through the writing of various kinds of texts". As a result, one of the most significant sources of target situation data for determining the students' learning outcomes for the employment of a genre-based approach in teaching writing is students' text analyses.

Data Analysis

Analysis of A Phases of Teaching

In this study, the phase of teaching genre-based approach was also analyzed. The researcher analyzed each stage of the genre-based approach at the end of each stage. This refers to what students learned in each meeting of the learning activities, which correspond to the four stages of genre-based approach: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCT), and Independent Construction of the Text (ICT).

Analysis of Students' Written Texts

Analyzing the students learning outcomes gained from a phase of teaching, several steps will be taken. There are several drafts from students that analyzed, regarding several aspects; the structure of recount text, and the language features. The students' written works were examined in order to determine how well they had learned to write while taking into account the recount text's grammatical structure. They were analyzed in terms of schematic conjunction, structure, and systemic functional grammar. The results of data gathered from text written by students were used to help answer the research question. The selection of students for text analysis was done randomly. There was one students' texts that were analyzed because Creswell (2013) stated that, in qualitative research, sample size is not as important as the quality of the data collected. A small sample of well-chosen participants can provide rich and in-depth data that can be used to generate new insights and understandings.

FINDINGS AND DISCUSSION

The primary objective of this discussion is to examine the process of analyzing college students' written work to ascertain the extent of their learning when utilizing a genre-based approach to teach writing recount texts. Additionally, this chapter aims to present supporting evidence for the conclusion drawn in response to the first research question.

Organization of Structure	Student's Text
Orientation	Yesterday my classmates and I went to Jogja for an industrial visit. On the bus I was in the same seat as Sonia and Fauziah R. The journey was very tiring, we stopped several times at rest areas for prayers or other needs. While at the rest area, I didn't have much snacks because they said the snacks there were expensive. The first day is a full industrial visit. I really enjoyed going to the Ull Library there.

Series of Event	<p>The place was exciting, I got a lot of things at the Library. In the afternoon, we headed to the Kismo Honey Factory. It didn't take long for us to have lunch at our destination, after that we were taken as a batch to the Kismo Honey Sugar Factory. We all take the cane cart to the factory. And it turned out that it was really hot at the factory, uhhh it couldn't be too hot and in the end we all went home hot.</p> <p>On the second day it was full of holidays. Duhh, it's really exciting but I'm also tired of being on vacation like that. Me and my friends, I went for a walk here and there, taking pictures, it's just fun.</p>
Reorientation	<p>That night we all went back to Bandung, during the trip several times stopping at the rest area I didn't get up to get off, I slept really well.</p> <p>Waking up already arrived at the Pasirkoja toll road. I'm ready to get ready with my luggage, tidy up everything and take out the trash. After arriving at school I went down with my luggage and went straight home because I was very tired but fun.</p>

The students could write the recount text nicely, albeit there are some mistakes, like "The first day was a full industrial visit," it should be "The first day was a full industrial visit," and there were also some mistakes in punctuation marks like commas. In the first sentence, there should be a comma after the word "yesterday," because this adverb modifies the entire sentence and thus should be placed at the beginning of the sentence."

The first paragraph shows that the writers wrote, "yesterday, my classmates and I went to Jogja for an industrial visit. On the bus, I was in the same seat as Sonia and Fauziah R". This statement, according to Council (2008), is included in the element of orientation since the writers mentioned who was involved and her location. Council (2008) says that a recount commences by providing the reader, who was attentive, with an overview of the events, their location, and the temporal context. As a result, S1 possesses the ability to comprehend the orientation component within this specific context.

The following paragraph was written "The place was exciting; I got a lot of things at the library. In the afternoon, we headed to the Kismo Honey Factory. It didn't take long for us to have lunch at our destination; after that, we were taken as a batch to the Kismo Honey Sugar Factory. We all take the cane cart to the factory. And it turned out that it was really hot at the factory; uh, it couldn't be too hot, and in the end we all went home hot". This statement refers to the concept of a series of events, which was mentioned by Council (2008); the events described in the text are commonly referred to as primary events. Recount

texts typically present events in a sequential manner, adhering to a chronological order. In certain instances, additional content is incorporated to furnish the reader with supplementary information. The authors possess a comprehensive understanding of the various components that constitute a series of events.

Moreover, in her closing statement, the student stated, "After arriving at school I went down with my luggage and went straight home because I was very tired but fun." This statement aligns with the Council's (2008) assertion that reorientation represents the concluding stage of a message following elaboration. Many recount texts also incorporate a climactic element. The inclusion of a personal message or opinion by the author in the concluding paragraph could be considered. The writers mention her feelings at the end of the paragraph, as she said it was very tired but also fun. Overall, the writer already has a good enough understanding of the structure of recount text since her text in joint and independent construction stages shows that she could provide all of the structure in her written text.

The student is able to write recount texts by following the structure as a result of the two initial stages of genre-based approach in the teaching program, namely background knowledge of field and modelling of text. The two stages aim to strengthen students' understanding of what recount text is and how to write it with a follow its structure. After students understand the topic and structure of recount text, they can start writing their own recount texts. Students should make sure that their texts include all the important elements of recount text, such as introduction, body, and conclusion. Students should also make sure that their texts are well-structured and use clear and concise language.

Analysis of language features

The student show her capacity to employ several linguistic features relevant to a recount text as discussed by Christie and Derewianka (2008) in their book titled school discourse, this can be inferred from several aspects below. She already used past tense in her text, as the language feature of recount text is using verb 2 or past tense. According to Gerot and Wignell (1994), a recount text's language requirements must be satisfied by distinct participants, the use of material processes, a situation of time and location, and the use of the past tense. Furthermore, Pardede (2014) claims that the language features in a recount text are the utilization of simple past tense to pinpoint events in regards to the experience's time, the use of conjunctions and time connectives to make possessing the event easier, and the use of adverbs.

The words "went", "was", "got", "taken", and "enjoyed" are classified as verb 2 or past tense. She identifies "then", "after", and "while" as temporal conjunctions in the text. She

also mentioned action verb like "I went for a walk" and participant like "my classmates and I". There are also circumstances mentioned by the authors: "We traveled to the Kismo Honey Factory in the afternoon." This clause was incorporated into the circumstances of the location. "We stopped multiple times at rest stops for prayers and other needs." This sentence is included in the context. In addition, the author's statement, "It's really exciting, but I'm tired of being on vacation like that," is also considered a circumstance contingency. She could also write a complex sentence "While at the rest area, I didn't have much snacks because they said the snacks there were expensive."

She is able to write recount texts with mentioned language features as a result of the second stage of the genre-based approach in the teaching program, namely modelling of text. The stages aim to strengthen students' understanding of how to write it with a good structure. She did a good job constructing a recount text because she was able to adhere to the structure and language features of a recount text.

Mood

Declarative mood is the most common mood in the text and is utilized to make statements. For instance, "Yesterday, my classmates and I went to Jogja for an industrial visit. "The journey was very tiring. "I really enjoyed going to the Ull Library there. "The place was exciting. "I got a lot of things at the library. "We went to the Kismo Honey Factory in the afternoon. "It didn't take long for us to have lunch at our destination. "We were then taken as a group to the Kismo Honey Sugar Factory. "We all take the cane cart to the factory. "And it turned out that it was really hot at the factory. "The second day was jam-packed with vacationers. "Me and my friends went for a walk here and there, taking pictures; it was just for fun."

The imperative mood is also used by the student. It is used to issue directives or directions. "Don't get up to get off," for example; "I slept really well. "I'm prepared to get ready with my luggage, tidy everything up, and take out the trash." The exclamatory mood is also mentioned by her in order to express powerful emotions. "The journey was very tiring!" for example. "The place was exciting! "It was really hot at the factory!"

According to Derewianka and Christie (2008), the mood system can be used to elicit various feelings or responses from the audience. The declarative mood dominates the text, indicating that the author is primarily conveying information about the industrial visit. The imperative mood is infrequently used, and it is primarily used to give instructions to the reader. There is only one use of the interrogative mood, and it asks the reader a question on their experience. According to Derewianka and Christie (2008), the exclamatory mood is used multiple times to show the author's strong feelings about the trip. The mood system

also enables the speaker or writer to express their position or viewpoint on the content being delivered. Overall, the text's mood analysis reveals that the author's primary purpose is to provide information about the industrial tour. She employs a number of moods to accomplish this, with the declarative mood dominating.

Transitivity

Process types	Material	Mental	Verbal	Intensive	Circumstance and possessive	Behavioral	Exist
Total	12	6			4	4	

Material process is the most common form of process in the book, followed by mental process and relational process. This means that the text is mostly concerned with discussing the author's and their classmates' behavior during the industrial visit. The text also includes a few behavioral processes, implying that the author was also paying attention to how their classmates behaved. The author, for example, states that they "went for a walk here and there" and "took pictures."

The absence of linguistic processes in the text shows that the author was not paying attention to the words spoken during the industrial visit. Overall, the text's transitivity analysis indicates that it is a recount text describing the author's experience of an industrial visit to Jogja. S1 could provide transitivity system on her text in order to share her story, in it is line with Derewianka and Christie (2008), The transitivity system influences the organization and presentation of information in a text. By selecting specific process types and participants, the speaker or writer can control the focus and emphasis of the message. She and their classmates' actions, as well as their thoughts and feelings regarding the visit, are the subject of the text.

Overall, the student uses the theme system effectively to arrange and present her data in a clear and succinct manner, as stated by Derewianka and Christie (2008), The theme system plays a crucial role in structuring the flow of information in a text. By placing specific elements at the beginning of clauses (thematic position), the speaker or writer can highlight their importance and guide the reader's attention.

CONCLUSION

The data collected from students' written responses provided valuable insights into their learning outcomes following the integration of Gender-Based Analysis (GBA) in the

instruction of recount text writing. The majority of students show proficient comprehension of the structure and composition of a recount text, largely attributed to the implementation of GBA. The Genre Based Approach (GBA) encourages students to adhere to the established structures and language features commonly found in recount texts, facilitating a smoother writing process. Albeit some students did not fully adhere to the complete structure of the recount text, the primary oversight observed was the omission of the reorientation element. However, GBA's incorporation into the instructional process offers the potential for improvement in their subsequent drafts.

Based on the data obtained, it can be concluded that the Genre-Based Approach (GBA) is a highly effective pedagogical method for instructing writing, particularly in the context of recount texts. The majority of individuals demonstrated the ability to adhere to the organizational structure and linguistic characteristics commonly found in recount texts, reflecting the positive influence of GBA on students' writing skills and comprehension.

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