# THE DIFFERENCE OF LEARNING ENGLISH RESULTS BY USING THE BASED GENRE AND CONCEPT SENTENCE IN BASIC SCHOOL

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## ABSTRACT

This study aims to determine student learning outcomes in English subjects using Genre Based and Concept Sentence in elementary schools. This research was conducted in one of the SD Medan. This research is a quasi experiment. The population in this study were all fourth grade students of SD IT Ummi Aida Medan. The sample consisted of 40 students. The results showed that the experimental 1 average score was 78.75 and the experimental 2 average score was 68. The results of the study concluded that there were differences in the learning outcomes of fourth grade students in English using Genre Based and Concept Sentence.
**Keywords**: Learning, Genre Based, English

## INTRODUCTION

The development of foreign languages in Indonesia has progressed. This is because foreign languages, especially English, have become a global demand in communication and the development of increasingly varied foreign language learning. English in Indonesia is the second language. In optimizing the use of English, in Indonesia, learning English began to be implemented from an early age. Learning English in elementary schools is only included in local content. One of the goals of learning English in elementary schools is to introduce English to students from an early age. So that when students graduate from elementary school and then enter a higher level of education, students are already familiar with English.

According to Jodih Rusmajadi (2010) language is something that lives and continues to develop in accordance with the times. Language learning in Indonesia is carried out so that it can function in the interests of nation and state development. English as an international language plays an important role in communicating with the outside world, especially in absorbing science and technology. One aspect that students need to master is good English proficiency, both oral and written. Good English language skills must master the four language skills, namely listening, speaking, reading, and writing.

Listening is one of the most important skills in learning English. When students listen to English language, they face many listening difficulties. Students have difficulty listening comprehension because they pay more attention to writing, reading, and vocabulary. According to Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, (2016). Listening is the process of accepting

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what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering and creating meaning from the participants' creativity and empathy. This shows that listening is a process of receiving, translating, questioning and answering each other that fosters creativity and empathy between the speaker and the participants. Based on the opinion of the experts above that listening is the process of receiving, translating or even asking and answering questions between the speaker and the participants which involves all hearing and requires seriousness with full concentration to listen to what is said in order to get good listening results.

Speaking is the skill of conveying messages through spoken language. The relationship between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to divert the message in the sound of the language into its original form. Based on the opinion of experts, it can be concluded that speaking skill in English is a skill for someone to convey their desires and thoughts to anyone through oral, however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues. - colleagues in the classroom, English teachers, or other teachers who can speak English

According to Mulyono Abdurahman (2003) reading is a complex activity that includes both physical and mental. Physical activity associated with reading is eye movement and visual acuity. Mental activities include memory and understanding. According to Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, reading is one of the skills in English needed in the process of interpreting graphic symbols and written symbols. According to K.E. Suyanto (2015) that writing skills are considered the most difficult language skills because they involve the ability or mastery of grammar, vocabulary and spelling. In addition, it requires the ability to think or logic and the skills to mix words into meaningful sentences.

Genre Based learning emphasizes students to recognize the type of text they will create with various topics or themes. Students will be given examples of good text and then identify the structures, elements, and grammar that make up the text. Students will get an idea of how to write text properly and correctly. This approach will also invite students to take an active role in the learning process to write. Learning using Concept Sentence is a learning that students have a role in making sentences from their learning using the keywords that have been presented, then these keywords are arranged into several sentences and developed into paragraphs that form essays.

## Understanding Learning Outcomes

According to Slameto (2016) Learning is a process that is carried out by a person to obtain a new behavior change to obtain new behavior as a whole, as a result of his own experience in interaction with his environment. Further Hamalik (2008), learning is a steady change in behavior thanks to practice and experience. Meanwhile, according to Simbolon Naeklan (2015), learning is a process of change in personality in the form of skills, attitudes, habits, and intelligence.

Based on the various opinions of the experts above, it can be concluded that learning is the formation of new behavior caused by individuals to respond to their environment, through personal experience. Learning as a process will lead to the achievement of goals if students want to learn the material presented properly and the teacher uses appropriate methods according to the material being studied so that students do not feel bored and students do not act indifferently to the material being studied

According to Purwanto (2011), learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational goals. Meanwhile, Hamalik (2008) states that "learning outcomes are changes in student behavior, which can be observed and measured in the form of changes in knowledge, attitudes and skills. According to Susanto (2013) learning outcomes are the changes that occur in students both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. Meanwhile, according to Suprijono (2012), learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills. Based on the above opinion, it can be concluded that learning outcomes are changes in behavior in the realm of cognitive, affective, and psychomotor abilities which are based on predetermined learning objectives.

## Based Definition of Genre Based

Genre based is a learning approach that produces specific texts and focuses on written texts. A text contains a message or event that is

embodied in a sentence. These messages have a systematic relationship between the building blocks that make up the whole text. In addition, the text was created must have a certain purpose and social situation. Every particular situation has a certain type of verb as the developer of a text. The type in situation and its verbal realization are collectively known as genres. Pardiyono (2007) argues that genre can be defined as a type of text that functions as a reference pattern so that a text can be changed effectively. Effectiveness is seen from the point of view of the accuracy of the objectives, selection and arrangement of text elements, as well as accuracy in the use of grammar in the text. A written form of text should have a clear purpose. All information, messages, or ideas in it are packaged effectively in one text.

According to Napitupulu Selviana (2010), genre can describe a potential where individual creativity is not only possible but can also be developed. Learning using Genre Based aims to prepare students for language use by focusing on how language is used to achieve various goals, for example making reports on experiments, telling stories, or explaining something.

Learning using Genre Based is divided into three stages, namely modeling, in this stage modeling will be observed or analyzed by students and asking questions to build students' curiosity regarding the structure of the text. The next stage is to make an analogy, in this stage students collect information related to the material in groups and discuss to conclude the results of gathering information related to material and linguistic aspects. The last stage is making the text independently. In this genre-based learning, the active role of the teacher is needed to guide students in the process of writing texts. Firkins, et al. (2007) describes the teaching and learning cycle using a Genre Based Approach, consisting of three stages, namely: (1) Modeling a text; (2) Joint construction of a text; (3) Independent construction of text.

**Understanding Concept Sentence**

Learning concept sentence is a type of learning that is developed from cooperative learning. Cooperative learning is a group teaching strategy that involves students working collaboratively to achieve common goals. According to Trianto (2014) that cooperative learning is structured in an effort to increase student participation, facilitate students with experiences of leadership attitudes and make decisions in groups, and provide opportunities for students to interact and learn together with students of different backgrounds. So, in cooperative learning students play a dual role, namely as students or as teachers. By working collaboratively to achieve a common goal, students will develop human relationship

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skills that will be very beneficial for life outside of school.

According to Huda (2013) that Concept Sentence is a learning model where this learning seeks to teach students to make a sentence with several keywords that have been provided in order to capture the concepts contained in the sentence and distinguish it from other sentences. According to Shoimin (2014), learning using concept sentences is a learning model that is carried out by giving students cards that contain several keywords. Then the key words are arranged into several sentences and developed into paragraphs.

Concept Sentence ialah semua pembelajaran kooperatif menyumbangkan ide bahwa siswa yang bekerja sama dalam belajar dan bertanggung jawab terhadap teman satu timnya mampu membuat diri mereka belajar sama baiknya Slavin (2005) Dalam penelitian ini, *concept sentence* yang merupakan salah satu ragam pengembangan model kooperatif digunakan untuk mengembangkan keterampilan menulis karangan narasi pada siswa dengan cara mengembangkan kata kunci menjadi sebuah karangan yang padu. Berdasarkan uraian para ahli di atas, dapat disimpulkan bahwa model *concept sentence* merupakan suatu pembelajaran bahwa siswa yang berperan untuk membuat kalimat dari pembelajarannya dengan menggunakan kata kunci yang telah disajikan

## METHOD

This research is a quasi experiment using the design. In this design there are two groups, namely the experimental group 1 and the experimental group 2, both of which are given treatment. Experiment 1 group will be given treatment using Genre Based while Experiment 2 group will be given treatment using Concept Sentence. The population of this study were all students of SD IT Ummi Aida Medan, Medan Tembung District, grade IV. The sample consisted of 40 students. The technique used to collect data in this study is a test. The results of learning English are in the form of multiple choice as many as 30 questions. To find the price of the reliability of the test in this study, the Kudert - Richardson 20 formula is used. test.

## RESEARCH RESULTS AND DISCUSSION
### Result

Based on the research data, it was found that the average posttest score of the students had increased quite well. In the experimental class 1 before being treated using the Genre Based Approach of 78.75 and in the experimental class 2 which were treated using the Concept Sentence, the pretess student average score was 68. The results can be shown in the following figure.
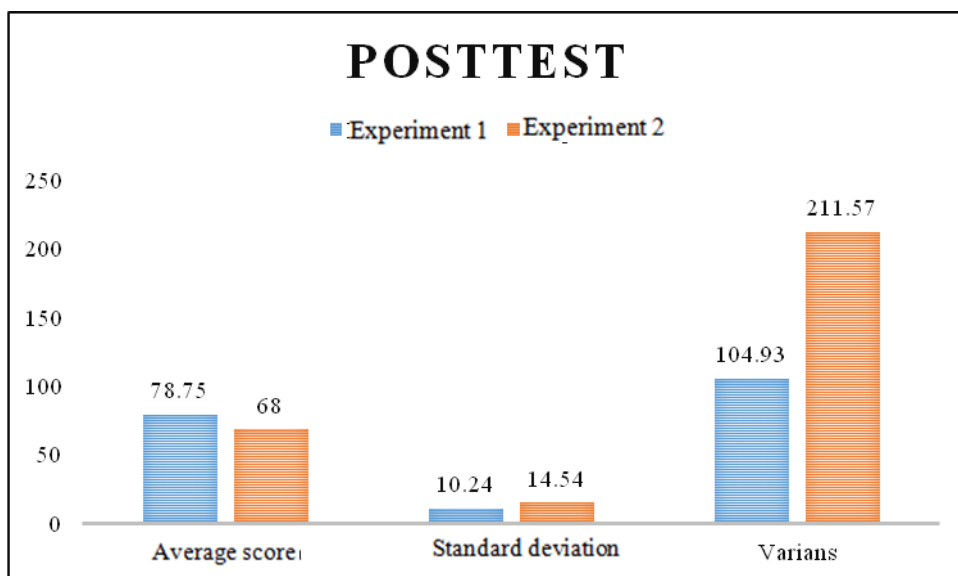
**Figure: Posttest Data Bar Chart for Experiment Class 1 and Experiment Class 2**

The picture above shows that the mean scores in the experimental class 1 and the experimental class 2 for the posttest test showed a good improvement than the pretest scores.

**Discussion**

The results showed that there were differences in student learning outcomes between students who used Genre Based and those who used Concept Sentence in English subjects.

First, the Learning Outcomes of Students Taught Using Genre Based with English subjects

Based on the pre-test learning outcomes of students in the experimental class I the average value = 67.5. Meanwhile, based on the results of students' post test learning in the experimental class I that the average value = 78.75.

In learning using Genre Based, students will be trained to write a text in groups or individually by being given an example first, so that students can indirectly understand the contents of the text made and student learning outcomes will also increase. As research conducted by Erni Yulianti, (2017), shows that as many as 29 students out of 30 students have a positive perception in learning to write analytical exposition text using Genre Based. Likewise, research conducted by Naeklan Simbolon and Eva Betty (2015) showed that: 1) there were differences in English learning outcomes between students who obtained the Jigsaw-Type Cooperative learning strategy and expository learning from PGSD FIP Unimed students. 2) there are differences in English learning outcomes between students who have high motivation and low motivation. 3) there is an interaction between learning strategies and student learning motivation which has different effects on English

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learning outcomes. Thus there is an increase in English learning outcomes using the Jigsaw Type Cooperative learning strategy and expository learning so that the use of Cooperative learning strategies can improve student English learning outcomes. PGSD FIP UNIMED.

Second, student learning outcomes taught by using the concept of sentence in English

Based on the results of students 'pre-test learning in the experimental class 2, it was found that the highest score was obtained by an average = 64.25, while based on the students' post-test learning outcomes in the experimental class 2 with an average = 68. , (2016), the results of his research show that student learning outcomes presented using Concept Sentence learning are better than student learning outcomes presented with the Complete Sentence learning model. Likewise, the research conducted by Naeklan Simbolon and Santa Purba, the results of their research indicated that using a learning model could improve student learning outcomes in grade IV SD. From the pre-test results, 11.53% learning completeness was obtained with a class average of 46.92 and after the first cycle was carried out, the students' learning completeness was obtained at 57.69% with a class average of 61.73. In the second cycle learning completeness increased to 92.30% with a class average of 77.69. The increase in student learning

outcomes from the initial state (pre test) to the first cycle was 46.16% and from cycle I to cycle II was 34.61%. Thus there is an increase in student learning outcomes by using a learning model so that the use of a learning model can improve learning outcomes for Grade IV Elementary School students.

Third, Class IV Students' English Learning Outcomes Between the Genre Based and the Concept Sentence

At the beginning of this study, a pre-test was given to the experimental class 1 and the Experiment class 2 to determine the students' initial abilities. After knowing the initial ability of each class, then learning is given using Genre Based in the experimental class 1 and Concept Sentence in the experimental class 2. At the end of the lesson, a post test is given to determine student learning outcomes. In the experimental class 1 which was taught using Genre Based, the pretest average was 67.5, while the value in the experimental class 2 which was taught using the Concept Sentence obtained an average pre-test score of 65.25. Furthermore, the average value of the posttest class in the experimental class 1 which was taught using Genre Based, the pretest average was 78.75, while the value in the experimental class 2 taught using the Concept Sentence obtained an average pre-test score of 68.

The results of this hypothesis testing were carried out to see

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whether or not there was a difference in student learning outcomes between the experimental class 1 and the experimental class 2, a two-party statistical test was carried out and obtained tcount> ttable, namely 2.69> 2.02. This proves that there is a difference between the results of grade 4 students' English learning using Genre Based and Concept Sentence in elementary schools. Research conducted by Agnes Apryliana, (2017), the results of his research show that learning using Genre Based is more effective than using Concept Sentence.

CONCLUSION

Based on the results of research and data analysis and hypothesis testing, it can be concluded as follows:

1. The average value of student learning outcomes in experimental class 1 which was treated using Genre Based on Learning Outcomes in English Subjects was 78.75.

2. The average value of student learning outcomes in the experimental class 2 who were treated using the Concept sentence on the Learning Outcomes in English Subjects was 68.

3. Based on the results of data analysis, it can be concluded that there is a significant difference between learning outcomes using Genre Based and Concept Sentence on learning outcomes of elementary school English.

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