

APPLYING AN INTEGRATED TECHNOLOGY WITH A GENRE-BASED APPROACH TO WRITING LEARNING

Ditanti Argadin Tampubolon¹, Yogi Setia Samsi², Nia Pujiawati³

Universitas Singaperbangsa Karawang, Indonesia

¹ 2010631060070@student.unsika.ac.id, ² yogi.setiasamsi@staff.unsika.ac.id,

³ niapujiawati@fkip.unsika.ac.id

Abstract

This research explores integrating technology with the Genre-Based Approach (GBA) in teaching writing to Vocational High School (VHS) students in Karawang, Indonesia. The research is motivated by recognizing that writing is an essential yet challenging skill for students, especially in academic and professional contexts. The Genre-Based Approach (GBA) is highlighted as a promising method to address this challenge. In addition, integrating technology, such as Microsoft PowerPoint and Google Classroom, is proposed to increase students' motivation in the learning process. This qualitative research utilizes a multiple case study design involving observation and semi-structured interviews with teachers and students. The findings showed that implementing technology-integrated GBA significantly improved students' engagement and writing skills. However, challenges such as internet access and the need for professional development for the teachers were also identified. In conclusion, this study underscores the potential of the Technology-Integrated Genre-Based Approach to improve writing instruction in vocational high schools. It calls for further research to develop strategies to address the identified challenges. Continuous professional development for teachers is essential to sustain the effective implementation of this approach. The findings can potentially inform educators, students, and schools about effective implementation strategies to improve learning outcomes.

Keywords: Genre-Based Approach; Technology Integration; Writing Learning; Vocational Education

INTRODUCTION

Writing is a fundamental skill, but it can also be frustrating. As Montero-Arevalo (2019) points out, good writing requires readers to understand the message without needing clarification, hearing the author's voice, or seeing their expressions. Many things need to be considered in writing. Nunan (2005 in Basonggo et al., 2016) emphasizes that writing is about finding and expressing ideas in a text and organizing them into clear statements and paragraphs. Unfortunately, many students in English classes have difficulties in this process (Tuan, 2010). Exams and assignments often rely heavily on writing, yet many students lack the practice to excel. This highlights the importance of mastering writing skills for academic success and effective communication in various aspects of life, as stated by Walsh (2004 in Klimova, 2013). From essays and emails to applications and reports, good writing skills are essential for success in education and employment. For Vocational High School (VHS) students, in particular, the ability to write essays, job application letters, and other essential documents is crucial to preparing them to enter the industrial world (Astuti et al., 2022).

Effective teaching methods are needed to help students overcome these challenges. One such method is the Genre-Based Approach (GBA). Kim (2006) states that GBA links language

teaching with knowledge acquisition. This is also supported by Salim (2016), who emphasizes that GBA involves all aspects of writing and motivates students to improve their skills continuously. In addition, seeing the development of the existing era, technology can also be utilized as one of the tools that can increase learning motivation. One of them is using Microsoft PowerPoint and Google Classroom (GCR) to support the implementation of GBA.

Microsoft PowerPoint is a presentation tool that allows users to create visually appealing slides with animations and transitions. It integrates audio, visuals, text, and video, making it a valuable resource to maximize learning effectiveness and efficiency (Rahman, 2011). On the other hand, Google Classroom, introduced in 2014, is a component of the Google Suite that simplifies the learning process. According to Syafi'i (2020), GCR assists teachers in managing their classes more efficiently. GCR facilitates collaboration between students and teachers by allowing them to create groups, give assignments and notifications, and provide feedback on submitted work (Beal, 2017 in Syafi'i, 2020).

The Genre-Based Approach has been used in teaching since 1980. It was first used in Sydney, Australia, and has since been adopted in various educational contexts worldwide (Arisandi, 2022). In Indonesia, GBA was incorporated into the curriculum in 2013 and continues to be used in the current independent curriculum, where it is explicitly promoted as a method for text learning. Studies have shown significant benefits for both teachers and students. A study by Haryono et al., (2023) found that GBA fostered strong interaction between teachers and students, allowing for continuous monitoring of student progress and ongoing feedback and motivation. Other studies highlight how GBA helps students better understand the structure and explore ideas for writing (Haryono et al., 2023; Astuti et al., 2022).

Despite its longstanding application and ongoing development, some previous studies have identified areas where teachers may require additional support to utilize GBA fully. Research by Tesfie (2017) showed that although teachers firmly understood GBA and believed in its effectiveness, there was still a need to encourage more student interaction to prevent the lessons from becoming monotonous. Likewise, Novarianna et al., (2017) found that although teachers had a favorable view of GBA, students often lacked a strong foundation in grammar and vocabulary due to a lack of motivation.

However, some research conducted in Vocational High School (VHS) settings has yielded positive results for both teachers and students. Studies by Haryono et al., (2023) and Astuti et al., (2022) reported increased student motivation and writing ability. Furthermore, Wardani (2021) emphasizes that integrating technology with GBA enhances learning by facilitating explanation, improving student literacy, and fostering creative writing. Conversely, other studies highlight ongoing challenges with idea development and sentence construction (Ardiansyah, 2017; Cholifah et al., 2022). Additionally, studies by Salim et al., (2016) identified limitations in internet access for some students and limited time constraints for teachers as barriers to full.

Based on the explanation above, the researcher conducted this study. This research focuses on teaching how to write correctly by using a genre-based approach with the help of technology, especially in writing descriptive texts at vocational schools, which no research has examined this before. The study's results will be conveyed through teachers' experiences and students' responses. If there are obstacles in applying GBA, the author also wants to know how teachers can overcome them. Therefore, the researcher wants to fill the gap with a study entitled "Applying an Integrated Technology with a Genre-Based Approach to Writing Learning".

METHOD

The method of this qualitative study adopted a multiple case study design to investigate implementing a genre-based approach integrated with technology in writing instruction. The

study was conducted in one Vocational High School in Karawang, Indonesia, in the 2023/2024 school year. Data collection was performed using two methods. First, the researcher observed X TO 1 and X TM 3 classes, focusing on the teacher's teaching and students' responses. This open-ended observation documented all relevant events. Second, two teachers with more than five years of teaching experience and six students from each class were purposively selected (two from each English proficiency level) to participate in semi-structured interviews. An interview guide informed by Coe et al., (2011 in Salim et al., 2016) explored teachers' and students' responses to implementing GBA with technology in the writing classroom. The interviews were audio-recorded and then transcribed. Triangulation techniques (Miles & Huberman, 1994; Barkhuizen et al., 2014) were used to analyze and check the suitability of the collected data. The data were presented in the form of written narratives so that the data could be organized in a relevant manner.

RESULTS AND DISCUSSION

Results

The data described here was obtained through observations and interviews and collected over four days. To explore how teachers and students respond to implementing a Genre-Based Approach (GBA) integrated with technology in writing learning, observations were conducted in two classes, and interviews were conducted with twelve students and two English teachers at one of the vocational schools in Karawang.

1. Implementing a Genre-Based Approach Integrated with Technology in Learning Writing at Vocational High Schools

The researcher observed the two classes under study to find out how the teacher implemented the Genre-Based Approach integrated with technology. Observations of each class were conducted for two meetings on different days. The first day was to do the BKOF, MOT, and JCOT steps, and the second day was to do the last step, ICOT. On the second day or the last meeting, interviews were conducted with two teachers and twelve selected students to validate the data obtained from the observation results.

Based on the observation, there was no significant difference between the two classes. Both showed the same response or results. Learning begins with the Building Knowledge of the Field (BKOF) step; both teachers in both classes make ice-breaks related to learning. In the second step, Modeling of Text (MOT), T1 and T2 can explain the material well. However, T2 tended to involve students in asking and answering questions more often than T1. So, students in class X TM 3 were more active in discussions at the MOT stage than in class X TO 1. In the third stage, Join Construction of Text (JCOT), students in both classes could do this step well. This is because T1 and T2 were active in approaching each group to check whether all students contributed and to ensure that all students understood the task. Finally, at the Independent Construction of Text (ICOT) stage, most students in X TO 1 and X TM 3 could produce their text well. They were able to develop ideas and put them into writing. Overall, judging from the results of observations and student learning outcomes, students from both classes have been able to respond positively to the implementation of this GBA.

The positive response also did not escape the help of the technology integration used. Like the implementation of GBA, the integration of technology also received a positive response from the students. The video presented in PowerPoint made all students quite interested when paying attention to the material. Likewise, students said that using Google Classroom (GCR) made learning easier and faster.

The implementation of GBA, which is integrated with technology and received a positive response, is because the two teachers already believed that this approach would be suitable and effective from the beginning, as evidenced by their statements during the interview.

"GBA helps children become more involved. Because there are many steps and it is designed so that children are active and understand." (T1).

"From the beginning of the socialization, I saw that the stages of learning GBA were very detailed. The stages ensure that students understand the material and can create the text themselves well. The group assignments also encourage students to actively discuss with friends because usually if they talk to the teacher, they are still shy." (T2).

Both teachers stated that they believe that the four steps in GBA are well-designed to increase students' engagement and understanding of learning. The role of technology is also very important here because both T1 and T2 agree that technology can make students more interested and not feel bored.

"... especially with the help of technology, students don't get bored and the audio-visual assistance from this technology makes children able to really imagine the example of the text they are learning." (T1).

"The integration of technology also really helps to overcome students' boredom, so that they remain focused and remain interested in following the lesson." (T2).

Based on the statements made by T1 and T2, it is evident that the technology integrated into GBA helps the learning process to be more effective.

However, despite the positive response from students, this is not free from the challenges teachers face during the learning process. Both teachers explained that there were no significant challenges in learning.

"In terms of understanding technology, there are none because they understand quickly. When understanding the material, the challenge is that children's absorption differs. So we must convey the material in simple sentences so all students can understand." (T1).

"There are no significant challenges; the most important is how we engage students so that they can fully participate. In group work, for example, there must be one or two people who are less responsible, so we as teachers must be diligent in checking on students" (T2).

From the statement, it is explained that T1 and T2 argue that teachers must encourage students to be active in class discussions and group discussions. This is to train courage and ensure all students' attention is focused on learning. In addition, it is also essential to do all the steps of GBA correctly because if the teacher does not do all the steps well, the text produced or student learning outcomes will not be maximized.

2. How do Students Responses to The Implementation of The Genre-Based Approach Integrated with Technology?

To validate the teachers' answers and find out from the student's perspective regarding the implementation of GBA with technology into writing learning, the author also conducted interviews with several students. Six students from each class were selected for the interview session, categorized as two students with good English proficiency, two with medium English proficiency, and two with low English proficiency.

As a result, most students agreed that technology's role in learning is beneficial. Statements from several students evidence this:

"Videos help me understand the material more easily because I can imagine the examples directly." **(H1 TO 1).**

"Using GCR also makes it easier to collect assignments for both students and teachers." **(H1 TO 1).**

"The presentation of material using PPT and others can be understood. The PowerPoint presentation is not just writing, there are also many other elements, such as pictures or videos, that can make students curious to read and make it easier to understand the material." **(M2 TO 1).**

"Using GCR is easier and faster, and using videos makes it easier to understand the material." **(M2 TM 3).**

"I prefer videos because they are more exciting." **(L2 TM 3).**

Most of the students from the two classes stated that the PowerPoint video greatly helped them, as it was more interesting, clear, and easy to understand than the explanation from the book. In addition, they also like the use of Google Classroom in learning because it makes the learning process more practical and faster.

As for the learning method itself, the use of GBA also received positive responses from the students. Most students agree that it is more effective if the teacher gives feedback on the text they are creating during the learning process, not at the end of the lesson after they submit the text.

"During the writing process, students can directly ask what they do not understand." **(H1 TO 1).**

"During the process, I can make sure that all students understand. Because sometimes there are those who just take it from Google." **(H1 TM 3).**

"During the process, because there are many who still do not understand when writing and can immediately know what to do next." **(L1 TM 3).**

These students argued that the feedback given by the teacher during the learning process was necessary so that they understood and knew that what they were doing was correct. However, apart from these positive responses, some students responded negatively to implementing GBA integrated with technology.

"Videos from the internet sometimes like loading or difficult to download and sometimes make me sleepy if it goes on too long." **(M1 TO 1).**

"I prefer to use books. If you use videos, sometimes you do not know what is important about this video, while if you write it in a book if you forget, you can just look at the book." **(H1 TM 3)**.

"I prefer to use books because if you watch videos on the in focus, not everything is clear, and it takes a long time to prepare. Using GCR is also difficult if there is no quota or the signal is slow." **(M1 TM 3)**.

Some of these students argued that they preferred conventional lessons over the internet. This is because they often experience network problems that make learning difficult. In addition, another opinion said that he would often be sleepy if the video were presented for too long. This is where the role of the teacher is needed. Teachers must be able to determine other alternatives if one day they experience technological constraints. Moreover, if the delivery of material using video, it would be better if the video presented is exciting and not too long.

Apart from the above obstacles, the students also found three other difficulties, including difficulties understanding the material, difficulties creating texts in groups, and difficulties creating texts individually. They conveyed this in the interview.

Difficulty understanding the material:

"If the teacher explains it clearly and uses everyday language, it is usually straightforward to understand." **(H1 TO 1)**.

"Sometimes there are teachers who rarely explain the material and instead immediately give assignments, so it is difficult to learn the material." **(H2 TM 3)**.

Difficulties during group work:

"There are some who just take names, do not want to help. If it is like that, just give all members an assignment so everyone can work." **(M2 TO 1)**.

"Sometimes there are those who do not work optimally, so the tasks are one-sided. I usually talk to group members who do not contribute, ask them what they want to do." **(L1 TO 1)**.

Difficulty producing texts individually:

"Lack of confidence in my answers. Then I like to reread the material." **(M2 TO 1)**.

"Usually I do not understand the material or do not get enough explanation. I usually research and read articles or discussion platforms like Quora." **(L1 TO 1)**.

From the results of these student interviews, the teacher plays a significant role in clearly explaining the material. In group work, the teacher must also motivate students so that all have the responsibility to help each other. This can also be overcome by periodically checking on each group. The last difficulty is that the teacher must be able to re-motivate to be confident in their work. This can be overcome with feedback from the teacher on their writing process so that students can be sure that their writing is excellent and correct.

Discussion

This section will discuss the findings obtained in this study. The observation results focused on the implementation process, while the interview results focused on students' responses and learning outcomes after implementing the Genre-Based Approach integrated with technology.

1. Genre-Based Approach Interfaces Technology in Learning

This study's findings indicate that technology approaches can improve learning outcomes. According to Wardani et al., (2021), technology facilitates a more straightforward explanation of the material and makes students' writing more linguistically coherent and creative. In addition, through GCR, teachers can provide feedback on students' writing in the classroom and wherever they are. This opinion is supported by Syafi'i (2020), who said that with technological advances, learning is no longer limited by space, distance, and time. In this study, teachers and students responded positively to integrating GBA with this technology. This is supported by Astuti et al., (2022), who said that GBA creates a more pleasant and less boring learning atmosphere. Students can pour ideas to build a text (Montero-Arévalo, 2019). The same thing was also conveyed by Hyon (1996; Emilia, 2005; Ardiansyah, 2017), who said that the purpose of GBA is, in addition to helping students become more successful in writing, also helps students to understand text structure and various kinds of text composition.

However, despite these benefits, some challenges must be faced when teachers create an effective learning atmosphere because students' responses to learning can be influenced by how the teacher animates the classroom atmosphere (Atkinson, 2003; Tesfie, 2017). Salim et al., (2016) supported this statement. He emphasized that teachers should know various strategies to help students with difficulties. Moreover, the participants in this study, VHS students, tend to get bored quickly if presented with too much material (Fanani, 2018; Astuti et al., 2022).

In addition to the challenge of students' ability to accept learning, another challenge that must be faced is the use of technology. The findings in this study explain that network constraints are one of the obstacles to using technology. The same thing was felt by Hammond (1992, in Gustinefa, 2021), who said that the network constrained some students, and some were still confused about how to use the technology. Therefore, Wardani et al., (2021) emphasized that students must be taught about technology use first to avoid creating obstacles. However, despite these obstacles, the use of technology is essential because it makes students more motivated, have a better understanding, and are better able to produce texts because they can get many references from the internet (Wardani et al., 2021).

2. The Response of the Students' to the Use of Genre-Based Approach by Utilizing Technology

Students' responses to the technology-integrated GBA were generally positive. This positive response is similar to the findings from Haryono et al., (2023), who reported that students' motivation and writing skills improved after implementing technology with GBA. Astuti et al., (2022) confirmed this, noting that students were more motivated and confident in writing. This is because they can get more references from the internet, and the teacher continues to monitor their text creation process, so they are confident that their writing is excellent and correct.

However, despite these positive results, there are certainly challenges to face. The findings of this study explain that students reported difficulties in understanding the material and creating texts individually and in groups. Ardiansyah (2017) indicated that students often found it challenging to develop ideas due to limited internet access and a lack of support from teachers. In addition, this statement is supported by (Cholifah et al., 2022), who said that the stages that often have difficulties are the JCOT and ICOT stages because students experience difficulties

in writing but do not want to convey their difficulties. The teacher's role is to provide feedback and motivate students regularly (Ardiansyah, 2017). Despite these difficulties, students still improved their ability to develop ideas and structure their writing, which suggests that GBA, if supported by technology, can be a practical approach to teaching writing (Emilia, 2005). This improvement was evidenced by the students' more organized and coherent writing at the end of the study.

CONCLUSION

The findings of this study indicate that implementing a Technology-Integrated Genre-Based Approach in teaching descriptive text writing can significantly enhance student engagement and writing skills. However, it also highlights the importance of addressing challenges such as student understanding, confidence, and group dynamics. Future research should focus on developing strategies to overcome these challenges, ensuring that all students can benefit equally from this approach. Continuous professional development for teachers is also essential to equip them with the necessary skills and knowledge to effectively integrate technology into their teaching practice.

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