

# THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING

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## Abstract

This paper reports the implementation of Genre Based Approach in teaching writing. The research was conducted at Junior High School in Bandung. The subjects of this research were the seventh grade students of junior high school. The data were obtained from observation. Then, the data was analyzed descriptively. The researchers used descriptive qualitative. The findings revealed that there are four stages in implementing Genre based Approach in teaching writing such as building knowlede, modelling, joint construction and individual construction. The data also showed that students' writing skill were developed after being taught by Genre based Approach.

**Keywords:** Students' Difficulties, Genre Based Approach, Teaching Writing

## INTRODUCTION

English is one of the most important elements in education to develop human sources. It is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily every where and every time. In Indonesia, English is an important subject in the curriculum. The students must master four skills namely listening, speaking, reading, and writing. Especially for writing, as we know, it is being used in many aspects of global literature such as agreements in political and military, advertisement, business transaction, archiving, legal document, and newspaper. Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Richards and Renandya (Ardyan & Saun, 2014) stated that writing is the most difficult skill for second language and foreign language learners.

Meanwhile, in the learning process there are some difficulties of students who learn English as a foreign language. They have some difficulties even though English is not their first language. In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching-learning. In order to make the writing more interesting, the teachers should create many ways in teaching one of the effective way in teching writing is by using discovery learning

Therefore, in writing, the students need to be aware about grammatical features and organization. Paying attention to the accuracy of grammar is necessary for the learners in learning writing. Therefore, the students need to understand and be aware about it. Most students did not pay attention to the accuracy of the language they use.

## 1. Writing

Writing is one of the skills to be taught in senior high schools. The frequency of students' practice influences the outcome of students' writing composition. The students need to practice, practice, and practice. Hughes and Weigle (cited in Marbun & Siahaan, 2019) states that the best way to test people's writing ability is to get them to write. Moreover, in a foreign language classroom, many students and instructors feel that writing is a core. Students are always hesitant to write because they are inhibited and are afraid of making mistakes. Therefore they cannot generate ideas.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt et al. Saputri (2014) describes that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. In addition, Brown (2004:335) states that "The one major theme in pedagogical research on writing is the nature of the composing process of writing."

## 2. Genre Based Approach

The genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986). Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels Vygotsky called "the zone of proximal development" (ZPD) (Feeze and Joyce 2002: 25-26).

As this brief review shows, both process writing and genre-based pedagogy have attempted, in their different ways, to take the learning and teaching of writing into new territory. Both seek to empower student writers by making their writing more relevant and meaningful. But, as these approaches are enacted in classroom practice, both have been criticized for separating writing from the full range of activities in which students are engaged and for a tendency to make writing an end in itself rather than seeing it as a means of achieving larger social and intellectual goals that are of genuine interest to the writers.

When students were asked to write, they got stress and worried, because of the grammatical rule in English uses in writing. Here, the writer use Genre Based Approach to reduce students' worry about the grammatical rule. The students would write without any grammatical rule as usual at the first time, but they would face the fact thing that must be assumed to be a thing that must be written. Genre Based Approach can be called as nature learning, the purpose to make independent and creative growing in studying, so that students can make innovations. Learning aim is hope to make students enable to understand a concept through their thinking.

## 3. The Implementation of Genre Based Approach.

According to Feez (2002) There are some stages of Genre Based Approach in learning descriptive text :

- a). building knowledge of the field this part of purpose for bulding knowledge of the student about the topic will be write for help a student to know the topic to be write.
- b). modelling is step that teacher gives and showing txt to the student.
- c). Join Construction is step student to start the implementation of Genre Based Approach to create an understanding of the student.
- d). independent Construction is step to give the student write the text about the topic. Student can improve their skill to write.

## METHOD

This study was conducted in one of private school in Bandung. This study was conducted to investigate the implementation of Genre Based Approach in teaching writing. The research employed qualitative research as the research methodology. Respondents in this study was seventh grade students of Junor High School. In investigating this research, observation was conducted. Then, the data of this research was analyzed descriptively. In relation to that descriptive research is focused to make a description systematically and accurately based on facts about a certain object.

## RESULTS AND DISCUSSION

### Results

In conducting the research the researcher used Genre Based Approach in teaching writing. In collecting the data, the researcher conducted observation during four meetings.

#### 1. First meeting

In the pre activity on January 28<sup>th</sup> 2020 the teacher entered the class and greeted, the students prayed together, and checked the attendance list in opening activity. The researcher asked the students about the material that has been learned, and one of student representatives answered the teacher question. In while activities the researcher introduction the new material in class about descriptive text, social function of descriptive text and language used in descriptive text. After students understand the material that has been explained, the researcher give the chance to student to find out the answer from the text. It was useful to know the basic ability and building the knowledge of the student.

This stage is the first implementation using Genre Based Approach. After all of students completed the questions, the answer sheet were collected. Still in the some day the teacher explain to the student that in process of writing descriptive text we will use Genre Based Approach through picture. Therefore In the first meeting student were given the picture. The picture as a media in this research. In the first meeting the researcher explained the teaching material related to descriptive text. The picture used in the teaching material based on student book. The researcher explained all the role in writing descriptive text using Genre Based Approach. After students understand the material that has been explained, the researcher gave the chance to student to find out the answer from the text. It was useful to know the basic ability and building the knowledge of the student. The stage of the first implementation using Genre Based Approach. Then post activities was consist of summarizing, the researcher asked to students. The reflection, as a little bit of reflections, write down the answer to these question in your handbook



Figure. 1 Bulding Knowledge of field

From the first meeting the researcher found that the student did not understand the definition of descriptive text, the function of descriptive text. This can be seen when the researcher asked about the basic material about descriptive text such as a function, purpose of using text, students responses still do not know about it. The student responses still passive and still lack about the material. It is can be concluded that the student still lack of basic knowledge, student still guessing the situation to make decision to answer the material from the teacher.

## **2. Second Meeting**

The second meeting was conducted on February 4<sup>th</sup> 2020. In pre activity, the researcher entered and greeted, good morning One of the students lead pray, and the researcher checked the attendance-list in opening activities. the researcher said to the class we would have a competition. Observe the crossword puzzle below students, so find your partner. In the puzzle, there are 10 verbs in the simple present tense. Work in pairs to find them as quickly as possible. Write your answer on a piece of paper. Post your answer on the black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and ask them to dance too.

In while activities, After the game finished, now let's do some writing activities.

First, the researcher as a teacher asked the students to read a text or a dialogue in a textbook which describes something. Then, the researcher explains about descriptive texts such as its functions by asking the students to see, to analyze and to read together the examples in textbook. The next, researcher explained the structure of writing a description text based on the results of their analysis of the sample text. The structure which being explained such as the sentence structure in the form of present tense (S + V + O) and how to develop the main idea of a topic that will be used as a paragraph. In addition, in this first stage, students were also introduced to vocabulary related to the topic. For instance, job topics: farmers, doctors, teachers, drivers, etc. the researcher gave some feedback to students who did not understand yet. After the discussion, the researcher asked the student to write the text in front of the class one by one. The purpose of introduce the students' about the example of descriptive text types. After that, the researcher asked the student in their group to answer 5 questions related to the topic given. The purpose of divide the students' in the group, to know understanding about the descriptive text material which has been explained by the researcher in advance.

In this meeting, the researcher applied the second stage of Genre Based Approach that is Modelling. The teacher explained detail about descriptive text such as formula, the function of descriptive text and language used in writing descriptive text. The teacher showed the picture as a media. After the teacher explained the teacher evaluated to the students to measure the student understanding about descriptive text.



Figure. 2 Modelling stage

From the second meeting the researcher found that student have difficulties in spelling, developing idea, limited vocabulary, and mastering of concept. To solve this problem the teacher explained more detail and gave the example more to exercise the material about descriptive text.

In post activities, before the researcher left the class was summarizing. The resercher and students concluded the material together. The reflections, the researcher adviced them to study hard at home and tried to read any english text in improving their skill. The last was evaluation, the researcher asked the student how they felt learning the material using Genre Based Approach. Than the researcher great them and left the class for that day.

### 3. Third Meeting

The third meeting was conducted on February 18<sup>th</sup> 2020. In pre activity, the resercher entered and greeted, asked the students to pray together, and checked the attendance list in opening activities.

In while activities, the researcher applied the third stage of Genre Based Approach that is join construction. This stage is to start the implementation understanding of descriptive text. the teacher asked to the student to make a small group and the student discuss about the topic to create the text. The researcher asked the student with their group to discuss and observe the picture and take some note as the exercise. It is been done by the researcher to find student difficulties and to measure students' understanding of descriptive text material that has been explained. In this stage the researcher saw the student that the student had a little difficulty to correct each other in spelling, mastering the concept of writing.

However, the researcher gave them the different titles of the text as was given in the second meeting. After that, the researcher asked the students to discuss the text. Then, they discussed about it in 10 minutes and the teacher controlled the students' activities. After that, the teacher asked the student to explain his/her understanding about the text in front of the class. Then the researcher ordered them to answer the questions based on the text given. After that the researcher pointed the students to give the correct answer to the blackboard.





Figure. 3 Joint Construction

To solve this problem, the researcher together with the student asked the researcher to the student about their correction result. The researcher helped student to understand in the way correcting the work they have made and gave it back to them.

Post activities, before the researcher left the class was summarizing. The researcher concluded the material. The reflections, the researcher advised them to study hard at home and tried to ask the researcher or teacher when they didn't understand the lesson. The last was evaluation, the researcher told them to prepare for the text next meeting. Then the researcher greeted them and the class ended in the day.

#### 4. fourth Meeting

The fourth meeting was conducted on February 25<sup>th</sup> 2020. In pre activity, the researcher entered and greeted, asked the students to pray together, and checked the attendance list in opening activities. Asked the student were they ready and learn last night.

Then, in while activities, the researcher applied the last stage of Genre Based Approach that is Independent Construction. This stage student can write of text as individual about the topic that have study before. In this meeting the researcher asked the student to create the text using picture. In this meeting the researcher saw that the students were able to follow the instruction. The researcher gave twenty minutes to complete their writing. In this meeting the researcher saw that the student were able to write with more creative in developing idea for writing descriptive text thus the student can adapt with the technique which had applied before in the class. Furthermore, the implementation of Genre Based Approach.



Figure. 4 Independent Construction

The researcher saw the student understanding toward writing descriptive text become increased. It can be seen from the result student writing scores' from the third meeting. It is because the

modelling and group discussion had a good impact for student. From this it can be seen that student' understanding of the material provide can be absorbed well since the group learning is considered to make student more focused on absorption information. It can be concluded that the application of Genre Based Approach can improve student ability to write descriptive text. This statement is in the Richard (2002) Genre Based Approach improves students' achievement in writing descriptive text. In post activities the researcher thanks to students for their participation, cooperation, enthusiast and attention toward the research.

## CONCLUSION

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: the implementation of teaching writing descriptive text using Genre Based Approach generally was implemented appropriately based on the lesson plan and teaching scenario. The implementation of the scenario was run well. The implementation was started by the opening which followed by the building knowledge stage, where the teacher asked to the student about the material. The second stage was modelling where the teacher explained about descriptive text using picture. The third stage was Join Construction which was done make students in group and discuss about the material, then the last stage was Independent Construction, where the students made their own texts by themselves.

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