

The Implementation of Genre-Based Approach to Students' Writing Skill

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Abstract

This qualitative classroom action research aimed to investigate the implementation of a genre-based approach in enhancing students' writing skills. The study involved 20 tenth-grade students from SMA Daarul Istiqomah Cileungsi-Bogor during the 2021/2022 academic year. The research utilized three cycles, each comprising planning, acting, observing, and reflecting stages. Data were gathered through observation, writing tests, and interviews. The findings revealed a significant improvement in students' writing skills after applying the genre-based approach. The percentage of students who achieved the minimum passing grade (KKM) of 75 increased from 50% (average score: 69.35) in the first cycle to 75% (average score: 77.25) in the second cycle and eventually reached 90% (average score: 86.20) in the third cycle. The results indicated that implementing the genre-based approach enhanced students' understanding of various text types within appropriate contexts and facilitated their ability to create well-crafted texts. Therefore, this study concludes that utilizing a genre-based approach is an effective method for improving students' writing skills in the classroom.

Keywords: descriptive text, genre-based approach, writing skill.

1 INTRODUCTION

Writing is one of the productive skills that must be mastered by the students besides the other language skills. It is the way to express an opinion, ideas, feelings, information, thoughts, desires, and experiences. According to Tarigan (1987) writing is a language skill that is used for indirect communication. It concludes that writing is an activity to express an idea, opinion, knowledge, and others through language as the media. The purpose of teaching writing to students is to make the students be able to communicate their ideas and thoughts to others through a written form such as a letter, message, or invitation for communication. Besides that, the students could organize the sentence to be a good text. Writing is a complex skill that is needed by the writer's thoughts and options, the skill also requires other elements in writing such as grammar, paragraph organization, spelling, punctuation, and vocabulary. These things are necessary for making good writing because all of them are very important to be mastered in supporting our writing to be good writing.

The objective of writing is to produce a kind of writing text. There are so many kinds of writing texts. One of the writing texts that will be learned in the tenth grade of senior high school is a descriptive text. It has been stated in the current curriculum K13. According to Kurniawan and Yuniawati (2012) expressed their opinion about the definition of descriptive text, descriptive text is the text whose contents describe something/someone specifically/ specific. Basically, the purpose of descriptive text is to provide information. Describing something means making others feel like they see, hear, feel, or smell the things we see, hear, feel or smell. A descriptive text focuses on describing someone, object, animal, place, and event. It will help the readers understand

clearly about the real object because descriptive text is a text which describes the specification of something in detail and clearly.

Teaching writing is not easy. It could be the claim of preliminary research of SMA Daarul Istiqomah Cileungsi. Those problems are students low in English subject especially in writing skill. The students could not describe something example people, objects, places, etc. because they do not have any ideas on how to describe it, and students are less in grammar, as well as students with less mastery of vocabulary. As a result, they get stuck in the process of writing. The researcher found that students have difficulty writing a text well based on genre. Especially, in writing descriptive text. Students are less motivated, they are confused about how to get ideas into a paper so they have to search for a keyword first. The teacher just explained the material from the guiding book and after that asked the students to answer the question based on the descriptive text that they have read. So, students' skills could not increase in English lessons, especially in their writing skill.

To overcome the students' problems in writing, many methods, techniques, and approaches can be used to create a good class and to guide the students to the material that is taught. The researcher considers that it is necessary to find out an approach that could stimulate students' brains to think in learning, help students to be good at writing, and could enhance students' motivation. As an alternative to solving the problem, the researcher uses an approach, namely the genre-based approach as one way of teaching writing to improve students' writing skills, especially in descriptive text.

Emilia (2011) stated that genre-based approach is developed in Australia and designed to surmount the unsatisfying product of the Process Approach. Genre-based approach includes four stages of learning consisting of Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. The genre-based approach has been proven to be able to improve students' writing skills to create descriptive text.

A number of studies have proven that genre-based approach provides positive development for students' writing skills. Haryanti and Sari (2019) has researched that a genre-based approach is effective to improve students' writing skills and there is a significant difference between genre-based approach and conventional method in improving the students' writing skill. Harahap and Rambe (2019) as well as genre-based approach is good for the students to be applied by the teachers in writing. It is suggested to many lecturers to use this approach, and also various kinds of methods or strategies in order to help the students in the result of learning.

Several studies that have been stated above have proven that genre-based approach provides positive improvements to students, especially to students' writing skills. However, it does not show or explain in detail the perceptions of students in the application of the genre-based approach during the teaching and learning process. In this study, it is not only aimed at improving students' writing skills by applying or implementing a genre-based approach, but also to see an increase in students' perceptions during the learning process, and also to determine student responses in learning by applying this genre-based approach.

1. 1 Writing skill

In general, writing could be interpreted as a person's ability to express his ideas or thoughts to others or other parties through written media. Writing is known as one of the human communication tools. Through writing, people show what they feel on a piece of paper. Writing is also often said as the process of producing words and sentences in a form of written language. It should be readable and understandable by the reader. According to Brown (2001), it is because writing is considered a complex process of putting ideas down on paper to transform thoughts into words. Since the idea or thought is an abstract thing that comes from our mind, it is not easy to transform it into an understandable or readable form. Tarigan (1987) also stated writing is a language skill that is used for indirect communication. The students can communicate their ideas and

thoughts to others through a written form such as a letter, message, or invitation for communication.

It could be concluded that writing is one of the processes of expressing ideas, opinions, and feelings of communication that are indirect to the readers. Writing does not need special skills, but writing is need motivation, spirit, and diligence. Writing has a high role and strategy because activity writing can push intellectual growing someone to able to think critically.

1. 2 Genre-based approach

According to Kongpetch (2006) and Firkins (2007) that genre-based approach was first introduced in Australia. This approach is very successful in Australia, it is a major movement in Australian education, especially in the teaching of English in elementary schools there. So that many schools used this approach as an alternative approach or method to apply toward students in improving student's writing skills. Genre-based approach is an approach that focuses on the social goals of language and not just the form of language itself. Tuan (2011) stated that a genre-based approach can be an effective approach to enhancing student's writing performance and perhaps to solving writing problems.

The procedure of teaching writing descriptive text using genre-based approach based on paltridge (2001) there were four stages of teaching English using genre-based approach, there were: (1) Building knowledge of field (BKOF), this stage focuses on building up cultural context about the topic of text; (2) Modeling of text (MOT), this stage focuses on introducing particular genre text through a model text; (3) Joint construction of text (JCOT), in this stage, the teacher ask students to make group with their friends for create a text that that have already learnt; (4) Independent construction of text (ICOT), in this stage, students are ready to work independently to create their own text within the chosen genre.

There are advantages of genre-based approach, according to (Firkins, et al 2007) that genre-based approach is effective in building the foundation of the students' writing skill. With this approach, the guidance is clear both to the teachers and students. The purposes are clear and focused in each text type, because each text type is provided with certain purpose.

This study focusing on the implementation of genre-based approach to students' writing skill. The research questions are: (1) How to implement genre-based approach in teaching writing skills?; (2) Does the genre-based approach could improve students' writing skills?; (3) How students' perception during implementation of genre-based approach?

2 RESEARCH METHODS

This research has purpose to improve students' writing skill by implementing genre-based approach towards students to see their improvement of writing skill during learning process in class. The researcher uses Classroom Action Research (CAR), in this Classroom Action Research there are 3 cycles that consist four steps of every cycle that namely is planning, acting, observing, and reflecting. The subject of this study were the students of class X high school at SMA Daarul Istiqomah Cileungsi, the academic year of 2021/2022 consisting of 20 students. The data is collected with the pretest and posttest as an instrument. The instrument used by the researcher was observation sheet, test, and interview that conducted in the class for this research as follows.

2. 1 Observation

This activity was the process of collecting data, during teaching and learning process the researcher observed such as students' understanding in writing, students' motivate, and students' understanding of the material. The purpose is to collect data in improving

students' writing skill through genre-based approach especially in English subject. The teacher as the collaborator who observed the researchers during implementing this approach as well as the lesson conveyed, and the collaborator also observed students, whether are increase or not in their writing skill.

2. 2 Test

To measure students' writing skill the researcher gave test to the students. The researcher saw enhancement in students' writing skills through individual test. The researcher gave task individually to the students to create a descriptive text with the theme that predetermined theme. And it is scored based on organization, content, grammar, vocabulary, and mechanic.

2. 3 Interview

The purpose is to find out information through asking process, the researcher used the interview to get the information about teaching writing through genre-based approach in the classroom. According to Sugiyono (2010) an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning could be constructed in a particular topic. The researcher divided the students into three groups to do interview, each group contains 2 learners.

This study aims to improve students' writing skills and students' perceptions. This study uses qualitative research with classroom action research methods. This study uses 3 cycles in which there are 4 stages, namely planning, implementation, observation, and reflecting. This research was conducted directly or face in class.

This study involved 20 10th grade students at SMA Daarul Istiqomah Cileungsi, Bogor, West Java, Indonesia. In collecting data, researchers used observation sheets, tests, and interviews. Before making observations, the researchers conducted pre-observations to the 10th graders to find out problems in students' writing skills, then made observations in each cycle. Then the researcher gave a test in the form of a posttest in 3 cycles. After all cycles were completed, students were interviewed in groups according to the category of student abilities consisting of low, medium, and high.

In this study, the data analysis techniques used are data reduction, data description, and data verification (Sugiyono, 2008). In this section, in data reductions the researcher presents the method of assessing the data through the process of selecting, focusing, and reworking the data. Data, which is gathered from the interview, observation, and test is huge and complex. Therefore, data reduction is needed to make the data clear and easy to use. and then the data descriptions, the researcher presents the data in the form of tables, graphs, and short descriptions. In the verification phase, the researcher started to determine the important variables to draw in the conclusion. As a result, the conclusion will be fulfilled by valid and constant evidence that has been collected.

3 RESULT AND DISCUSSION

In this research the researcher using genre-based approach to enhancing students' writing skill in English lesson. The result of data in this research obtained from instrument that prepared such as observations sheet, tests, and interviews. In this research conducted in three cycles. In every cycle has four stages as follows planning, action, observation, and reflection. The researcher did this research in class X-A that consist 20 students in the class and KKM score in SMA Daarul Istiqomah is 75 in English lesson.

3.1 Result

3.1.1 The observation result

For the result of observation based on the data obtained from cycle I until III. In cycle I students' participate were less, students were not attention the researcher, students

were not learnt cooperatively, and the activeness of them were really low. In cycle II there was some progress of students, they could participate in learning, students could pay attention, also did group task it means they could learn cooperatively, and but students still have not brave to ask or answer to the researcher related to the lesson. But in cycle III the situation seem different significantly, because the students look more focused in participate in learning process, they could attention well when the researcher explained the lesson, students began to cooperative learning in group task, and students more active in the class because they could asked about the lesson and also they could respond well the researcher gave some question related to the material. Based on explanation of the application of genre-based approach, it could be concluded that genre-based approach is proven to be able to improve students' writing skills, this approach also suitable for students tenth grade. From the foregoing explanation, it can concluded that genre-based approach provides increase students' writing skill for the tenth grade at SMA Daarul Istiqomah Cileungsi.

3.1.2 *The rest result*

The improvement of the students' skill could also be seen from the results of the students pretest and posttest which were done in every cycles. The percentage of cycle 1 was 50% then the average score was 69,35. In cycle 2 the percentage of score was 75% then the average of score was 77,25. And in cycle 3 the percentage of score was 90% then the average of score was 86,20. All the data showed that the improvement of writing achievement from cycle to cycle was significant. It could be concluded that genre-based approach is one of good ways to improve students' writing ability. The increase in the average score of students in writing skills continues to increase from cycle I, II, and III could be described in the form of diagram of students score.

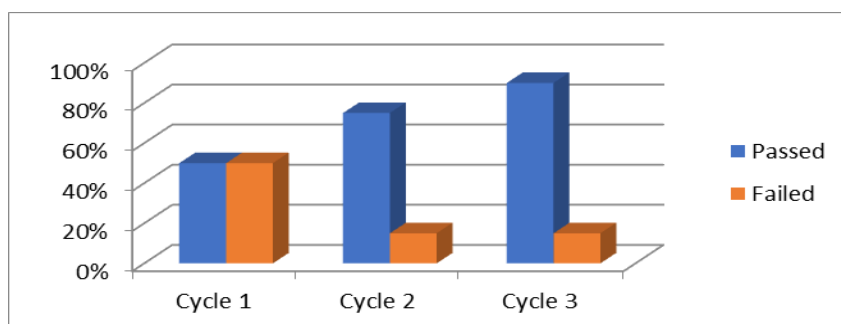


Figure 1. Diagram of Students Score in Cycle I, II, III

3.1.3 *The interview result*

Based on the result of interview that conducted after all cycle is done, the researcher made three groups which contain of 2 students per group and consists of ability level is low, middle, high. The students asked to answer based on their perception during learning process. Based on answers from students with low ability, they felt difficult to understand the material and they felt so hard when describe in English language. But different answer from students with middle and high ability, according to their perception were they motivated in learning, excited, enjoyed learning process, and most of students also felt the positive effect and improvement in their writing skill. It means the implementation of genre-based approach in teaching learning process has positive effect besides to improve students' writing skill but also there were many benefits when genre-based approach was implemented in the classroom activities, it made students are motivated to learn, enjoy in learning process, and interested in English subject.

3.2 Discussion

This section shows descriptions of the research finding and discussion related to this research, based on the result that obtained at tenth grades of SMA Daarul Istiqomah

Cileungsi, implementing genre-based approach could improving students' writing skill. Genre-based approach could proven that effective for students especially to improving students' writing skill and gives more opportunity for students to solve their problems in writing skill.

The finding of the research showed, in line with the research that conducted by Prakoso (2021) in his research that improving by implemented genre-based approach could increase students' language skills especially in writing skill, based on the research found there was improvement of students writing skill in application of genre-based approach towards students tenth grade.

Based on the study which found by the researcher in her research, in line with the research conducted by (Mahani, 2018) which the researcher found that the genre-based approach is suitable to improve students' writing skills well, based on the result of this research, the use of the genre-based approach has a positive influence on improvement of students.

For the result of observation based on the data obtained from cycle I until III. In cycle I students' participate were less, students were not attention the researcher, students were not learnt cooperatively, and the activeness of them were really low. In cycle II there was some progress of students, they could participate in learning, students could pay attention, also did group task it means they could learn cooperatively, and but students still have not brave to ask or answer to the researcher related to the lesson. But in cycle III the situation seem different significantly, because the students look more focused in participate in learning process, they could attention well when the researcher explained the lesson, students began to cooperative learning in group task, and students more active in the class because they could asked about the lesson and also they could respond well the researcher gave some question related to the material.

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3 CONCLUSION

The researcher implemented a genre-based approach in this study to improve students' writing skills at X-grade students of SMA Daarul Istiqomah Cileungsi. There are four stages of the genre-based approach, namely building the field of knowledge, text modeling, joint construction, and individual construction. By applying the genre-based approach in writing class, the researcher found that the genre-based approach could improve students' writing skills. It is proved by the significant improvement in students' writing test scores from cycles I, II, and III. More, based on the interview result obtained positive responses from students towards the implementation of the genre-based approach in their writing class. They felt more helped in their writing skills improvement. Hence, they also felt more motivated to attend writing English class activities. In addition, students also find it easier to understand the well. Briefly, the researcher could conclude that the genre-based approach could improve students' writing skills at X-grade students of SMA Daarul Istiqomah Cileungsi.

This research found success in improving students' writing skills by applying a genre-based approach. The students became more confident to write and understand more about the types of texts. This thing showed that the application of genre-based approach is very suitable for improving students' writing skills. Further research is suggested to

further improve other language skills, both receptive and productive, presented material, so they could follow the writing learning process.

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