

The Implementation of Genre Based Approach in the Teaching of Writing at SMPN 7 Jember

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***Abstract:** Writing is one of the English skills that should be mastered by the English as a foreign language students. It is not an easy task for the English teachers to teach writing to the EFL students, as it requires the English teachers to consider what approach they are going to apply in classroom. One of the approaches that is suggested by the Ministry of Education is genre-based approach. This article as the summary of the thesis entitled *The Implementation of Genre Based Approach in the Teaching of Writing at SMPN 7 Jember* discussed how the teacher implements genre-based approach in the teaching of writing. This research belongs to descriptive case study that was intended to describe in details the implementation of genre-based approach in the teaching of writing at SMPN7 Jember done by the English teacher. It included how the teacher designs the teaching of writing using genre-based approach, how the teacher implements the genre-based approach in the teaching of writing in the classroom, how the teacher delivers feedback to the students, and how the teacher gives score to the students. The data of the research were analyzed using thematic analysis and the results were reported descriptively. The research result showed that the teacher implemented the four stages of genre-based approach. Those are Building Knowledge of the Field, Modeling of the text, Joint Construction of the Text and Independent Construction of the Text. The finding was highly expected to be an evaluative finding for the teacher and she was suggested to make variation of the teaching strategy to the different types of genre.*

***Keywords:** Genre Based Approach, Teaching Writing, Feedback, Scoring System, Thematic Analysis.*

INTRODUCTION

The four skills in English are divided into receptive and productive skill. Writing which belongs to productive skill means that writing is process in which the writer produces a written language that contains the writer's thoughts, feelings, or ideas. Writing is not only important to be learned or mastered but it is also the most difficult skill for L2 learners to master among the other English skills (Richards and Renandya, 2002:303). It becomes the difficult one since it requires complex activity. The students should be able to organize ideas and transform it into readable text.

Teaching writing to the junior high school students can be hard to do, because it is their first time to work with a complex task, such as writing a text or paragraph. Due to the abundant task of teacher in teaching writing to the students, the teacher needs to consider what approach he/she is going to apply in classroom, what activities are going to do to develop the students' writing skill, how do teacher treats learner errors and etc. There are kinds of approach in teaching and learning English, especially in the teaching of writing. One of them is genre-based approach. Genre-based approach has been developed in Australia. At first, genre-based approach was developed to help some disadvantaged group of students and non-English speaking migrants in learning English as their new language. According to Hyland (2003:21) genre is based on the assumption that the features of a similar group of

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texts depend on the social context of their creation and use. There are various genre of the text, such as descriptive, narrative, procedure, personal letter, and so on. Feez and Joyce (2000) cited in Agustien (2006) suggest five stages to be applied in each cycle of genre - based approach, such as building knowledge of the field, modeling of the text, joint construction of text, independent construction of text and linking related text. However, Hammond *et al.* (1992:17) cited in Agustien (2006) recommends only four stages, they are building knowledge of the field, modeling of the text, joint construction of text and independent construction of text. The fifth stages, linking related text is optional in the implementation of genre-based approach because it needs a bright student who is able to link related texts together (Agustien, 2006). Feedback is also important part in the teaching of writing using genre-based approach. According to Hyland (2007:160) cited in Devrim (2014:4), a key purpose of the cycle is to ensure repeated opportunities for students to engage in activities which require them to reflect on and critique their learning by developing understanding of texts, acting on these through writing or speaking, reviewing their performance and using feedback to improve their work.

Derewianka (2003:148) states that in the genre-based approach, the activity of feedback is on the third and fourth stages, they are in joint construction of text and independent construction of the text. Feedback is delivered by both students or peers and teacher. Feedback from peers and teacher is important for the students to improve their final drafts much better.

In the teaching of writing using genre-based approach, the teacher needs to give score to the student's product writing. The score given to the students after they finish their individual writing task, usually after conducting the fourth stage of genre-based approach, independent construction of text. Brown (2003:241) states that there are three major approaches to score writing performance that are commonly used, they are holistic, primary trait, and analytical.

The use of genre in the teaching of writing, especially in junior high school is obvious in the English curriculum in Indonesia. SMPN 7 Jember is one of the junior high schools which implement genre-based approach in teaching of writing. Concerning the implementation of genre-based approach in teaching writing at junior high school, this research focused on researching deeply the implementation of genre-based approach in the teaching of writing at SMPN 7 Jember.

The research objectives were to describe how the teacher designs the teaching of writing using genre-based approach, how the teacher implements the genre-based approach in the teaching of writing, how the feedback is delivered to the students' writing, and how the teacher gives score to the students' writing. The result of a case study was expected to be an evaluative study which can inspire her for better teaching style, especially in the teaching of writing using genre-based approach.

RESEARCH METHOD

In this research, the researcher used case study research. According to Ary *et al.* (2010:454), case study is a research that focuses on a single unit to produce an in-depth description that is rich and holistic. Yin (1993:5) cited in Bassey (1999:29) categorizes case

study research into three different forms. They are exploratory, explanatory and descriptive case study.

This research belongs to descriptive case study because the researcher wanted to focus on describing the implementation of genre-based approach in the teaching of writing conducted by one of the English teacher of SMPN 7 Jember. The research participant was chosen based on some criteria, such as the participant is the English teacher of SMPN 7 Jember, the participant has enough knowledge about genre-based approach, and the participant applies genre-based approach in the teaching of writing. To collect the necessary data, this research used observation interview and documentation. The observation was done by following the teacher when she was teaching writing, it was about seven times observation. In obtaining the data in the observation, the researcher used fieldnotes. In conducting the interview, the researcher had done this activity face to face with the English teacher and after the activity of observation was all done. Whereas, documents was used to get the data about how the teacher designs the teaching of writing using genre-based approach and how the teacher gives score to the student's writing. It involved the teacher's lesson plans and the result of students' writing.

The data which was gained from the observation was analyzed by using thematic analysis. The following figure is the description of the whole process in data analysis.

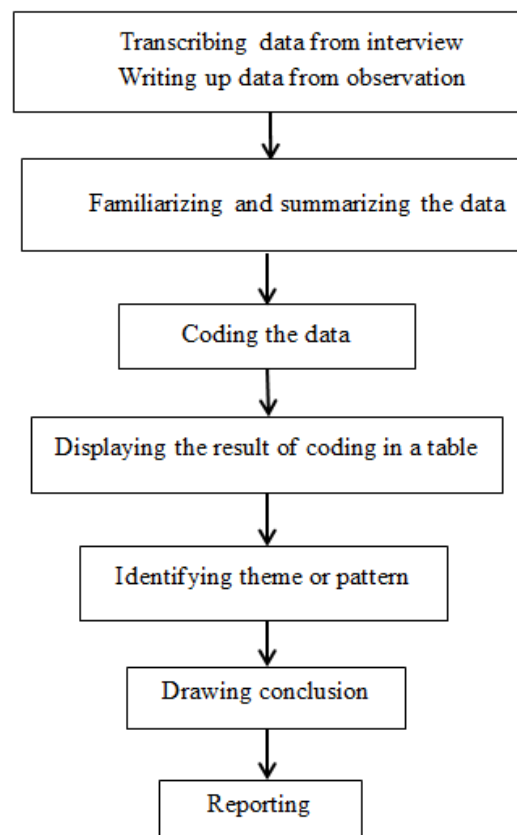


Figure 1. Analysis sequence of the qualitative data

RESEARCH RESULT

The research results showed the reported data obtained through the data collection method, such as observation, documentation and interview. They are also written in order of research problems. The first research problem is about the teacher's design of genre-based approach in the teaching of writing. The data were obtained through the document analysis of teacher's lesson plans. They showed that in the second semester, the teacher focused on three types of genre, they are descriptive and report for eighth grade students and procedure for ninth grade students. The teacher also provided the material of teaching by herself, but sometime she also took it from the students' worksheet (*Lembar Kerja Siswa*). Then, in designing the learning objectives, the teacher referred to the indicators that are based on the Competence Standard and Base Competence of Curriculum 2016. For the classroom activity, the teacher designed three main sections, those are introduction, main activities and closing. The teacher implemented the four steps of genre-based approach in the main activities. For the students' assessment, the teacher provided short answer and essay type of task. She also provided the scoring rubric.

The second research problem is about how the teacher implements the steps in the genre-based approach in the classroom teaching of writing. The data of this problem were obtained from the classroom observation conducted from August – September 2016. The result can be seen in the following figure.

<p>Building Knowledge of the Field</p> <ol style="list-style-type: none"> 1. Introducing the social context by relating to the real situation around the students. 2. Introducing the language features of the text.
<p>Modeling of the Text</p> <ol style="list-style-type: none"> 1. Asking and explaining the definition of a certain genre of the text to the students. 2. Giving an example of a certain genre of the text to the students. 3. Explaining the generic structure of the text. 4. Practicing activities relating to the language features of the text. 5. Giving an example of how to write a certain genre of the text. 6. Reviewing the material about recount text (the definition, generic structure and language feature).
<p>Joint Construction of the Text</p> <p>Doing some exercises in pairs.</p>
<p>Independent Construction of the Text</p> <p>Asking the students to write a certain genre of the text individually.</p>
<p>Linking to Related Text</p> <p>The teacher did not conduct the stage of linking related text.</p>

Figure 2. The implementation of all stages in the genre-based approach

The third research problem is about how the teacher delivered feedback to the students. There were three types of feedback commonly used by the English teacher, those are teacher's oral feedback, teacher's written feedback and peer feedback. The following table showed how the feedback delivered to the students in the teaching three types of the text.

Types of feedback	Descriptive Text	Recount Text	Procedure Text
Oral feedback	√	√	√
Written feedback	√	√	√
Peer feedback		√	

Table 1. Teacher's feedback used in each genre of the text

The last research problem is about how the teacher gives score to the students' writing result. According to the analysis of the students' result of writing three different genres of the text, it shows that the teacher scored them all by using holistical scoring system. The teacher only provided one score for a piece of writing. There was no diagnostic information of what point the student got in each aspect of writing that already stated in the teacher's lesson plan, such as grammar, coherence, readability, diction and communicative purpose of the text.

DISCUSSION

The results of the teacher's design of genre-based approach suited with what Hammond cited in Oematan (2008) suggests, that is planning the program from the types of text. They also showed that the teacher designed the text type to be taught, the objectives to achieve, the classroom's activities, and the evaluation used to measure the students' achievement of the materials. It relevant with what Oematan (2008) says, that the teaching and learning preparation conducted not only of the text type to be taught, but also the formulation of the objectives to achieve; the strategy to make the language communicable through the texts types; and the evaluation used to measure the students' achievements of the materials.

In the classroom teaching of writing, the activities were already based on the steps in genre-based approach although in carrying three different genre of the text the activities that the teacher used remained the same. Ideally, according to Agustien (2006), to carry out activities at all stages, teachers need to use various teaching techniques they have already learned, known and used. Hammond et al (1992: 18) cited in Oematan (2008) also stated out that in implementing the teaching and learning cycle, at each stage the teacher needs to select a number of different activities that provide a framework of structure and support as the learners increasingly gain control over written language. Because not all types of text are easy to master, the teacher needs to use different strategies for different text types and kinds of interesting media to improve the students' active participation.

The teacher also conducted the feedback in the process of teaching writing. The teacher delivered the feedback orally and in the written form. How the teacher delivered the oral

feedback was matched with the purpose of delivering oral feedback suggested by Brookhart (2008:34) that the good purpose of delivering oral feedback are to communicate respect for the student as a learner, to position the student as an agent (active, not passive), and to inspire thought, curiosity, or wondering. Then, in written feedback, the teacher delivered the feedback by correcting the student's final writing in the stage of independent construction of the text. According to Brookhart (2008:45), written feedback is most helpful as formative assessment on draft of assignments, although it is also helpful on summative assessment if students are provided with opportunities to apply the feedback. Thus, the feedback will be helpful for the students if the students can use the feedback and improve their learning.

The last activity was scored the students' final writing. In scoring the students' final writing, the teacher used the holistical scoring system. Bratcher and Ryan (2004:63) state that holistic scoring means a scoring system which measures the writing quality, the success (or lack of it) of a whole piece of writing. Although in the lesson plan stated that she would use the analytical scoring system, but on the students' final writing there was no score for specific criterion. The teacher's behaviors matches with what Brown suggested about holistic scoring. Brown (2003:242) states that scoring, however, is truly holistic in that the subsets (the quality of task achievement, organization, grammatical or rhetorical considerations) are not quantitatively added up to yield a score. Therefore, for classroom instruction, it is better to apply analytic scoring system. As Brown (2003:243) suggested, classroom evaluation of learning is best served through analytic scoring, in which the elements of writing are scored, thus enabling learners to home in on weakness and to capitalize on strengths.

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be conclude that the teacher's implementation of genre-based approach represents the well implementation of genre-based approach in the teaching of writing. The teacher implements the genre-based approach in her design of lesson plan, in the classroom teaching, and she also gave attention to the elements of teaching writing, such as feedback and scoring system. Although the way of the teacher gave feedback and score to the students still did not maximal yet as it is suggested in the genre-based approach, but overall the activities that she arranged and the way she implemented them were quite relevant with the theory of genre-based approach.

The suggestion is addressed to the English teacher, the students and the future researcher. The English teacher is suggested to make variations in the teaching strategy to the different types of genre. For the students, it is suggested to be more active and cooperative with the teacher. The last, for the future researchers, it is highly suggested to conduct further research dealing with the implementation of genre-based approach not only in the written cycle but also in the spoken cycle.

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