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Implementing Genre-based Approach to Promote Students' Recount Text Writing Achievement at *SMPN 1 Pujer* Junior High School

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Abstract: This research was conducted to improve students' writing achievement at SMPN 1 Pujer by using Genre-based Approach. The design of this research was Classroom Action Research. The research subjects, the eighth grade students were determined by using purposive method. The instruments for collecting the data were observation, writing test, and document. The writing test was given to measure the students' writing achievement after the implementation of Genre-based Approach in the classroom. The observation was conducted in each meeting. While, the document was used to triangulate and to strengthen the result of the observations. The result showed that Genre-based Approach gave some contributions in the process of writing a well-organized text and increased students' recount text writing achievement.

Keywords: Genre-based Approach, junior high school, recount text, writing.

1. Introduction

English in Indonesia is needed to be learned at secondary schools, and the objective of teaching writing in English should be based on school-based curriculum. In this curriculum, the students should be able to express meanings in short functional written text and simple essays in form of recount and narrative text to interact in the society. In educational issues, it is essential to master writing especially for foreign language learners. Through writing, the learners can convey their ideas, feelings, and thoughts into written form. Raimes, (1983:3) states that writing reinforces the grammatical structures, idioms, and vocabulary that teachers have been teaching.

Through writing the learners can also learn about grammatical structures and increase their vocabulary.

Based on the result of preliminary study through interview with the English teacher and classroom observation at SMPN 1 Pujer, the students still lacked writing activities and practices at the school. The teacher said that she only taught reading skill and grammar. She explained the characteristics of the text but neglected the practice of writing. In one semester the teacher and students need to accomplish several chapters, thus sometimes writing practices were neglected.

Genre-based Approach in this research was used to help the students to improve their writing ability. In a Genre-based writing class, a teacher plays a major role and learning occurs most effectively when a teacher present exactly what the students need. This approach consists of some stages or cycles that can help students to develop their writing skill by doing the practice step by step. The general writing process in Genre-based class begins with strong scaffolding from the teacher proceeded to control writing practice and to independent writing. The writing process in Genre-based class starts with Modeling, Joint Construction moves to Independent Construction of text. In the Modeling stage, the teacher and the students discuss and analyze the text structure of recount text, context, and language. Genre-based Approach has many advantages in improving learners writing ability. According to Hyland, (2007:150) explicitness is one of the advantages of genre-based writing. Explicitness is very useful for proving the learners with the characteristic of the text that can make the learners familiar with the text they will write. Secondly, flexibility of the cycle or stage is another benefit of Genre-based Approach in teaching. There is no fix rule concerning Genre-based Approach stages. The teacher and the learners can return into previous stage, stay longer or repeat in one stage or they can jump into next stage whenever they need.

Thirdly, Genre-based Approach is systematic. It means that Genre-based Approach provides a coherent framework for focusing on both language and context.

2. Literature Review

2.1 Teaching Recount Text Writing by Implementing Genre-based Approach

Based on the school-based curriculum or *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*), the Eighth Grade students of junior high school are targeted to express meaning in short and simple functional written text and essay in form of recount text with good organization, appropriate content, and language.

Recount text is a text which retells events or experiences in the past. According to Knapp and Watkins (2005:223) recount text is one of the simplest text types of narrative which tells about a series of events in sequence. Its purpose is either to inform or to entertain the readers. In this research, the students' recount text writing is assessed through the three aspects of writing. Hyland (2003:243) states that there are three aspects of writing which will be assessed namely content, organization or structure and language. Swales (1990: 58) argues that text genre consist of a class of communicative events which share some set of communicative purposes. From this definition, Swales stresses the importance of communicative purpose because the communicative purpose is the criterion to distinguish one genre from another. Furthermore, (Hyland, 2003:21) defined genre as an abstract, socially recognized way of using language. Genre in this term is used for grouping texts together and presenting how writers usually use language to respond and construct texts.

In teaching learning process in the classroom, genre teacher focuses on texts as well as the linguistic patterns. Writing instruction in genre classroom begins with the purpose of communicating, and then moves to the stages of a text which can express the purpose. Genre based on the explicit awareness of language (Hyland,

2003:22). In genre class, it gives learners explicit understanding of the text structure as well as their uses in a society and the grammar. This activity is very useful for proving the learners with the characteristic of the text that can make the learners familiar with the text they will write. Writing procedure moves from dependent into independent writing. Hyland (2003:21) presents the cycle model of Genre-based teaching process that proceeds from Modeling, Joint Construction, and Independent Construction of text.

In the Modeling stage, the teacher and the students discuss and analyze the text structure, context, and language. Hyland (2003:21) argues that in this stage, direct instruction from the teacher is crucial. Teacher scaffold the students on their writing process. The scaffolding on writing will help students acquire the knowledge and skills to be able to write their own text with confidence (Kim & Kim, 2005:9). In this stage, teacher presents an explicit understanding of the text structure and their uses in the society as well as the language features of the text. This research focuses on writing a personal recount text. In this stage, the teacher present explicit understanding about definition of recount text, it uses in the society as well as the structure of it. The structure of recount text are: (1) orientation which gives readers background of the story and introduces participants, time, and place of the story happened (who, when, where, and what), (2) events which describe series of event that happened in the story with chronological order, (3) re-orientation which states writer personal comment of the story.

Joint Construction stage can be stage where teacher and students work together to construct a text similar to the model. They use the social, contextual, rhetorical, and linguistic knowledge of the target genre learned through the Modelling stage. The students need to reflect on the text organization and make a draft of their writing based on the model text presented in previous stage. Then, they can rewrite the

model text or create a new text. As a whole-class activity, students can write a text with the teacher on the board. When the students already understand the target genre that is recount text, they can write individually or in groups. This activity is very useful for the students to strengthen their understanding about the general concept and characteristics of the target text which will be written. According to Derewianka (2003:148), when students have enough knowledge about the content of the text and how it might be organized, the students collaboratively write a text with the guidance from the teacher. This stage makes teacher and students work together on reprocessing the text. The role of teacher reduces in this stage while students are getting more control of their writing process. Teacher becomes a facilitator or negotiator during this stage.

Having been provided with guidance and support from the teacher, students are encouraged to write the text independently (Derewianka, 2003:148). Students are supposed to have developed an understanding of the genre, rhetorical structures, and language features of the genre. Then, students now start to write recount text independently. They integrate and apply all the knowledge into a new text. The personal recount text in this stage is different from the text made in the previous stage. In order to produce a good composition in Independent Construction of text, the students make a plan and a draft. Then, through teacher-learner conferencing, they may redraft and edit their text to be a final version of their writing. According to Hyland, in Lee (2012:33), the text created in this stage is the combination of context, content, language and genre. Therefore, the Independent Construction stage is often regarded as the core of writing instruction.

In Genre-based writing process, students start with Modelling of the text, Joint Construction of the text, and Independent Construction of the text. All these stages are dedicated to different purposes and to different activities. Another important

characteristic of the Genre-based writing process is the flexibility of each stage in the process. The procedure is not fixed or lock step concerning Genre-based Approach stages. It allows a teacher to stay longer or to move to any stage. The teacher and the learner can jump into next stage when the learners already familiar with the text and have knowledge about it. The teacher and the learners can skip the Modeling stage and start with the next stage. Conversely, the learners can stay longer, repeat, or return into previous stage when the learners still face difficulty. The teacher and the learners can go back to the previous stage or they can jump into next stage whenever they need.

2.2 Previous Studies on Teaching Writing through Genre-based Approach

A classroom action research conducted by Istianah dealing with teaching procedural text to eleventh grade students of SMKN 1 Slawi in 2011 reported that the implementation of Genre-based Approach gave some contributions that improve students' achievement and behavior in writing procedural text. Besides, a research done by Elashri indicated that the implementation of Genre-based Approach improved students' performance and their writing ability as well as their attitudes towards writing. Thus, the previous researches proved that the implementation of Genre-based Approach is useful to increase students' writing achievement.

The results of previous researches, classroom observation and interview with the English teacher of SMPN 1 Pujer, the teacher never applied Genre-based Approach in teaching writing. Thus, the research entitled: "Implementing Genre-based Approach to Promote Student' Recount Text Writing Achievement at SMPN 1 Pujer" was conducted. The objectives of this research were to increase the Eighth Grade students' recount text writing achievement and to know how Genre-based Approach assist student in the process of writing a well-organized recount text.

3. Research Method

3.1 Research Context

This research context was teaching writing in English as a foreign language (EFL) rather than an additional language. The research was conducted at a junior high school in East Java.

3.2 Research Design

The design of this research is Classroom Action Research. Elliot (1991:69) defines an action research as the study of social situation with a view to improve the quality of action within it. It means that action research could improve the students' achievement in learning. This research used Kemmis and McTaggart action research design (cited in Burns, 2010). According to Kemmis and McTaggart, the action research procedures cover four stages. To do action research is to plan, act, observe, and reflect more carefully and more systematically than one usually does in everyday life.

3.3 Research Participants

The research participants were the Eighth Grade students of SMPN 1 Pujer in the 2016/2017 academic year. There were four classes of the eighth grade students in that school. Each class consists of 26-30 students. The researcher used the previous writing score, interviewed with the English teacher and classroom observation as guidelines to choose the research subject. The researcher chose VIII A as the research subject because this class has the lowest writing score and the most writing problems compared with the other classes.

3.4 Instructional Procedures

There were several activities that were prepared before the action of this research was given to the research subject, they were : a) selected the appropriate writing materials for Eighth Grade students based on school-based curriculum or (*KTSP*), 2)

constructed lesson plans for first cycle, 3) prepared the observation guide for each meeting, 4) constructed the writing test.

Action stage was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject schedule of VIII A. In implementing the action, this research was planned in two cycles in which each cycle consists of two meetings and each meeting consists of 80 minutes.

During the implementation of the action by the researcher, the English teacher conducted observation to collect data dealing with the contribution of Genre-based Approach in helping students write a well-organized recount text. The English teacher as an observer carried out the observation by filling in the field notes.

Reflection stage where the researcher reflected, described, concluded, and evaluated the effect of the action that had already been observed in the observation stage. In this research, the action was considered successful if 75% of the students in the class could achieve the minimum required score. The reflection then became basis for creating the lesson plan and improving the teaching learning process in the next cycle. The result of the reflection in Cycle 1 was used as a guide to create a better lesson plans and revised action in Cycle 2.

3.5 Data Collection and Analysis

In this research, writing test was used to measure the students' writing achievement. The achievement test was given to VIII A class students to know students' achievement after the implementation of Genre-based Approach. The writing test was scored by using multiple-trait scoring method. Multiple-trait scoring is a

method of scoring which requires raters to provide separate scores for different writing features, as in analytic scoring, while ensuring that the writing features are relevant to the specific assessment task (Hyland, 2003:230). In this research, the writing test was scored by double scorer or inter-rater. The researcher and the English teacher were the scorers.

The observation was conducted during the implementation of the action in classroom. It was done in each meeting to collect the data about the contribution of Genre-based Approach that assist students write a well-organized recount text. The English teacher became an observer in the class during the implementation of the action by the researcher. The observer used field notes to collect the data during the observation. Field note is a form of direct observation to observe everything and anything by observing phenomena in its natural setting, such as a classroom or school (Tomal, 2003:31). The researcher took notes by considering several indicators to be observed, namely: (1) contribution of Genre-based Approach in modeling stage, (2) contribution of Genre-based Approach in joint construction stage, and (3) contribution of Genre-based Approach in independent construction stage.

In this research, documents were used to crosscheck or to triangulate the result of observation and to strengthen the result of observation. The students' writing tasks were derived from modeling, joint construction and independent construction stage. The students' writing tasks were analyzed to know the contribution of Genre-based Approach in each stage.

4. Research Findings and Discussion

4.1 The Result of Observation and Document Analysis in Action of Cycle 1

The action in Cycle 1 was conducted on March 17th and 18th, 2017 (in three meetings) including the writing test. The time allocation was 80 minutes. The doer

of the action in Cycle 1 was the researcher, while the English teacher became the observer. Observation was used to collect the data about how Genre-based Approach help students write a well-organized recount text in every stage, while the results of writing tasks in each meeting (in this context called documents or artifacts) were analyzed to strengthen the results of observation

The observation in each meeting of Cycle 1 showed that Genre-based Approach gave some contributions in Modeling, Joint Construction, and Independent Construction stage. In Modeling stage, the students had good understanding about recount text organization and simple past tense. In Joint Construction stage, GBA made the students able to convey their ideas into written form. The students were given feedbacks whenever they made some mistakes in writing the text. In Independent stage, GBA helped the students to write a personal recount text because the students had already given the knowledge of the target text before they wrote a text. It made the students easier to write a text. One of the weaknesses noted during the observation is because there were too many students in a group. Some students did not give contribution for the writing task in Joint Construction stage.

The writing test was conducted in the third meeting on March 24th, 2017. The time allocation was 60 minutes. The students were asked to write a personal recount text individually. The topic was about 'holiday'. The length of the text was around 10 sentences or 100 words. The result of students writing test were scored by the researcher and the English teacher using scoring rubric as the guideline. Content, organization, and language were assessed in students writing test. The result of students writing test in the first cycle showed that there were 21 or 70% students who could achieve the required minimum score. This means that the result of writing test could not achieve the criteria of success in this research that was at least 75% of students could achieve the required minimum score. Most of the students

still had low score in choice of words and grammar. Those happened because the most of students had limited vocabulary and they did not master the grammar of the recount text well.

In reference to the results of observation and writing test, the researcher made some revisions in Modeling, Joint Construction, and Independent Construction stage of Cycle 1. (a) In Modeling stage, the researcher would give more explanation on grammar such as the use of simple past tense, connection and preposition of place and time, (b) the researcher had to change the learning activities in Joint Construction stage. The researcher would ask the students to work in pair to write a personal recount text. Pair work was used in order that the students could interact more with the pair and contribute more in the process of writing recount text, (c) the researcher would ask the students to list some words which commonly used in writing a personal recount text at home and everyone must bring a dictionary in order that they could easier to write a recount text in Independent Construction stage.

4.2 The Result of Observation and Document Analysis in Action of Cycle 2

The implementation of action in Cycle 2 was also conducted in three meetings including writing test. The first meeting was done on Friday, March 31st, 2017 while the second meeting was conducted on Saturday, April 1st, 2017. The time allocation was 80 minutes. The implementation of the action in Cycle 2 was also done by the researcher, while the English teacher became the observer during teaching and learning process in each meeting.

Based on the result of observation and document in Cycle 2, in Modeling stage, the students were more active in answering researcher's questions and the students had enough knowledge about concept of recount text, generic structure, language features which they learned in previous stages and meetings. Then, in Joint

Construction stage, the students could cooperate with their pair to do the writing task and they got some feedbacks from me in discussion session for some mistakes in grammar and in organizational of the text they had made. Most of the students were good in developing the text organization and content of the story. Meanwhile, in Independent construction stage, most of the students showed independence in writing a personal recount text. The students felt easier to write because they had already given the knowledge of the target text which they learnt from previous stages and meetings. The students were good in developing the organizational text and content of the text as well as effective use of correct sentences, there were no serious errors. The students were asked to write a personal recount text individually. The topic was about sad experience. The length of the text was around 10 sentences or 100 words. The result of students writing test were scored by double scorer those were the researcher and the English teacher using multiple-trait scoring rubric as the guideline. Content, organization, and language were assessed in students writing test.

Based on the result of writing test in Cycle 2, the students writing achievement were improved. There were 26 students or 86.6% students who achieved the standard minimum score. The result of writing achievement test in Cycle 2 improved as many as 16.6% from Cycle 1. The result of writing achievement test had achieved the required target percentage and the criteria of successful in this research. Likewise, the result of observation and document showed some contributions of Genre-based Approach in each stage. This means that the implementation of Genre-based Approach in teaching recount text writing improved the students recount text writing achievement and Genre-based Approach assisted students in the process of writing a well-organized recount text, thus this action research was stopped in Cycle 2.

From the result of the observation and writing tasks, we had known the contribution of Genre-based Approach in each stage. Observation was used to collect the data about how Genre-based Approach helps students write a well-organized recount text in every stage of GBA, while the results of writing tasks in each meeting (in this context called documents or artifacts) were analyzed to strengthen the results of observation. In Modeling stage, the students had good understanding about recount text organization and simple past tense. It was proved by the result of students' writing tasks which could arrange the scramble paragraph well and could fill the blank words with appropriate word. Feez, (2002:66) claims that grammar should be in the context of purposeful language use. Therefore, the substitution activity was used to raise students' grammar awareness. In addition, students had enough knowledge about concept of recount text, generic structure, language features which they learned in previous meetings. It was proven by their activeness in answering my questions which related to recount text.

In Joint Construction stage, GBA made the students could share their ideas with their pair in writing. The students were assisted in writing the text in a group or a pair works because I gave some corrections and suggestions during the process of writing. That was in line with Derewianka, (2003:148) which states that when students have enough knowledge about the content of the text and how it might be organized, the students collaboratively write a text with the guidance from the teacher. Then, the result of students' task proved that GBA contribute in the process of writing a well-organize recount text. Most of the students were good in developing the text organization and content of the story.

In Independent Construction stage, GBA helped the students to write a personal recount text because the students had already given the knowledge of the target text which they learnt from previous stages and meetings. It made the students easier to

write a text. The students were good in developing the organizational text and content of the text as well as effective use of correct sentences, there were no serious errors. It was proved by the result of students' writing tasks which most of students got good results. Hyland regarded the Independent Construction of text as core of students' writing because they integrate all their knowledge to write a text.

The result of students' writing test showed that the students' recount text writing achievement was improved after the implementation of the action in classroom. It was proven by the quantity of students who got score ≥ 75 . There were 26 students or 86.6% of 30 students who got score ≥ 75 . Most of the students wrote a personal recount text with appropriate text structure, well developed content, and no serious errors on grammar.

Genre-based Approach is an approach in language teaching that concerned in linguistics and text. The focus of this approach is the students' understanding about the social context of the text. In a Genre-based writing class, Communicative and Cooperative Approaches are used in teaching and learning activities. Communicative Approach in language teaching starts from a theory of language as communication. Hymes, in Richards and Rodgers(2001:159) state that the goal of language teaching is to develop communicative competence. Hymes's theory of communicative competence was a definition of what a writer needs to know in order to be communicatively competent in a community. Meanwhile, cooperative language learning is an approach to teaching that maximum use of cooperative activities involving pairs and small group of learners in the classroom, (Richards and Rodgers, 2001:192)). The objectives of this approach are to foster cooperation rather than competition, to develop critical thinking, and to develop communicative competence through socially structured interaction activities. The examples of Communicative Language Learning activities are Three-step interview,

Roundtables, Think-Pair-Share, Solve-Pair-Share, and Numbered Heads. The role of learner is as a member of a group who must work collaboratively on tasks with other group members. In this research, the researcher used small group and pair activity in Joint Construction stage. Through small group and pair activities, the students were expected to share and to convey their ideas among the member of group or pair.

Genre-based Approach gave more emphasis on teacher's role in teaching and learning. In a Genre-based writing class, a teacher plays a major role and learning occurs most effectively when a teacher present exactly what the students need. A teacher is a knowledgeable person in a Genre-based class. He/she helps learners when learners are not yet able to write or do not know yet about the texts. It made some improvements in basic level of writing proficiency. At the early stage, the teacher is a knowledgeable person that gives strong scaffolding to the learners. The teacher intervenes in the learners' writing process depending on the students' needs and students' ability. According to Derewianka (2003:146), in the early stage, the teacher takes a more direct role in developing the necessary knowledge and skill and when learners' proficiency increase, the teacher begins to play the role as facilitator in learning and learners require more autonomy.

The explicit presentation of the knowledge of target genre could facilitate students to develop their writing proficiency. It was in line with Hyland, (2003:22) who argues that genre based on the explicit awareness of language. Some appropriate helps from direct to indirect could facilitate students to develop their writing proficiency. In addition, group and pair works could give students opportunity to share their ideas among the member of group and pair. They could collaborate with other students to finish writing a personal recount text.

Conclusion

Based on the result of the data analysis and discussion, it can be concluded that Genre-based Approach could assist students in the process of writing a well-organized recount text because it improved recount text writing achievement of the Eighth Grade students at SMPN 1 Pujer and Genre-based Approach.

Therefore, the English teacher at the school should follow the rules of teaching writing in English through Genre-based approach in order to get good result. The English teacher should design appropriate teaching and learning activities for each stage. When applying group work, English teachers should give more attention and give more control on students. The number of students in a group should be less than five students in order that all students will contribute in writing. The future researchers should replicate the similar study in different settings, different text types, and different grade levels.

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