

IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING WRITING FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstrak

Peneliti bertujuan mendeskripsikan penerapan pendekatan berbasis genre dalam pembelajaran menulis di Sekolah Menengah Kejuruan. Desain penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah siswa kelas XI di salah satu sekolah menengah kejuruan di Kabupaten Klaten. Data dikumpulkan dari peristiwa pembelajaran menulis, informan, dan beberapa dokumen terkait dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Data-data yang terkumpul dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa guru menerapkan pendekatan berbasis genre dengan mengikuti semua tahapan yang harus dilalui, mulai dari *building knowledge of the field* (BKoF), *modeling of text* (MoT), *joint construction of the text* (JCoT), sampai pada *independent construction of the text* (ICoT). Pada tahap BKoF guru mengenalkan teks undangan dan membangun pengetahuan dan pemahaman siswa untuk mengungkapkan tujuan umum dan jenis teks undangan. Pada tahap MoT guru memberikan contoh teks undangan tidak resmi untuk diamati dan didiskusikan. Guru membimbing siswa menyebutkan bagian-bagian dan fungsi dari contoh teks undangan tidak resmi. Pada tahap JCoT guru membagi kelas menjadi beberapa kelompok untuk membahas teks undangan tidak resmi. Pada tahap ICoT guru meminta siswa secara individu untuk membuat teks undangan tidak resmi.

Kata Kunci: pembelajaran menulis; menulis; pendekatan berbasis genre

Abstract

The researchers aimed to describe the implementation of a genre-based approach in writing learning in Vocational High Schools. This research design uses a qualitative descriptive approach. The subject of the study was grade XI students at one of the vocational high schools in Klaten Regency. Data were collected from writing learning events, informants, and some related documents using observation, interview, and documentation techniques. The collected data were analyzed descriptively. The results showed that teachers apply a genre-based approach by following all stages that must be passed, ranging from building knowledge of the field (BkoF), modeling of text (MoT), joint construction of the text (JcoT), to independent construction of the text (IcoT). At the BkoF stage, the teacher introduced the invitation text and built students' knowledge and understanding to reveal the general purpose and type of invitation text. At the MoT stage, the teacher provided examples of unofficial invitation texts to observe and discuss. The teacher facilitated students to name the parts and functions of the sample unofficial invitation text. At the JCoT stage, the teacher divided the class into groups to discuss the text of the unofficial invitation. At the ICoT stage, the teacher asked students individually to create an unofficial invitation text.

Keywords: teaching writing; writing; genre-based approach

INTRODUCTION

Writing is an activity to change cognitive abilities and make recordings to express ideas that are arranged on a piece of paper using appropriate vocabulary and language structures. Writing changes cognitive abilities (Menary, 2007). Writing is the activity of making a recording language on a piece of paper or any other area to express the idea and message from the writer including the usage of vocabulary and structure of language (Anjayani et al., 2016). In short, writing is a fun activity because we can freely write whatever is in our heads. In the world of education, writing is important for students because writing can indirectly be a medium of communication by expressing their ideas, thoughts, and feelings in written form so that the students more easily think critically in deepening perception and responsiveness.

Writing is a person's attempt to communicate an idea in written form (Haryono & Tukiyo, 2022). However, when viewed from the student's condition, many aspects must be given to students about how to write well. Students are not only able to write the ideas and contents of their heads into written form but also must be able to understand and master vocabulary and grammar.

Vocabulary and grammar become writing problems for students. Learning writing in a classroom was assessed by some students as very tiring and uninteresting so in teaching and learning writing students are not interested and are reluctant to participate in the learning process of writing. Students, who are not interested in writing, will be reluctant to participate in learning activities. When they were given the writing test, most of them got low scores (Kacawati *et al.*, 2015). In this regard, the teacher needs special attention on how to package learning to write to make it look attractive to students. In teaching writing, there are many approaches to increase the student's interest and students' learning outcomes in writing.

This study utilizes a genre-based approach as approach that can be applied to increase students' interest, competence, and learning outcomes in writing. Genre-based language learning is an alternative approach that can be used to help learners develop their writing competence (Haerazi, 2017). Apart from increasing students' interest, competence, and learning outcomes in writing, a genre-based approach also supports students in creating writing that can be used in social contexts. The genre-based approach can help develop students' knowledge and writing skills to create purposeful texts that can be used in a social context (Maulani et al., 2021; Mauludin, 2017).

When the teacher regulates the genre to help students produce writing in a social context, appropriate steps are needed. The genre-based approach has four steps, there are BKoF (Building Knowledge of the Field), MoT (Modelling of the Text, JCoT (Joint Construction of the Text), and ICoT (Independent Construction of the Text) (Lail, 2022; Mingsakoon & Srinon, 2018).

This study focuses on the process of teaching writing, students' writing achievement, obstacles found by the teachers, and solutions to these obstacles. The problems in this study can be formulated about the process of teaching writing and students' writing achievement, as well as what are the obstacles found by the teacher and the solutions to these obstacles in using a genre-based approach.

Meanwhile, the study aims to describe the process of teaching writing, writing achievement, the obstacles found by the teacher, and to describe the solutions to the obstacles in using a genre-based approach. In addition, this study is expected to improve the quality of writing teaching by utilizing a genre-based approach.

RESEARCH METHOD

This research was a qualitative descriptive study (Maxwell, 2013; Nassaji, 2015:129) because the researcher described the

implementation of a genre-based approach to teaching writing. The subjects of this study were XI MM1 students at one of the vocational high schools in Klaten in the academic year of 2022/2023, with 21 students consisting of 14 male students and 7 female students.

The data in this study were the writing teaching process that applied a genre-based approach, students' writing achievements, obstacles found by the English teacher, and the solutions done by the English teacher. The data came from teaching writing events, and the informants consisted of teachers and students.

The data were collected using observation, interviews, and documentation techniques. The data were dubious was validated with a triangulation technique (Creswell, 2014; Honorene, 2017). The collected data were analyzed using descriptive analysis which refers to the theory of Miles, Huberman, and Saldana consisting of data collection, condensation of data, data display, and drawing and verifying conclusions (Miles et al., 2014).

RESULTS AND DISCUSSION

The observations in this study include the process of teaching writing before using a genre-based approach and the process of teaching writing after using a genre-based approach. Based on the results of the observations made by the researchers, teaching writing without using a genre-based approach made students sleepy, confused, and chatted with other students so they did not pay attention to the teacher. Then, the results of observations after the teacher used a genre-based approach said that the teacher had fully implemented the four stages of the genre-based approach.

The first was BKoF (Building Knowledge of the Field). In this stage, the teacher gave materials to students about invitations. Then, the teacher asked the students to express what they understood about the invitation. Soon, the students responded by mentioning the definition of an invitation.

After students mentioned various definitions of invitations based on what they

understood, the teacher also asked students to mention the general purpose of invitations, as well as examples of both formal and informal invitations. In this stage, students seem to have difficulty at first. With the teacher's guidance in building student knowledge, students can follow this stage properly.

The second was MoT (Modelling of the Text). At this stage, the teacher presented an example of an informal invitation. After that, the students were asked to name the parts of the informal invitation. In this case, students were able to mention the parts of an informal invitation such as recipient, salutation, date, time, place, closing greeting, and sender.

Then, the teacher asked the students to mention the kinds of social functions of the informal invitation presented by the teacher. The students answered this question with a simple answer that the social function of an invitation is to invite someone to join an event that will be held. After the students were able to understand the parts and social functions of the invitation, the teacher gave another example of an informal invitation for students to identify the social function, text structure, and linguistic elements in the form of an informal invitation.

The third was JCoT (Joint Construction of the Text). In this stage, there was a collaboration among students to complete the tasks given by the teacher. To implement it, 21 students in the class were divided into 3 groups. In this stage, the teacher gave instructions to each group to explain the parts of the informal invitation, grouped the informal invitations and their replies, discussed the results, and finally presented the results of the discussion from each group.

After the teacher finished giving the instructions, he gave several examples of formal and informal invitations on the blackboard. Then, the students started the discussion following the instructions previously explained by the teacher. In the process of this stage, the teacher gave time to students for 10 minutes.

However, at this stage, it turned out that there were still many students who did not understand the parts of the informal invitation and they lacked time to discuss. In this case, the teacher had to explain again with the attention of all students in the class and the teacher also had to give 5 minutes extra time.

After 15 minutes, each group was asked to move forward one by one and present the results of their group discussion. Students who did not move forward were asked to pay attention and the teacher provided feedback by providing comments and suggestions on the results of the discussion of students who still did not understand the instructions properly so that the discussion results were unsatisfactory.

The last was ICoT (Independent Construction of the Text). In this case, the teacher allowed students to independently make informal invitations based on the material discussed earlier. In this case, the students were given directions to make informal invitations with the free topic. The students might find this interesting theme.

After the students understood the instructions given by the teacher, the teacher collaborated with the researchers to distribute blank sheets of paper as a medium for students to write their work on the paper. Then, students submitted their work to the teacher.

In addition, two-way communication was established between the teacher and students, which can be seen from the student's responses to the questions posed by the teacher. Students also seemed enthusiastic about the material. It was because the teacher's way of delivering the material was attractive. So, it made the students enjoy the learning. Besides, the teacher was able to motivate the students to actively participate in ongoing learning.

Then, in learning activities, the teacher not only explained the material and asked students to do assignments, but also provided assistance and acted as a facilitator for students. This could be seen from the teacher's actions in accompanying, supervising, controlling, and

motivating students during the learning process in class. The teacher acted as a facilitator for students since the teacher built an atmosphere of familiarity in the classroom, and rewarded the students for their work. In addition, the teacher was able to understand the students' character better.

The results of the interviews in this study were obtained from the XI MM1 English teacher and students. The informants said that writing was a difficult activity. Writing needed more effort to complete. The students' responses regarding teaching writing that had been followed in class before using a genre-based approach were considered less fun, tiring, and boring.

In addition, students also expressed some of the difficulties they experienced in writing, such as difficulty in understanding vocabulary, punctuation placement, and writing words, sentences, and the correct structure in a text. Then, the teacher also gave responses related to the teaching of writing that he had done.

The teacher believed that in teaching writing, he had to concentrate on many aspects, such as the way to write well. Students must be able to understand vocabulary, grammar, and correct sentence structure. Sentences without vocabulary and acceptable grammar are meaningless.

In addition, the teacher also believed that each student certainly had a different background, knowledge, situation, condition, and understanding. By looking at such conditions, teachers, on average, should be able to make those who do not understand, and those who do understand could accept again that there are friends who may not. However, students who previously understood were carried away by students who lacked concentration so teaching writing activities in class did not run well.

Besides, the researchers also conducted brief interviews with the teacher after the genre-based approach was implemented. The teacher

said that in teaching writing using a genre-based approach, students were more enthusiastic and active in following the lesson. The teacher also stated that most students were active in conducting questions and answers with the teacher regarding the material being presented.

Then, in the process of teaching writing by applying a genre-based approach, the teacher encountered several obstacles. The researchers found several obstacles found by the English teacher through interviews after the teacher taught writing using a genre-based approach.

The obstacles found by the English teacher in implementing the genre-based approach included the teacher having to give additional time for students in implementing the JCoT stages. It triggered the students who were still confused about what they should write. Further, many students do not master the vocabulary they will write in English. As a result, they found difficulties in constructing sentences in English.

Then, the teacher also stated that when students were asked to make invitations independently, many students were not confident in what they wrote. These obstacles made the teacher not optimal in providing feedback on the results of student discussions.

The writer also portrayed that the students had difficulty in making invitations independently. It was because they were not used to practice and were not trained in writing so the students were not sure whether their writing was good and followed the material previously explained by the teacher or not. These obstacles caused the teacher to be unable to provide feedback on the results of student discussions to the fullest.

After the researchers obtained information from the English teacher about the obstacles found in teaching writing using a genre-based approach, it was necessary to have several solutions to overcome these obstacles. In overcoming the obstacles of students' lack of vocabulary mastery and self-confidence, the teacher allows students to use instructional

media that can help students write vocabulary in English.

In this case, the teacher used learning media in the form of an electronic dictionary. The use of electronic dictionaries was considered effective for teachers and students because of the ease of use and various facilities, such as antonyms, synonyms, pronunciation of words, as well as various practical examples that make it easier for students to acquire new English vocabulary and memorize them more easily.

Then, in increasing students' confidence in writing, strong motivation was needed by the teacher in the process of teaching writing in the classroom. In motivating the students, the teacher could provide positive reinforcement to the students who like to operate gadgets and surf the internet. It was done so that the students' hobbies could be inserted into things that related to the writing. Internet and gadgets do not always harm the students. Even, this could provide facilities for students to learn more.

However, utilizing this hobby becomes positive, such as students can take advantage of social media, such as Google Translate, Deepl, Grammarly, and so on for the students to use as media for learning, finding, and improving their vocabulary and grammar in writing. In addition, the teacher also motivated the students by providing positive reinforcement. He also made the students aware that writing could not be done all at once. Their writing skills must be trained and developed continuously, slowly, and carefully. Rushing to finish a piece of writing will prevent them from producing good writing that can make them confident.

For this reason, motivation and self-confidence are related to each other, because students' self-confidence does not just grow without the teacher's help. Giving learning motivation is useful for growing students' self-confidence in teaching and learning writing. Based on the results of observations and interviews conducted by the researchers, apart

from processes, obstacles, and solutions, researchers also found an increase in students' writing achievement before and after the implementation of the genre-based approach.

After all stages of the process of teaching writing using a genre-based approach had been carried out, students were asked to submit their work to the teacher assisted by the researchers. Then, the students' works were assessed based on the scoring rubric in the student's writing achievement table as follows. The scores of students' writing can be seen below.

Table 1. The Students' Writing Scores

No	Name	Before Using GBA	After Using GBA
1.	S1	61	79
2.	S2	50	75
3.	S3	46	71
4.	S4	50	71
5.	S5	43	68
6.	S6	43	61
7.	S7	46	64
8.	S8	50	75
9.	S9	64	89
10.	S10	46	71
11.	S11	54	79
12.	S12	43	68
13.	S13	43	68
14.	S14	43	61
15.	S15	54	75
16.	S16	43	61
17.	S17	57	82
18.	S18	61	86
19.	S19	43	64
20.	S20	46	71
21.	S21	54	79
Total		1040	1518
Average		50	72

Based on Table 1, it is clear that students' average scores were improved after the teacher implemented a genre-based approach to teaching writing. The student's assignments were assessed based on the scoring rubric in the students' writing and minimum completeness criterion (KKM). The minimum completeness criterion (KKM) in English subjects, especially on invitations of XI MM1 class was 66.

Based on Table 1, it can be seen that the total scores and the average of students' writing invitations. Students' writing before using a genre-based approach got an average score of 50 from 21 students. Almost all students had not been able to achieve the minimum completeness criterion (KKM). Meanwhile, after the teacher used a genre-based approach in teaching writing, as many as 16 students were able to achieve the KKM. They got an average score of 72 from 21 students.

Implementing a genre-based approach in teaching writing could improve students' writing achievement. This is in line with Zukhrufy's research (2019) that the implementation of genre genre-based approach improved students' writing skills on narrative text. The test given was to know the students' writing ability before and after the actions were implemented. The tests given to the students were conducted on pre-cycle tests, tests in the first cycle, and tests in the second cycle.

Based on the test result, it was indicated that the student's achievement in writing the narrative text was higher than pre-cycle test. It can be seen from the mean score of the students and the percentage of the student's scores on the test. 20 students passed or got scores up to 75 or 50% of the number of students.

Besides being able to improve the students' writing achievement, the implementation of a genre-based approach could also improve the students' writing skills. This is in line with Waji's research (2022) which found that the use of a genre-based approach could enhance the students' writing skills at MAN 4 Bone.

Based on the explanation, the implementation of a genre-based approach can improve the students' writing scores. The result of the data indicated that the students' mean score on the post-test was (6.9), which was greater than the mean score on the pre-test (4.20). Based on the data analysis, the t-test was a value higher than the t-test table value

(11.12>1.699). It means that there was a significant difference. Therefore H0 was rejected and H1 was accepted. It can be concluded that the use of a genre-based approach in the learning-teaching process could enhance the students' writing skills at MAN 4 Bone.

Based on the explanation, the implementation of a genre-based approach could improve the students' writing achievement. For clearer data, the following is a chart of the student's writing scores before and after using a genre-based approach in teaching writing.

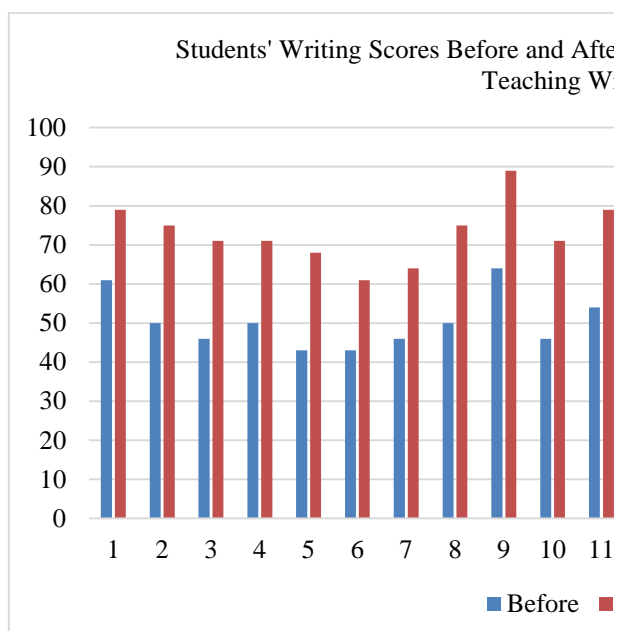


Chart 1. The Students' Writing Scores Before and After Using Genre-based Approach in Teaching Writing

Based on the chart above, it was found that there was an increase in each student's writing achievement between after implementing a genre-based approach. Before the implementation of a genre-based approach, the students' highest scores were 64 and the students' lowest scores were 43. It was very different after the teacher implemented a genre-based approach to teaching writing. The students' scores increased with the highest score 89 and the lowest score of 61. In Table 2 below, the writers presents students' scores using intervals.

Table 2. Intervals Value

No	Category	Score	Frequency
1.	A	80-100	3
2.	B	60-79	18
3.	C	40-59	-
4.	D	20-39	-
Total			21

Based on Table 2, the writing achievement of students taught writing using a genre-based approach are quite clear. Most students got scores between 60-79. Only some got 80-100. No student got lower than 60. The data were analyzed from 21 student worksheets. For clearer data show, the following is a diagram of the results of the analysis of students' writing achievement.

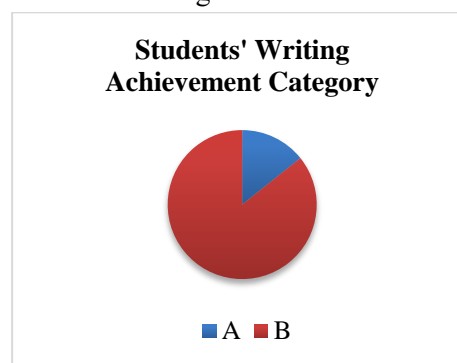


Chart 2. The Students' Writing Achievement Category

CONCLUSION

Based on the results of the study conducted in the eleventh grade students of vocational high school taught using a genre-based approach in teaching writing, it can be concluded as follows.

1. In the process of teaching writing by implementing a genre-based approach for the eleventh-grade students of vocational high school, the teacher implemented the four stages of the genre-based approach well. In addition, two-way communication was established between the teacher and the students. This could be seen in the students' responsiveness to the questions posed by the teacher. Then, in learning activities, the teacher not only explained the material and

- asked students to do the assignments, but also provided assistance and acted as a facilitator for the students. It can be seen in the teachers' actions in accompanying, supervising, controlling, and motivating the students during the learning process in the classroom.
2. The students' writing achievements of the eleventh-grade students of vocational high school could be categorized into A (18 students) and B (3 students). The data were obtained and analyzed from 21 students' worksheets.
 3. The obstacles found by the English teacher in teaching writing by implementing a genre-based approach were as follows.
 - a. The teacher had a problem managing teaching time because when implementing the JCoT stages, the students lacked time to do the assignments given. It caused the teacher to be unable to give feedback on the results of the students' discussions to the fullest.
 - b. The students lacked vocabulary in English, so they could not write down their ideas in English written form well.
 - c. The students were not confident about the results of their writing. It was because the students were afraid that their writing did not match what the teacher meant and explained before.
 4. The solution to the obstacles found by the English teacher in teaching writing by implementing a genre-based approach was the teacher used learning media in the form of an electronic dictionary to make it easier for students to acquire English vocabulary and memorize it. Besides, in increasing students' self-confidence, the teacher motivated the students by realizing that producing good writing cannot be done all at once. Writing needs to be trained and developed continuously, slowly, and carefully because rushing to finish a piece of writing will hinder them from producing good writing, which will make them feel less confident.

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