IMPLEMENTING GENRE BASED APPROACH TO IMPROVE STUDENTS' WRITING SKILL AT EFL STUDENTS IN INDONESIA

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Abstract

This research is aimed to delve whether students' writing skill can be improved through the implementation of Genre Based Approach at tenth graders of SMK Awaludin Batu Ampar. This study is conducted based on the preliminary study pointing out that most of the students lack of writing ability in the classroom instructional process. Being designed in classroom action research, it then adopts Kemmis and Mc Taggart model with two cycles in which each cycle comprises four phases; planning, acting, observing and reflecting. it is also a collaborative action research with the English teacher of the school in running the study. As the objective of the research is to improve students' writing skill, the results indicate that Genre Based Approach is undeniably an effective strategy to resolve writing issues and increase students' ability in writing a procedure text. The implementation of Genre Based Approach also encourages students to get involved actively in the learning process, promote self-awareness to gain better writing skill, and provoke students' positive attitude in learning English.

Keywords: Writing Skill, Genre Based Approach, Classroom Action Research,

INTRODUCTION

Learning English holds pivotal role in education for the recent decades compared to other languages such as Spanish, French or Portuguese. Cenoz and Gorter (2020) expounded English has been extensively taught as a subject in school all around the world and it is increasingly used as language of instruction at schools and universities. To date, based on statistic, there have been more than 1.5 billion people actively speak and study English from all over the world and nearly 60 sovereign nations made English as the official language (Silaban et al. 2023).

An identical situation also occurred in the education system of Indonesia in that English has been introduced to students from elementary school, junior high school, senior high school and even in university level. Consequently, EFL students in Indonesia are demanded to master receptive skills, reading and listening as well as productive skills, writing and speaking. Sreena and Ilankumaran (2018) classified productive skills as active skills in which learners need to generate language to communicate their ideas either in speech or text. While receptive skills were agglomerated as passive skills as learners just need to receive information and understand it without producing language as in productive skills (Masduqi, 2016). This indubitably implied that English is an unavoidable subject for students to acquire, in order to foster their communication in foreign language and make them easier to cope with great deal works of science, commerce, economy and technology which are written in English.

Of the four language skills discussed earlier, writing skill was reported to be the most difficult skills to master by students. Richard and Renandya (2002) declared that writing was the hardest skill to master because students do not only have to generate and organize ideas,

but also translate those ideas into readable text. Tangpermpoon (2008) accounted for the grounds behind the issue, namely students need to have a certain amount of L2 background knowledge about the rhetorical organization, appropriate language use or specific lexicon with which they want to communicate to their readers. Negari (2011) also revealed that writing was complicated process due to involving a number of cognitive and metacognitive activities, such as brainstorming, planning, outlining, organizing, drafting and revising. And Sa'adah (2020) maintained that the difficulties in writing mostly lied on three aspects; word choice, coherence and grammar. In simple explanation, to avoid reader's misunderstanding, a proper word choice and correct grammar must be made. While to present logical information, each paragraph should be well organized.

Still dealing with the writing issue, the preliminary study conducted by researcher on tenth grade students of SMK Awaludin Batu Ampar also yielded similar case in which most students perceived difficulties in writing English texts correctly. In addition, they were identified to not be able to express their ideas in well-arranged paragraphs and make some basic writing mistakes in terms of organization, language use, vocabulary choice and grammar. Several factors could account for this issue namely: 1) Students lack of deficient vocabularies to construct complex sentences so that it hinders them to write English texts. 2) They have insufficient knowledge of grammar and the way to arrange sentences correctly. 3) Teachers implemented inappropriate teaching method or technique to carry instructional activities which triggered in students' un-enthusiasm, apathy and discouragement to get involved in writing class.

Given the attention on the previously serious problems and their factors, it is essential to discover pertinent and effective way to overcome that issue and improve students writing skill ultimately. To clear up these problems, the researcher proposed Genre Based Approach to be implemented in teaching and learning process of SMK Awaludin Batu Ampar. Genre based approach was efficacious to improve students' writing skill based on a number of previous studies conducted earlier. Yangrifqi (2008) deduced genre-based approach successfully improved students writing only in single cycle. She also elaborated that in most of the stages, students' attention to the teacher's explanation and instruction was always in the high level or 81% up to 100%. She also suggested applying scaffolding and genre-based approach simultaneously in similar research with different text types. Lukmawardani and Badriyah (2022) were also in a favor with the previous study, involving students of senior high schools and vocational schools from three big islands in Indonesia (Sulawesi, Sumatra and Java), they drew a conclusion that genre-based approach was an effective way to improve students writing skills and could be promoted as an alternative strategy in solving such writing issues in the classroom instruction. The newest study by Nguyen and Truong (2024) also suggested incorporating scaffolding along with genre-based approach as the finding revealed that it significantly impacted EFL learners' writing proficiency. In addition, they also asserted that students responded to the writing instruction with positive attitude and greater confidence while being exposed to genre-based approach.

Genre based approach was extensively used to teach writing since the mid- 1980 and initially developed in Australia. The Routledge Encyclopedia of Language Teaching and Learning has defined the genre approach as "a framework for language instruction". (Byram 2004: 234). Besides, based on Minister of Education and Culture's decree regarding students' learning outcomes in the newest curriculum of Indonesia, Kurikulum Merdeka, Genre based

approach was included as the main approach to teach English to students with the focus on texts or genres in various modes; oral, written, visual, audio, or multimodal. English instruction is also designed to provide experience in using English texts to understand and apply factual, conceptual and procedural knowledge. Hence, the implementation of genre-based approach will contribute to the fulfillment of teachers' obligation in the application of genre-based approach in the classroom instruction.

According to Callaghan and Rothery 1988, Green 1992, Cornish 1992 as cited in Nugroho (2009:27) Genre based approach consists of five main stages; they are building knowledge of the context, modelling of the text, joint construction of the text, independent construction of the text and linking related text. In the phase of building knowledge of the context, students: 1) are introduced to social context of an authentic model of the text types being. 2) Explore features of the general cultural context in which the text type is used and the social purposes the text type achieves. 3) Explore the immediate context of situation by investigating the register of a text models which have been selected on the basic of the course objective and learner need. Modelling of the text as the second phase of GBA requires students to investigate the structural pattern and language features of the text model, and then compare the model with other examples of the text type. While at the third stage of GBA is joint construction of the text in that students begin to contribute to the construction of whole examples of the text-type. The teacher also gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently. And the last phase of GBA is independent construction of the text. Here, students work independently with the text. They plan, draft, write and revise the text based on the appropriate generic structure and language features of the text

METHOD

The current study employs Classroom Action Research (CAR) as the research design and adopts Kemmis and Mc Teggart model with two cycles. Twenty-seven students of tenth grade at SMK Awaludin Batu Ampar were involved as the research subjects. To collect the data, observation, writing test and questionnaires were administered prior to and post the implementation of genre-based approach. The researcher also collaborated with the English teacher of the school in designing the lesson plan, establishing criteria of success, doing teaching observation and reflection. Of the two cycles students went through, each cycle comprised planning, acting, observing and reflecting as follow:

Having conducted the preliminary study, the initial phase to do is planning and preparing all the the needed stuff for the action phase. The preparation covers making lesson plan, test, and observation sheet. For the lesson plan, it was designed along with the English teacher of the class acted as the practitioner who taught the students. The lesson plan consisted of instructional objectives, instructional strategy, instructional materials and media, teaching procedure, and assessment procedure. In the lesson plan, the researcher incorporated four major steps of genre-based approach, those are: 1) Building Knowledge of the field. 2) Modelling of the text. 3) Joint Construction and 4) Independent Construction.

In this phase, all the teaching procedures designed in the lesson plan are carried out within four meetings in cycle 1 and the other four meetings in cycle 2. The instructional process covers the manifestation of the designed plan covering the four major steps in the procedure of genre-based approach. 1) Building knowledge of the text; discussing any text

genres and authentic models of the text along with its social purpose. 2) Modelling of the text; including the exploration of structural patterns and language features of the text. 3) Joint construction; involving collaborative writing with groups of students guided by the teacher. 4) Independent construction; writing the text individually. Among the 4 major steps of genre-based approach, the first step was carried out in meeting one, the second step were implemented in meeting two, the third step had in meeting three, and the last step done in meeting four. In implementing the action, the researcher acted as the observer, while the classroom teacher acted as the practitioner.

At this stage, the researcher had a duty to observe the whole instructional process of Genre Based Approach implementation. The observation was intended to record two types of data; numerical data which can be obtained from students' writing scores (competence and performance), and verbal data captured through students' participation or involvement in the discussion, students' enthusiasm and students' attitude during the instructional activities. The obstacles and problems took place at this phase were also counted on to be considered in the process of reflecting ahead. To avoid observer bias in this case, the researcher and the teacher have developed standardized procedure or systematic observation protocols which were designed to aid the observer during the observing phase. The observer is also facilitated with clear observable criteria dealing with the two types of data discussed earlier as the guidance in collecting data. And finally, the teacher and the observer were trained prior to the acting phase to ascertain both the teacher and the observer could collect and record data in the same way based on the prior standardized procedure.

The data fetched through the observation phase during the instruction activities are then analyzed and compared with the criteria of success being established. The criteria of success in this study refer to the goals and concerns which the teacher attempted to emphasize in the teaching and learning process, specifically in the aspect of students' improvement in writing skill and students' involvement in the classroom. This phase also measures to what extent genre-based approach successfully clear up the issue, if the criteria of success fail to achieve, then the second phase must be implemented.

Table 1. Criteria of Success, Data Source and Instruments

The criteria of success	Data Sources	Instrument
The process: - All students (100%) of XI respond positively towards the implementation of genre-based approach	- Students responses about their attitude toward the implementation of GBA	Questionnaire Observation Checklist
-All students (100%) of XI get involved actively during the process language Instruction.	-Students' involvement in the in the class activities	
The product: All students average scores Test are equal or above 75 as the standard minimum scores At school	- Students' writing scores	Writing Test

(Adopted from Megawati & Anugerahwati 2012)

FINDINGS AND DISCUSSION

The finding of the study is laid out and discussed systematically based on the sequence of well-organized research procedures from the beginning until the end. The study also report that the implementation of cycle 1 did not meet the criteria of success, as such the researcher and the observer concurred that second cycles must be carried out by developing the previous lesson plan and the instructional strategy in the cycle 1.

The pre-questionnaire was distributed prior to the implementation of GBA in the classroom. The objective was to identify students' responses toward English subject, writing lesson, and procedure text. The questionnaire consisted of 5 questions with the result and the description below:

Table 2, Pre-Questionnaire Result

No	Question Items	Students' Response	
		Yes	No
1	Do you like English lesson?	10	17
2	Do you enjoy writing a text in English?	4	23
3	Do you know procedure text?	20	7
4	Do you know generic structure and language features of procedure text?	5	15
5	Can you apply proper punctuation in writing?	4	23

Question number 1 was whether they like English lesson. The result indicated that only 37% of them liked English lesson, while the majority of students, 63% of them, answered unlike to English lesson. It was certainly serious issue. Question number 2 was whether they enjoy writing a text in English. The result of this question reflected shocking responses in that merely 14.8% answering yes, while the 85.2% stated if they did not enjoy writing a text in English. It implied that students had a tiny interest toward writing skill. Question number 3 contained question whether they know about procedure text. To this question, they mostly answered yes with the percentage of 77% of the total students. On the other hand, 23% students said no to this question which means they have no idea about procedure text. Question number 4 was whether they knew generic structure and language features of Procedure text. Based on the answers given, 18.5% preferred to say yes, while around 81.5% of them said no which was in other word, most of them did not recognize generic structure and language features in Procedure text. Question number 5 contained question to delve whether they could apply proper punctuation in writing a text. For this last question, 14.8% said yes and 85.2% said that they could not apply good punctuation in writing a text. It implied that almost all students did not know how to write a text with good punctuation.

The Result of Cycle 1
Planning

The initial step at this stage was constructing lesson plan with the collaborator. It holds pivotal role as the lesson plan should be written based on the current Merdeka curriculum. In addition, it also consists of the following items: the instructional materials and media, the procedure of teaching and learning process, and the assessment procedure. The next was preparing observation checklist, it had purpose to observe students' response toward

the use of Genre Based Approach in the classroom, and the teacher performance during teaching-learning process. The use of media and selection of material were also included in this phase. The material presented in this phase was taken from variety of sources such as internet and students' handbook, while teaching media used were whiteboard, projector, and picture related to the material.

Acting

The first acting in this cycle was done on January 24th 2023. The classroom teacher acted as a practitioner of all planning designed in the previous phase. In the meeting one, the teacher started with the first step of genre-based approach, Building Knowledge of the context, in that the teacher excavated the students' knowledge about the topic which would be discussed in the procedure text, and then the teacher introduced the topic, at the same time, the teacher kept interacting with the students to give enough provision in the form of vocabulary and knowledge of the topic which would be written.

For the second steps of genre-based approach, modelling of the text was done on January 25th. At this stage, the teacher provided the students with the text model entitled "How to make fried rice" on the projector. Through the text, the teacher explained the generic structure, language features, and social function of the text. In the end of the meeting, the students were assigned to collect information about procedure text and its example as much as possible with the purpose to ease students in writing session next meeting, in the phase of joint construction.

The third meeting in this phase was conducted on January 26th. The teacher applied the third step of genre-based approach, Joint construction during the classroom session. The students were assigned to get involved a group consisted four until 5 students, afterwards they were assigned to discuss with their classmates about the topic which would be written in a single paragraph. At the same time the teacher assisted them by providing scaffolding of procedure text in order to ease them writing the text. In the end of the meeting, the teacher re-assigned students to collect any information as much as possible dealing with procedure text as it was the topic which would be written in the phase of independent construction.

Independent construction phase was applied at the last meeting of the first cycle. It was exactly held out on January 27th. Over this phase, the teacher had the students write and produce procedure text independently. And the topic should be written was about 'How to make Indonesian food. Here, students were encouraged to plan, draft, write and revise the text based on the appropriate generic structure and language features of the text without any assistance from teachers or other students.

Observing

At the third phase of this study, the researcher who acted as the observer noticed all the instructional process using observation sheet; it consisted of observation towards teacher's performance in presenting the material and students' responses, involvement and attitude during the lesson. Related to the teacher's performance in the classroom, she had taught the students in the classroom in appropriate way in line with the designed lesson plan. Dealing with the students' responses, in the first meeting, students still show partial focus towards teacher's explanation; a few of them also talked each other and ignored the teacher in front of the class, but in the second meeting, they were getting interested to follow the instructional activities. They were also performing more actively in the remaining meetings. In conclusion,

throughout the instructional process, the students got involved in good way and show positive attitude toward the materials presented.

Reflecting

In the phase of reflecting, the writer and the collaborator discussed whether the implementation of Genre Based Approach in cycle 1 met the established criteria of success. Finally, the conclusion was taken to perform a second cycle, since the result of cycle 1 indicated that only 66% students who reached the (KKM) 75 despite undergoing significant changes in terms of the verbal data dealing with students' positive attitude and active involvement towards the instructional activities.

The Result of Cycle 2

Planning

The planning phase of the cycle two comprised the modification and development on the aspects of the lesson plan, materials and the test presented in cycle 1. These all revisions are based on the reflecting phase in the cycle 1. The new material delivered in the cycle 2 was still discussing procedure text by implementing genre-based approach. Various kinds of procedure text were also prepared to expose students with more understanding of it and facilitate them to write it at the phase of join construction and independent construction. Both the researcher and the collaborator also agreed to include Google and YouTube as the additional teaching media to adjust with the students' characteristic.

Acting

In the second cycle, the action was done on February 1st, 2nd, 3rd and 4th 2023. During those days, all steps in genre-based approach were applied; building knowledge of the field in the first meeting, modelling of the text applied in the second meeting, while at the third meeting was joint construction and independent construction phase was carried out in the last meeting.

For the first meeting, the teacher applied building knowledge of the field, in which the teacher did the same activities like in the first cycle; the difference was only on the material presented and taught to the students. In the second meeting, the phase of genre-based approach applied was modelling of the text. At this phase, the teacher explored more texts of procedure text by comparing food recipes posted on the internet. Furthermore, the students were also exposed to YouTube channel talking over how to cook local or Indonesian food. The elaboration of language features in the procedure text was also made clearer and more challenging through a series of grammar games incorporation to instructional activities. Joint construction was at the third meeting. Over this phase, the students were assigned to write a procedure text in a group, however the topics should be written differs from the cycle 1. At the end of meeting, the students were re-assigned to collect information as much as possible about the topic which would be written in the phase of independent construction. For the last meeting, the students were assigned independently to write procedure text in a single paragraph with the topic "How to make fresh drinks" and it was in the phase of independent construction.

Observing

In the second cycle, the classroom condition in the teaching learning process generally was far away better than in the first cycle. It could be detected from the result of observation sheet indicating that most students became more enthusiastic and focused towards teacher

explanation, they got involved more actively when accepted the lesson. They were also very passionate in doing the grammar exercises. Related to the teacher's performance, the teacher appeared to be more prepared and enjoyed while delivering the material to the students so that what she attempted to explain to the students could be understood easily. In this phase, both the students and the teacher also showed more comfortable behavior during the classroom activities; it was mainly because they had gone through the same session while being involved in the teaching learning process of the cycle 1.

Reflecting

The reflection phase of the cycle 2 was conducted after getting the result of observation sheet and the questionnaire of GBA implementation in the cycle 2. The researcher and the collaborator re-discussed whether the criteria of success in cycle 2 were fulfilled or not. Based on the verbal and numerical data in the cycle 2, it indicated that the classroom action research held out for two cycles was successfully executed because all students encountered significant changes in terms of positive attitude and active involvement toward learning English, especially on the aspect of writing skill. Furthermore, another the criteria of success, (KKM) 75, was achieved by 100% students in the classroom. Thus, the writer and the collaborator agreed to stop the action research and drew a conclusion that genre-based approach was one of effective strategies in improving students' writing skill.

The post-questionnaire was intended to measure students' response toward English subject, writing lesson, and procedure text after the implementation of GBA in the school. The questionnaire consisted of 5 questions with the results and the descriptions below:

Table 3. Post-Questionnaire Result

No	Question Items	Students' Response	
		Yes	No
1	Do you like English lesson?	25	2
2	Do you enjoy writing a text in English?	26	1
3	Do you know procedure text?	27	0
4	Do you know generic structure and language features of procedure text?	27	0
5	Can you apply proper punctuation in writing?	25	2

As the table 3 indicated, after the implementation of genre-based approach to teach procedure text, students experienced drastic changes in terms of their responses and attitudes towards English subject and writing procedure text compared to pre-questionnaire results. We can spot that in question number 3 and 4 where 100% students know procedure text and recognize the generic structure and language feature of it. Another proof was the answers for questions number 1 and 2. The majority of students shifted from disliking English subject and un-enjoying writing a text in English to vice versa. Having participated in the research, they also gained knowledge on how to apply proper punctuation in writing (see the response for question number 5).

This section discussed the students' scores generated from the implementation of Genre Based Approach to teach procedure text in cycle 1 and cycle 2. It also affirmed that classroom action research is not the same as experimental research by excluding students' pre-test in this study. Thus, the data presented only in the form of post-test comparison between the cycle 1 and the cycle 2. To examine further, see the table below:

Table.4 The Comparison of Po-tests in Cycle 1 and cycle 2

GBA	N	Mean	Median	Std.Dev	Minimum	Maximum
Post-test Cycle 1	27	66.11	65.00	8.916	50	80
Post-test Cycle 2	27	77.41	75.00	6.259	70	90

In table 4, it was rolled out some numerical data dealt with the comparison of post-test average scores in cycle 1 and cycle 2. Twenty-seven students who took writing class using genre-based approach obtained mean score 66.11, with minimum score 50 and maximum score 80. In terms of the median and standard deviation, they were 65.00 and 8.916 respectively. On the contrary, the same students following cycle 2 significantly fetched higher mean scores namely 77.41 which was greater than KKM 75 as one of the established criteria of success. The minimum and maximum scores were 70 and 90, with the median 75.00 and standard deviation 6.259. These data implied that the implementation of Genre Based Approach to improve students' writing skill in cycle 2 fulfilled the criteria of success as the post test in cycle 2 resulted in greater mean score compared to the KKM 75 and could be explicitly concluded that the present study succeeded.
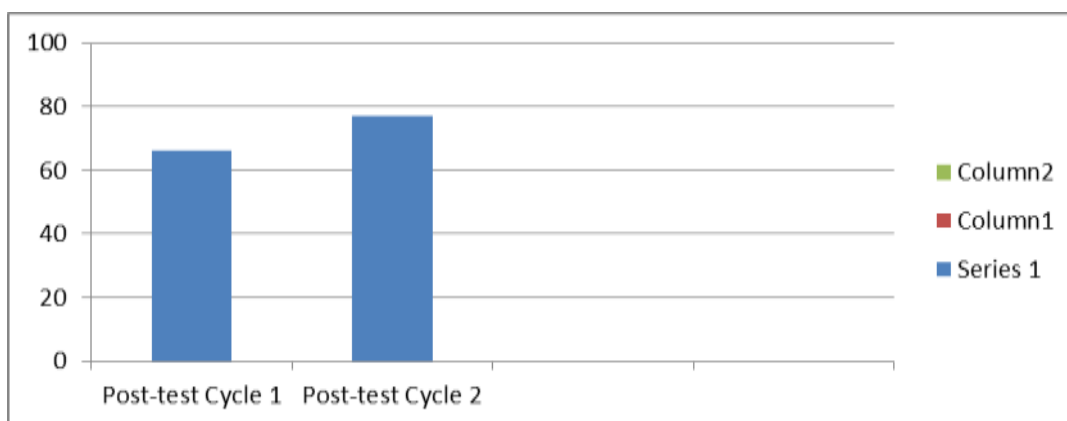
Figure 1, Post-tests comparison between cycle 1 and cycle 2

The finding of this study firmly revealed that the implementation of genre-based approach could improve the students skill in writing a procedure text. The students' improvement lied not only on the aspect of raising scores which were greater than KKM 75 as the established criteria of success for the numerical data, but also on the aspects of students' involvement in the classroom discussion, students enthusiasm in doing the exercise, students' focus toward the teacher explanation, and students' positive attitude on the English subject. These were in line with the previous findings by Yangrifqi (2008) and Nguyen and Truong (2024) that viewed students positive responses emerged during the implementation of genre-based approach in the classroom.

The use of scaffolding along with genre-based approach in the process of students' writing also produced beneficial impact as it was stated by Zhou (2021) that scaffolding could promote students' knowledge construction and meaningful learning, stimulate students' interest in English learning and improve their writing level. In the action phase of cycle 2, the result of observation indicated that students' interest on procedure text increased along with the incorporation of scaffolding in it. Students also became attentive towards the benefits of

mastering writing skill for their study. And ultimately, they could fetch satisfactory scores in the post test as the proof that their writing skill got improved to be better than before.

Furthermore, the result of this study demonstrated that genre-based approach can be alternative strategy for teachers and other researchers to overcome similar issue despite in different classroom context, because through genre-based approach students can have comprehensive understanding of what text types they are writing and what social functions, generic structures and language features of the texts they are composing. Moreover, genre-based approach gave a chance for students to have self-awareness to be able to work in group or independently in writing the assigned text.

CONCLUSION AND SUGGESTION

An explicit conclusion was drawn in this study regarding with the writing issue faced by tenth-grade students of SMK Awaludin Batu Ampar, namely the implementation of genre-based approach can improve students writing skill especially in writing procedure text. In other word, genre-based approach is an effective way to solve students' difficulties in composing English texts by exposing them to four major steps of GBA; building knowledge of the context, modelling of the text, joint construction and independent construction.

For future researchers, it would be beneficial to investigate how different genres (e.g., narrative, descriptive, argumentative) influence students' writing proficiency across various levels of language competence. Future studies could focus on the specific challenges Indonesian EFL students face when mastering the structure and linguistic features of different genres. Additionally, examining the role of teacher feedback and scaffolding within this approach could offer insights into effective instructional practices. Comparative studies with other teaching approaches or analyses of long-term improvements in students' writing fluency and coherence could further enhance the understanding of this method's effectiveness.
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