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Genre-Based Approach Effectiveness in Writing Descriptive Text

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Abstract

This study aims to determine the effectiveness of using a genre-based approach as a learning method in teaching and improving students' writing skills. This study uses a quantitative method, using pre-test and post-tests as data collection techniques. The subjects of this research were the eighth graders of SMP Dharma Lestari, Salatiga. The results obtained were that the average score of students on the pre-test was 71.44, while the average score of students on the post-test was 76.04. This shows an increase in students' ability to learn to write by as much as 6.4%. Research has shown that the genre-based approach can be effective in improving students' writing skills, particularly in terms of organization, coherence, and clarity. By focusing on the features of different genres, students can learn how to use language to achieve specific goals and how to adapt their writing to different contexts and audiences. Therefore, it can be concluded that the genre-based approach is an effective method for teaching and improving students' writing skills.

Abstrak

Keefektifan Pendekatan Berbasis Genre dalam Menulis Teks Deskriptif

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan genre-based approach sebagai metode pembelajaran dalam mengajarkan dan meningkatkan kemampuan menulis siswa. Penelitian ini menggunakan metode quantitative, dengan menggunakan pre-test dan post-test sebagai Teknik pengumpulan data. Subjek penelitian ini adalah siswa kelas delapan SMP Dharma Lestari, Salatiga. Adapun hasil yang diperoleh adalah jumlah rata-rata skor siswa dalam *pre-test* adalah 71,44, sementara hasil rata-rata skor siswa dalam *post-test* adalah 76,04. Hal ini menunjukkan adanya peningkatan kemampuan siswa dalam pembelajaran menulis sebanyak 6,4%. Penelitian telah menunjukkan bahwa pendekatan berbasis genre dapat efektif dalam meningkatkan keterampilan menulis siswa, khususnya dalam hal pengorganisasian, koherensi, dan kejelasan. Dengan berfokus pada ciri-ciri genre yang berbeda, siswa dapat belajar bagaimana menggunakan bahasa untuk mencapai tujuan tertentu dan bagaimana menyesuaikan tulisan mereka dengan konteks dan audiens yang berbeda. Oleh karena itu, dapat disimpulkan bahwa genre-based approach adalah metode yang efektif untuk mengajarkan dan meningkatkan kemampuan menulis siswa.

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1 Introduction

The majority of people agree that English is the primary language of communication worldwide. It is the most extensively spoken second language in the world and acts as a lingua franca for intercultural communication. Communication in English among speakers of diverse first languages has come to be known as English as a lingua franca or ELF (Jenkins & Leung, 2017; Seidlhofer, 2005). In Indonesia, English has been taught starting from young learners as an additional subject, from elementary school level to the university level.

The four basic language abilities are speaking, reading, and writing. Receptive skills and productive skills are two of the four fundamental English language abilities. Speaking and writing are known as productive skills, whereas reading, listening, and speaking are referred to as receptive skills (Braine, 1998; Javed & Juan, 2013). One of the four foundational abilities is writing. As they begin interacting with others at the school level, learners begin learning how to communicate in writing. Writing is a more complex language skill than other language skills. József (2001), said that Writing is one of the most complex human activities since it requires the creation of a design concept as well as the recording of information and experience about the issues being discussed. In addition, (Nunan & Linse, 2005) said that writing is the combination between process and product. Getting ideas that can be used to produce something that readers can read is the process. To ensure that their message is clear to the reader, students must be able to translate their thoughts into a piece of writing that is easy to grasp.

Writing ability in a second language is an important aspect in the process of learning a foreign language. Writing is a productive English ability that EFL students in Indonesia should be proficient in for written communication and academic writing purposes, such as letters, essays, papers, articles, journals, project reports, theses, etc (Hossain, 2015). It asserted that writing has a vital role in language production that is used for global mediation of knowledge (Fareed & Bilal, 2016). Writing ability is the capacity to communicate thoughts through written language. In both academic and professional settings, the ability to write is crucial. In academic settings, students must complete essays, research papers, reports, and other written tasks to show their comprehension of a subject and their capacity for in-depth analysis of the material (Nasir et al., 2013);(Toba et al., 2019). Effective writing abilities are essential in professional contexts for duties including drafting emails, memos, proposals, and presentations (Dirgeyasa, 2016; Kellogg, 2008). Writing is the process of conveying thoughts, dreams, and feelings in the form of symbols/signs/meaningful writing. In writing activities, there is an activity of arranging, compiling, and describing a symbol/sign/writing in the form of a collection of letters that form a word, a collection of words that form a group of words or sentences, a collection of sentences forming a paragraph, and a collection of paragraphs forming a complete and meaningful discourse/essay (Yi, 2009). When writing, one needs to have ideas or be able to come up with them; they then need to be developed. The next step is for them to put their ideas into writing by employing a language and adhering to conventions that are typically seen in written formats. It indicates that when one writes, one must have at least three things, including ideas, language, and an understanding of writing rules. Therefore, writing ability includes a variety of writing sub-skills.

One of the materials taught in the English lessons is writing Descriptive text. Descriptive text is a kind of text to describe someone or something. Descriptive text is a genre of writing that aims to provide a vivid and detailed description of a person, place, object, or event. The primary purpose of a descriptive text is to create a sensory experience for the reader, allowing them to visualize and feel a connection with the subject being described (Sugiharti, 2020). In education, descriptive text is often used as a tool to help students develop their writing skills, particularly in terms of sensory language, imagery, and detail (Afridah & Ginting, n.d.). By encouraging students to use descriptive language in their writing, teachers can help them develop a deeper understanding of how language works and

how to use it to create engaging and effective texts (Noviana & Saifudin, 2020). Overall, by mastering the techniques of descriptive writing, writers can create powerful and impactful texts that engage the reader's imagination and leave a lasting impression.

Using the genre approach means the employment of a range of methods in a classroom. A genre-based approach is an instructional approach to teaching writing that focuses on developing students' understanding and proficiency in different genres or types of writing (Oliveira & Lan, 2014). It emphasizes teaching students the specific language features, structures, and conventions associated with different genres, enabling them to effectively communicate and meet the expectations of particular writing tasks or purposes. Hyland (2003) suggested a framework involving investigating the texts and contexts of students' target situations, encouraging reflection on writing practices, exploiting texts from different types of genres, and creating mixed-genre portfolios (see Mulatsih & Rifqi, 2012). According to (Vygotsky, 2010), the underpinning theory of such a pedagogical approach, as reported in (Hyland, 2003), is an emphasis on the interactive collaboration between teacher and student, with the teacher taking an authoritative role to scaffold or support learners as they move towards their potential level of performance. During the scaffolding activity, students are usually given models to observe and are asked to discuss and analyze their language and structure (Rusinovci, 2015). This element will gradually lighten as the learners independently produce a text parallel to the model. Then, the teacher's role is transformed from explicit instructor to facilitator, and the students are expected to gain the targeted autonomy.

The genre-based approach is based on the idea that writing is not just a skill but a social practice that is shaped by cultural and linguistic conventions. By teaching students how to analyze and imitate different genres of writing, teachers can help them develop a deeper understanding of how language works and how to use it to communicate effectively.

In ELT classroom pedagogy, the model of GBA is typically developed as a cycle of teaching and learning that explicitly involves four stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Hammond et al., 1992; Rothery, 1996). To help EFL teachers strengthen their students' language abilities, the researcher offers a model of ELT activity that integrates speaking, writing, and productive skills in a unified fashion.

This research was taken at Dharma Lestari Junior High School. During a preliminary observation, the researcher interviewed the English teacher about the learning process of writing skills. Based on the interview results, the material that is most difficult and takes a long time in the learning process is writing, so the teacher never asks the students to create a text. There is no more time to teach students about writing skills. The teacher just asks the students to do the assignment in the student's book (LKS). So, the researcher wants to apply the genre-based approach to know about the effectiveness of its methods in writing ability, especially in writing a descriptive text.

This article aims to determine the effectiveness of using a genre-based approach in learning to write for foreign language learners. Meanwhile, the results of the writing were taken from the descriptive text of eighth-grade junior high school students. In recent years, the genre-based approach has gained popularity as a method of teaching writing. This approach emphasizes the importance of understanding the conventions and structures of different genres of writing and using this knowledge to create effective and engaging texts. However, the EFL students faced writing problems that affected their writing ability.

2 Methods

This study was carried out as a form of classroom action research. Classroom action research was used to resolve a specific issue in the classroom or at the school, enhance instruction and other



educational techniques, or reach a conclusion at a certain level (Mettetal & University--South, 2015; Moybeka et al., 2023; Santrock, 2004). According to the information provided above, CAR can be used to examine learning issues and identify solutions. The subject of this research was the students of eighth grade in SMP Dharma Lestari, with a total student of 21 as the main participants. The research was held in April 2022.

The researcher compares pre-test and post-test results to see whether students' descriptive text writing skills have improved. Quantitative data was used in this research's data collection method. Tests (pre-test and post-test) were the instruments employed in this investigation. The formula below is used to calculate the mean score using various components, including the mean (\bar{x}), the number of students (n), and the individual score (x).

$$\bar{x} = \frac{\sum x}{n}$$

Students' improvement will be calculated using their improvement (P), the pre-test result (y), and the post-test result (y_1) using the following formula:

$$P = \frac{y_1 - y}{Y} \times 100\%$$

3 Results and Discussion

This section will examine the outcomes of the students' pre-and post-tests to evaluate the effectiveness of a genre-based approach to writing instruction. Since smartphones are not allowed at Dharma Lestari Junior High School, students have trouble constructing proper English sentences. As a result, the researcher assists students by answering some of their vocabulary questions.

Table 1: Students' Mean Result of Pre-test

No	Respondents	Score
1.	AS	70
2.	AMA	68
3.	ASP	70
4.	AAF	70
5.	ADN	77
6.	AF	71
7.	AMD	72
8.	DY	69
9.	DSI	70
10.	DSA	76
11.	EO	77
12.	FM	69
13.	HAP	68
14.	JAK	76
15.	KBC	70
16.	KAN	71
17.	KSA	72
18.	LUK	68
19.	MGA	78
20.	NS	72
21.	NCAP	70
22.	NM	73
23.	NAF	70
24.	PNA	69
25.	SRD	70
Total Score		1786
Mean		71,44

Prior to starting the learning process, the researcher gave each student a pre-test with two columns: identification and description. Table 1 shows the outcomes of the student's writing evaluations. Meanwhile, the results of the student post-test can be seen in Table 2.

Table 2: Students' Mean Result of Post-test

No	Respondents	Score
1.	AS	71
2.	AMA	74
3.	ASP	75
4.	AAF	76
5.	ADN	81
6.	AF	75
7.	AMD	75
8.	DY	73
9.	DSI	76
10.	DSA	80
11.	EO	80
12.	FM	72
13.	HAP	70
14.	JAK	79
15.	KBC	75
16.	KAN	77
17.	KSA	76
18.	LUK	73
19.	MGA	83
20.	NS	76
21.	NCAP	76
22.	NM	75
23.	NAF	78
24.	PNA	77
25.	SRD	78
Total Score		1901
Mean		76,04

According to the results of the pre-test and post-tests, using a genre-based teaching strategy in the classroom increased students' scores on producing descriptive texts. The improvement in test scores is 4,6.

In addition, Students' improvements will be calculated using their progress (P), pre-test results (y), and post-test results (y1) using the following formula:

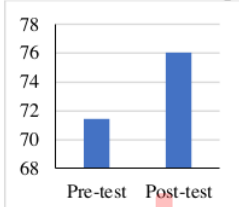
$$P = \frac{y1 - y}{Y} \times 100\%$$

Which is explained as follows:

$$P = \frac{76,04 - 71,44}{71,44} \times 100 = 6,4\%$$

Students improve their scores by 4.6 points, or 6.4%, on average. The growth of achievements is demonstrated in relation to the data analysis of the outcomes of the student's achievement in the pre-test and post-test. The following graph makes it very plain to see.

Chart 1: Students' Score Improvement



The chart clearly showed student growth between the pre-test and post-test. The students mean pre-test score was 71,44, which was a "Fair" result. The students' mean score on the writing test after using the genre-based approach to teach writing was 76,05, which was considered a "good" result.

These improvements were explained as the success of the class's genre-based writing instruction. Scores for students increased in a fairly definite way. The genre-based approach is founded on the notion that writing is not just a skill but also a social practice that is influenced by linguistic and cultural norms. Therefore, the researcher draws the conclusion that the genre-based approach is a useful technique for instructing writing in the classroom and can enhance students' writing abilities. With GBA, students can more fully comprehend the genre of text being taught by comprehending its content, structure, syntax, and writing mechanics.

4 Conclusion

Research has shown that the genre-based approach can be effective in improving students' writing skills, particularly in terms of organization, coherence, and clarity. By focusing on the features of different genres, students can learn how to use language to achieve specific goals and how to adapt their writing to different contexts and audiences. Eight grades at Dharma Lestari Junior High School were the subject of the study. The student's pre-test score was 71.44, while their post-test score was 76.04. Students' scores increased by 6.4%, indicating that the genre-based approach is a successful teaching strategy for enhancing students' writing abilities.

In addition to improving writing skills, the genre-based approach can also help students develop critical thinking and analytical skills (Kusumaningrum, 2015). By analyzing and deconstructing different genres of writing, students can learn to identify the underlying structures and conventions that shape language use and develop a more sophisticated understanding of how language works.

Overall, the genre-based approach offers a valuable framework for teaching writing that emphasizes the importance of context, audience, and purpose. By helping students develop a deeper understanding of how language works, this approach can help them become more effective and confident writers.

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