

Teacher's Perceives on the Implementation of Genre-Based Approach in Teaching Writing

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ABSTRACT

The present study was focused on the teacher's perceives on the implementation of genre-based approach (GBA) in teaching writing in one of senior high schools in Surakarta, Central Java, Indonesia. The objectives of this study are to explain; 1) The teacher's perceptions on the practice of the genre-based approach in teaching writing, 2) the matters faced by English teacher, 3) the solutions regarding the problems faced by the teacher. This research was qualitative. The data were collected by implementing questionnaire and interview. The sample of this study was one teacher in Surakarta by using purposive sampling technique. Writers used a model of triangulation process consisting of data reduction, data display, and conclusion to collect and analyze the data. The results showed that; 1) the teacher had positive perception using GBA in teaching writing, 2) there were problems faced by the teacher such as the ease of internet access so that the students could not show their own ideas, and 3) the teachers' suggestion was that the teacher should be up to date with the newest topic and give motivation to the students to express their own ideas.

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KEYWORDS

Genre-Based Approach;
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1. Introduction

Nowadays, the emergence of writing skill becomes essential in EFL teaching course since a lot of people need to learn academically in order to be able to write in English for occupation purpose (EOP) and English for academic purpose (EAP) (Fauziati, 2014; Junaidi, et al., 2020). Murcia (2001) argues that writing is the skill in expressing learners' idea/thinking in writing as a foreign or second language acquisition to achieve major purposes including reasonable, coherence and accuracy. It means that writing becomes the main tool in the teaching and learning process as the best way to trigger critical thinking by developing the learners' idea toward some issues or phenomena. However, to make good writing is not easy; students have to be able to follow some procedures and the rules of the target language to be learned. (Hyland, 2003) argues that in learning English writing as a second language, students must focus on linguistic aspects including; the structure of languages. Function of texts, themes or topics, creative expression, composing processes, contents, genres, and writing contexts.

According to the situation, a genre-based approach is employed as one of suitable method to scaffold between teacher and students in teaching writing. It has received much attention in recent years since the application of curriculum 2004 in Indonesia. Indonesian government revised the prior curriculum into new curriculum design to assist teachers in teaching writing through genre approach which is commonly known genre-based instruction. The genre-based approach becomes the main priority to be conducted as a suitable method in order to achieve the learning goal. According to (Bawarshi & Reiff, 2010), the implementation of a genre-based approach is to build students' cognitive development through writing practice as an improvement of the cognitive process. Thus, it requires students to be able to develop their cognitive aspect in order to improve their production skills especially in writing skill based on particular genres. Therefore, it is important for a teacher to educate the students in order to be able to make good writing by implementing genre based-approach.

Some previous studies had also investigated the implementation of the genre-based approach in teaching English writing. The first previous study conducted by (Ardiansah, 2017) using a descriptive qualitative study to investigate teachers' perceptions in implementing the genre-based approach in teaching writing, which employed two teachers in Islamic senior high school in Ciamis, West Java, Indonesia. The results showed that English teachers felt difficult to assess students in big numbers with various domains with limited creativity in their thinking. In addition, they

also suggested applying the genre-based approach in teaching English, not only in teaching writing but also in teaching other skills including reading, listening and speaking. The second previous study conducted by (Hassani & Hemmati, 2013) entitled "The Effect of Genre-Based Instruction on ESP Learners' Reading Comprehension". Their results showed that genre-based has significant effect as an early approach in language teaching. Moreover, it has positive outcomes for improved learners in reading comprehension. They also stated that there was a positive relationship on the implementation genre-based approach in enhancing learners' reading comprehension.

Since the previous studies had investigated the implementation of the genre-based approach and its positive wash back in teaching English writing. However, little attention has not been given to investigate genre-based approach implementation from personal teacher's point of view intensively. Therefore, in this present study, the objective of the study only focuses on the investigation of genre-based approach implementation in teaching writing based on a teacher's perception with a single participant. In so doing, this study was aimed in order to know perceptions and problems faced by the teacher when teaching writing as a second language based on the genre approach in English subject. Accordingly, an open-ended questionnaire and a semi-structured interview model were applied to gather data which were hoped to give a superb contribution to the teachers, students, and readers as resources of information and knowledge. According to the topic, the objectives of this study can be formulated as follows: 1) What are the EFL teacher's perceptions about implementation of the genre-based approach in teaching writing, 2) what are the common matters faced by the teacher in teaching writing using the genre-based approach?, 3) how does the teacher take the ideal solutions to overcome the problems?.

According to (McKay, 2008), writing is both a process and a product. Writing as a process means that writing focuses on the variety of learning process activity which involves pre-writing or planning, drafting or writing, revising or editing process to enhance language skill use in which writers go through to produce a piece of writing (Nunan, 1991). The process approach in teaching writing emphasizes on the writer as an independent producer of texts, but it goes further to overcome the issue of what teachers should do to help learners in performing a writing task (Hyland, 2003). Meanwhile, a product approach emphasizes on the final result of a learning process. It attempts to address the outcome of what learners are expected to be able to do with language fluently and competently (Brown, 1994).

Teaching writing means that strategies or approaches which can be applied in teaching toward English foreign language students in order to improve their creativity in writing through several ways including process and product approach, cooperative learning, genre-based approach, and so on (Harmer, 2007; Rahman, et al., 2022). There are various activities in teaching writing as a foreign/second language including conceptualizing, planning, and delivering courses (Hyland, 2003). Furthermore, Hyland argued that in teaching writing at all levels of learners' proficiency should reflect to five basic principles that can give significant a contribution to teaching writing. The first principle consists of a student's preparation through awareness, building confidence, development tasks, and so on. Another one consists of assisting and guiding writing by means ideas for arranging, adding information, and responding. Working with writing by giving different topic ideas is the third principle. The fourth principle involves writing for different purposes through different genres. Lastly, includes expanding the writing curriculum through open opportunities for writing and consciousness of styles.

However, developing writing skills in the teaching and learning process of English for second or foreign language has been considered challenging for several reasons. Firstly, writing competence is a multidimensional aspect comprising several elements that need to be taken into account. This is especially defined as a multi-faceted concept which requires students to understand at least three elements of the text consist of content, organization, and genre (Lee, 2012). Secondly, it is essentially considered that students have to deeply understand the linguistic components in writing (Hyland, 2003). It can be concluded that the factor to be one of the most challenging elements in writing as writing has various linguistic conventions.

Constructivism as a theory of language learning especially from Vygotsky's concept which was commonly known as Zone of Proximal Development (ZPD) has been developed by (Derewianka, 1990) and (Butt, et al., 2001) to assist learners to construct their knowledge through social phenomena which are focused on the genre. The model was designed as a method for teaching foreign language learning consists of four essential phases including; context exploration, text exploration based on model texts, joint construction of a text, and individual application. It was then adapted as an influential curriculum cycle in Indonesia school setting which popularly known as Genre-Based Approach. It is very useful to help students to build literacy through text types and genres mastery (Fauziati, 2016).

According to Hyland (2007), genre refers to a term of text group, and to represent how writers usually apply a language for responding the recurring situations, whereas a text is a semantic unit of language that makes a sense (Halliday & Hasan, 1976). In addition Swales (1990) also mentioned that genre is seen as a class of communicative event members who share several sets of communicative purpose. In line with the statement, it can be concluded that genre refers to a more specific classification of text such as newspaper, recipe, advertisement, and so on which is categorized on the basis of external criteria emphasized on the purpose, activity type, and intended audience (Paltridge, 1996; Christie, 2005; Fauziati, 2016). Meanwhile, text can be categorized as the internal linguistic criteria based on their social purposes including narrative, description, exposition, recount, discussion, etc. (Paltridge, 1996; Fauziati, 2016). According to (Fauziati, 2016), a conversation whether it is spoken or written can only be called as a text when it makes a sense, and no matter how long or short it is, a text must be functional.

In a genre approach, the teaching and learning process focuses on understanding and production through a genre of texts selection based on the context (Richard & Rodgers, 2001). Therefore, every cycle must begin with the context of exploration (Fauziati, 2014). In the implementation of genre based-approach, teachers can choose various text types to support learners in understanding materials in teaching writing (Marsudiono, 2006). (Harmer, 2007) states that in teaching writing, teachers should consider the rules of writing following the stages including drafting, structuring, reviewing, focusing, generating ideas, and evaluation. It means that teachers should choose the proper context of situation in which the text and genre are going to be written for teaching and learning including teaching writing. In learning writing, students have to comprehend texts based on the genre in which they are going to be written before they start to do their own writing.

According to Antony (cited in Allen, 1985), argues approach as a set of correlative assumption of the nature of language as an 'axiomatic' to describe the nature of subject to be taught which comprise both theory of language and language learning. Meanwhile, method is defined as a 'procedural' of an overall plan for presenting the language material which is ordered systematically. In implementing a genre-based approach, teachers can apply several methods to teach writing based on the students' needs and facilities available in the class, such as the use of pictures in teaching writing, social phenomena, and context procedural depends on what the students' desires to write (Harmer, 2007).

In teaching writing especially in second language learning, teachers are required to do two main cycles consist of writing with the class and writing independently. In writing with the class, teachers have to do some activities including building knowledge of field (BKOF), modeling of text (MOT) to explore the genre will be taught, and joint construction of text (JCOT). Meanwhile, in writing independently, teachers should enable independent construction of text (ICOT) to build students' knowledge in a similar way through some activities including drafting, revising conferencing, editing, and publishing (Derewianka, 1990; Hammond, 1992; Feez, 1998; Hyland, 2003). By so doing, the teacher can achieve the learning outcomes by conducting pre-writing actions to boost learners' notions about content and structure, encouraging, brainstorming and outlining. In addition, teachers can also do some roles such as giving multiple drafts, extensive feedback, seeking text level revisions, facilitating peer responses, and delaying surface corrections until the final editing (Raines, 1992; Andini, 2021).

Teachers' perception of a genre-based approach reflects their judgment on the implementation process particularly in teaching writing. According to Maba (2017) teacher's perception is a response of thought from experts especially in education field toward their experience in educating, teaching, guiding, assessing and evaluating students during teaching and learning process which is affected by their feelings and beliefs. Furthermore, Maba (2017) also stated that there are two categories of teacher's perception in an assessment aspect consist of positive and negative perceptions. Positive perception refers to a good response of teachers that becomes strong foundations and values dealing with all issues related to processing including the implementation genre-based approach, particularly in teaching writing. Whereas, negative perception arises because of constraints faced by teachers dealing with an implementation process that can be trigger another obstacle or problem in implementing genre-based approach especially in teaching writing. Therefore, as previously explained, it is very necessary to elicit information in detail dealing with the implementation of the genre-based approach in teaching writing based on the teacher's point of view.

2. Method

Based on the aims of the study and research questions, this study used descriptive qualitative design since this study focuses on which is the practice of the genre-based approach in teaching writing including the perceives, problems, and completions. Hancock (2002) claims that qualitative research is focused on developing information of social phenomena and by finding the answers to questions which begin with why and how.

Moreover, several sources of evidence or triangulation as discussed by (Miles & Huberman, 1994; Yin, 2003; Malik & Hamied, 2014) become another approach of this research. The use of triangulation was also intended to maintain the credibility of the entire research (Miles & Huberman, 1994; Yin, 2003; Malik & Hamied, 2014).

The participant in this study was one English teacher from one of senior high schools in Surakarta, Central Java, Indonesia. The teacher has taught English writing based on genre approaches. Besides, the participant gave a great interest in the genre-based approach in teaching writing, although she claimed that she still has problems to face her students in English class. Therefore, a purposive sampling method as discussed by (Creswell, 2009) is used to select the respondent.

The data were gained by employing two techniques, namely: open-ended questionnaire and semi-structured interview. Firstly, the questionnaire was given to the participant to collect the main data about her perceptions, obstacles, and solutions regarding the practice of the genre-based approach in teaching English writing. Then, semi-structured interview was conducted with the teacher to ensure the data gathered from the questionnaire and to get the more data that were not completely obtained by the questionnaire. During the interview sessions, note taking was conducted to collect important data (Miles & Huberman, 1994; and Malik & Hamied, 2014).

In collecting data, the procedural was employed model by (Miles & Huberman, 1994), as cited also in (Malik & Hamied, 2014), which consisting of data reduction, data display, and conclusion drawing/verification. In data reduction, the writers summarized and edit without loss the information the data. Then, the sorted data were displayed in the form of narration as can be seen in the findings and discussion section. Finally, the drawing and verifying conclusion were made based on the analyzed data during the process of data analysis (Miles & Huberman, 1994; Malik & Hamied, 2014).

3. Result and Discussion

This section shows the result regarding the research questions of this research, which is transformed into the statement as follow:

First, Teacher's Perceptions towards Genre-Based Approach in Teaching Writing. From the obtained data, it was found that the teacher has taught writing by using the genre-based approach since 2007. However, as the teacher, she strongly understands about the practice of genre-based in her teaching process, especially in teaching writing. She explained that genre-based approach (GBA) is a teaching approach which concerned that students should produce a particular genre. She also knew the cycle in teaching writing through the genre-based approach. The obtained data about the statement are as follow:

Teacher: "GBA adalah pendekatan mengajar bahasa Inggris yang berdasar pada anggapan bahwa dalam berbahasa sejatinya siswa memproduksi genre tertentu. GBA tidak hanya diterapkan pada satu skill saja semisal writing, namun untuk skill yang integrated. Setiap siklus terbagi empat tahap mengajar, yakni: BKOF, MOT, JCOT, dan ICOT. Jika fokus pada writing, maka siswa diminta untuk memproduksi tulisan genre tertentu semisal Discussion."

Translation: "GBA is an approach in teaching English based on the assumption that students should produce a certain genre. GBA is not only applied to one skill such as writing, but also to integrated skills. Each cycle is divided into four teaching stages, namely: BKOF, MOT, JCOT, and ICOT. If the teaching is focused on writing, students are asked to produce a certain genre, such as Discussion.

The response from the teacher is in line with (Richard & Rodgers, 2001), who states that in a genre approach, the teaching and learning process focuses on the understanding and production through a genre of texts selection based on the context. The teacher also mentioned that there are four stages in doing GBA, it means that she could understand well regarding the cycles of GBA including building knowledge of field (BKOF), modeling of text (MOT) to explore the genre will be taught, and joint construction of text (JCOT). Meanwhile, in writing independently, teachers should enable independent construction of text (ICOT) to build students' knowledge in similar way through some activities including drafting, revising conferencing, editing, and publishing (Derewianka, 1990; Hammond, 1992; Feez, 1998; Hyland, 2003).

In addition, she also said that the teaching process of GBA is compatible for students, especially for students in senior high school but the teacher must be able to deliver the steps well, as following here:

Teacher: "Pengajaran writing menggunakan GBA adalah salah satu pendekatan yang sesuai untuk diterapkan terutama untuk siswa di SMA (sekolah menengah atas). Namun, guru harus

mempunyai kemampuan untuk menjelaskan secara detail tentang steps yang harus dilakukan siswa dan benar-benar memastikan bahwa siswa akan faham tentang steps tersebut. Dalam pendekatan ini, siswa diberi petunjuk lebih mengenai macam-macam teks, struktur penulisan, termasuk dari segi aturan dan grammarnya”.

Translation: “Teaching writing based on GBA in one of an approach which is suitable to apply in teaching writing especially for senior high school students. However, the teacher must be able to deliver and explain the steps well and make sure the students have understood the steps. In this approach, the teacher gives instruction regarding the kinds of texts, structures, and grammatical pattern in how to write which are related to the context of the text itself”.

The response from the teacher is in line with (Harmer, 2007) who states that in teaching writing, teachers should consider the rules of writing. Harmer also mentions that in teaching writing based on genre, we should discover about the characteristic models of texts, kinds of texts, and specific language use which is common in that genre.

With respect to the teacher's perception regarding the implementation of the genre-based approach in teaching writing, it can be concluded that the implementation of genre-based approach makes the students more sensitive in grammatical, text structures, and other aspects in writing (V. Bhatia, 1993).

Second, Problems Faced by the Teacher in Implementing Genre-Based Approach in Teaching Writing. From the obtained data, it was found that the teacher had obstacles in some areas in practicing the genre-based approach in teaching writing. The following is the detail descriptions. She said that the matters in implementing of the genre-based approach in teaching writing are in the term of students' lack in JCOT and ICOT stages and easy internet access which help them to find some texts. The obtained data about the statement are as follow:

Teacher: “Tahap dimana sering terjadi kesulitan ada ditahap JCOT dan ICOT karena siswa menemui kesulitan dalam menulis namun tidak mau menyampaikan kesulitannya, terkadang mereka kekurangan ide, ada beberapa siswa yang masih kesulitan dalam grammar belum lagi kemudahan dalam akses internet membuat siswa cenderung untuk mencontoh teks yang sudah ada dimana kemampuan asli siswa dalam menulis jadi tidak terlihat”

Translation: “In the JCOT and ICOT stages, the teacher often finds the difficulties because students get difficulties in writing but do not want to convey it, sometimes they lack the ideas furthermore there are some students who are still having difficulties in grammar. In addition, easy internet access makes students tend to copy the existing text where the students' original ability to write becomes invisible”.

It is in line to K. Hyland (2007), who argues that in learning to write in English, the writer mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland, 2007). It means that writing in an English language regarded an extension of grammar and vocabulary, reinforcing means language patterns through habit formation and measure students' ability to produce well-formed sentences.

After reviewing the data obtained from the participant, it can be concluded that participant faced some obstacles in teaching writing based on a genre-approach, since the genre-based approach has shown pedagogical benefits for the student, a genre-based approach also required the students to more familiar with grammatical movements, kinds of texts and reorganize the sentence, the term of students weakness in vocabulary mastery, grammatical pattern, spelling, punctuation and etc. makes the implementation of genre-based approach become uneasy for the teachers.

Besides, easy internet access made the students felt underestimates regarding their skills in producing the content. They prefer to choose and copy paste the existing text from the internet. It means that they neglect their self-sufficiency (Byram, 2004).

Third, Solutions to Cope with the Problems. The solutions to the problem, in this case, are based on the teacher' perspective. In this study, the teachers suggested that teacher should always motivate students to do their task by their own skill moreover the teacher should give the fresh topic regarding the content of genre. The obtained data about the statement are as follow:

Teacher: “Guru harus mampu memberikan tema dengan topik tertentu dan baru sehingga siswa dapat menunjukkan kemampuan mereka dalam menulis tidak semata-merta hanya menyalin

tulisan yang ada di internet. Guru juga harus selalu memberikan motivasi kepada siswa untuk bisa mengerjakan tugas menggunakan ide mereka sendiri. Intinya guru sangat berperan aktif dalam hal mengajar writing menggunakan GBA”.

Translation: “The teacher must be able to provide themes with specific and new topics so that students could show their own ability in writing not necessarily just copy from the internet. Moreover, the teacher must also give motivation to students to do the task based on their own ideas. The point is that teachers play an active role in teaching writing using GBA”.

Furthermore, teacher as an organizer is one of the most important roles to possess by a teacher and have to perform well is organizing the students to do various activities; that are stimulating the students to learn more and more (Harmer, 2007). This is vitally required for the teacher to get this role right at the time the role needed. In this context, motivation, teachers’ role and teacher’s competence are very wholesome in practicing the genre-based approach in teaching writing.

4. Conclusion

As the completion of this research report of the topic “Teachers’ Perception on the implementation of Genre-Based Approach in Teaching Writing”, all of the research questions of the study were clearly answered. The teacher who became the participant of this study generally had a positive perception regarding the genre-based approach in teaching writing. The opinion is in the case of detail description. The teacher stated that genre-based approach is a good approach in teaching writing especially for senior high school students because it makes the students to produce a genre of text but the teacher should be able to deliver the steps well.

Besides, the teacher also got some problems in implementing genre-based approach in teaching writing. She had difficulties to make students express their difficulties and control the students to make a genre of text based on their own ideas because of the ease in accessing the internet. To cope with the problems, the teacher should know the update or newest topic and the teacher should always give motivation to the students to make a genre of text based on their own ideas.

Theoretically, the implication of this study to the readers is to enrich the literature, especially in teaching writing through genre-based approach. Professionally, this study gives significant contribution to the teachers in teaching writing approaches depend on problems, and solutions in teaching writing.

With respect to the findings, the main suggestion goes to the English teacher. The teacher is suggested to use an approach based genre in teaching English writing. The genre-based approach is relevant to Indonesian learners. In addition, the use of GBA (Genre-Based Approach) in the teaching of English provides the development of the teachers’ teaching competency and students’ language proficiency. As the students study the content of the text, their language skills are developed and the mastery of vocabulary and grammar are also increased.

Another suggestion goes to the future researchers. Since this study is not discussed as much as others, it would be respected if future researchers can enlarge the study in investigating the implementation of genre-based approach not only in teaching writing, but also other aspects in English language teaching, such as in teaching listening, speaking, and reading. The researchers also could add more participants to gain more data.

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