

Applying Genre-Based Approach to Enhance Vocational Students' Achievement in Writing Procedure Text

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Abstract—This research aimed to investigate the enhancement of students' achievement in writing procedure text by implementing a genre-based approach. The research design of this research was action research. The location of the research is at Akademi Komunitas Negeri Putra Sang Fajar Blitar (AKNPSFB). The research instruments were writing sheet, interviews, observation checklists, and tests. This research analyzed 150 essays by applying descriptive analysis of statistics and essay content. One hundred and fifty students from English Course classes at AKNPSFB submitted their assignment which required them to write a procedure text for 60 minutes in 3 weeks for an English course with credit for 14 weeks. From the analysis, the students' average score continued to increase gradually from 65.60 in the pre-test to 72.15 in Cycle I and to 76.25 in Cycle II. This increase in scores proves that the application of the genre-based approach (GBA) is able to increase students' writing skills in procedure text.

Index Terms—procedure text, action research, genre-based approach

I. INTRODUCTION

One of the crucial skills in language courses is writing. Writing can help students express ideas, notions, senses, and opinions and communicate with others (Aswani et al., 2023; Yusuf et al., 2021; Yusuf et al., 2024). According to Raimes (1985), an effective way for students to produce sentences and pieces of discourse and communicate them in a new language is by writing. In addition, Harmer (2004) states that of the four English skills (listening, speaking, reading, and writing), writing has always been part of the syllabus in teaching English at schools and universities. Therefore, writing is a process of expressing thoughts or ideas in our own words which must be practiced in our free time. Writing can be a lot of fun as long as we have the ideas to achieve it. Brown (2004) also states that several important components in writing must be considered as a measure of the final product: content, organization, use of vocabulary, use of grammar, and mechanical considerations such as punctuation and spelling. Therefore, quite a few students tend to express the same thought that writing skills are the most difficult among other skills. This is also relevant to students at Akademi Komunitas Negeri Sang Fajar Blitar (AKNPSFB) who also face difficulties with writing. In addition, AKB is a vocational college whose students are non-English majors. This can be seen from the students' scores in completing writing assignments so far before being given a special approach.

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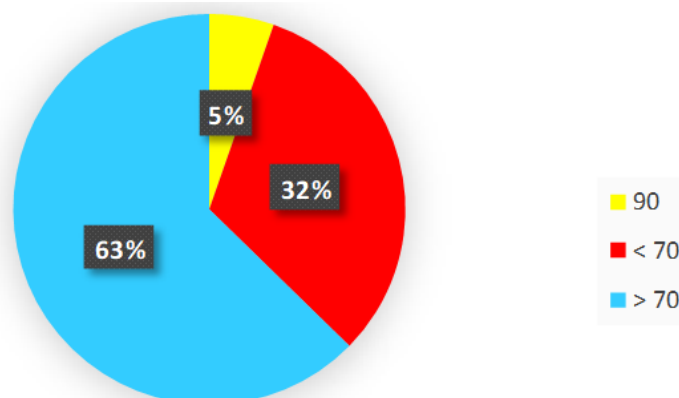


Figure 1. Students' Score

Out of a total of 150 students, only 30% percent of students met the minimum criteria and 5% met the above average. This is motivated by the many errors in the use of grammar, incommensurability in constructing a text, and inability to create cohesion and coherence in the text. As a general course, English is taken with a limited number of semester credits or less than other required courses. With this limited time, English lecturers must apply significant methods to students understanding the material presented easily, especially for writing skills. For this reason, a significant method is needed to improve students' writing skills. Students of AKNPSFB need to improve their writing skills to write papers, daily assignments, and even final assignments as one of the requirements to meet graduation requirements. Later, they are introduced to several types of text. In particular, the vocational higher education English curriculum states that students must be able to understand and produce functional texts. Therefore, writing should be considered as one of the main subjects that must be practiced by students.

There are several texts that students must master in audio and video editing (multimedia) and the server and computer network administration (informatics engineering) departments at AKNPSFB. Currently, the equipment given to vocational students tends to be in general English, so that students quickly get bored because it does not suit their field. Based on the syllabus, one of the genres that must be mastered is procedure text, which will later be adapted to student needs. English language related to computers will be implemented into text procedures. Text procedures are an important genre for students to master, where they are able to explain, for example, the operation of software or hardware on a computer. However, in reality, students experience several obstacles in writing, such as the shorter number of paragraphs; the number of insufficient sentences to support the main idea in each paragraph of their writing; difficulty in unifying the relevance of each paragraph with the title; and lots of grammatical errors. Referring to the obstacles that occur above, it is necessary to implement a GBA as one of the right steps to improve students' writing skills. According to Byrne (1984), GBA is a language teaching framework based on examples of particular genres. This approach is also often called text-based teaching.

The GBA puts forward the explicit teaching of genre linguistic conventions to L2 students, such as in vocational colleges. Referring to the history of AKNPSFB, professional English teaching has just taken place in less than a year because a permanent English lecturer has only been there for this year. So far, English courses have been taught alternately by non-permanent lecturers. For this reason, no method has ever been implemented to improve students' abilities in language. So, according to the existing conditions, students cannot produce certain types of text successfully. Therefore, the researchers introduce this convention to students, especially at the first stage of instructional modules of certain types of texts, which is a very important task in teaching English. In improving writing skills, GBA is also something that has been implemented relatively recently in English language learning. In writing, genre is part of the genre in language use. Genres in writing include types of writing that have a distinctive style, a particular target audience, and a particular purpose which includes writing style, audience, and purpose or goal-oriented (Thoreau, 2006). This is in line with Scott and Avery (2001) who state that style in writing is the words or expressions used to write writing and how language patterns are expressed. Paltridge (2001) describes in detail the activities in the GBA. The term 'cyclic strategy' is used to define and demonstrate the learning and teaching of writing through GBA with four stages. When the teaching and learning process takes place, these four stages must be followed and implemented, namely Building Knowledge of the Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT).

Several related studies done by Hidayat et al. (2018), Almacioğlua and Okan (2018), and Basori and Maharany (2021) shows that this approach can improve students' skills. Another research done by Kamaliah and Apsari (2022) investigated the seventh grade students of junior high school's descriptive text assignments in Bandung by implementing GBA. From the research data, students' writing skills are slowly developing with the treatment of GBA, which is carried out in accordance with the learning plan. Implementation begins with the opening. Then, at the knowledge building stage, the teacher begins to stimulate students' memories by asking questions about the material. Then, at the modeling stage, the teacher continues to explain the meaning of descriptive text with the help of pictures. The third stage, namely Join Construction, is carried out by grouping students to discuss the material that was given

earlier. Finally, in the Independent Construction stage, students are allowed to creatively construct their own text. Referring to the background and comparison to the related studies, this research aimed at investigating the enhancement of students' achievement in writing procedure text by implementing GBA at AKNPSFB.

II. METHOD

This research used action research. The location of the research is at AKNPSFB, Blitar, Indonesia. Action research combines substantive action with disciplined research procedures through inquiry and personal efforts to understand while also engaging in processes of improvement and reform (Hopkins, 1985). To calculate the result, this research used Microsoft Excel. This research analyzed 150 essays by applying descriptive analysis of statistics and essay content. One hundred and fifty students from English course classes at AKNPSFB submitted their assignment which required them to write a procedure text for 60 minutes in 3 weeks. Each student's essay was marked with the letter P, namely essay and numbers. For example, the first student's essay is written as P1, and so on until P150. Then, they were categorized based on the move-step structure analysis. Microsoft Excel calculates the percentages and provides the tables presented in the findings and discussion section. Along with the percentage of findings, a descriptive analysis of the 150 essays was presented and analyzed to answer the research problem.

A. Subjects of Research

The subjects of this research were second-semester students of the Audio and Video Editing (Multimedia) and Server and Computer Network Administration (Informatics Engineering) departments. Participants in this research were 150 students from the multimedia and informatics engineering department. Students were asked to write procedure text. Students from these two departments were chosen because the English course they took that semester was the "English" course, which involved studying several texts, including procedure text. Meanwhile, in other departments, English courses are different, where there are "English for Business" and "English for Communication". This English course focuses on business and speaking, which is different from this research.

B. Technique of Collecting Data

This research was conducted at AKNPSFB. The subjects of the research were chosen because they were identified as non-English major students who did not yet have in-depth knowledge and experience in applying the GBA in writing. The research used three instruments, namely observation checklists, interviews, and tests. Observation checklists were used to obtain factual information such as what happened in the class. Researchers observed students during the teaching and learning process. Interviews were used to support data from observations. Researchers used interviews by asking students questions, and they answered them orally. Interviews were used to obtain more information about the implementation of the GBA in English class.

C. Research Procedure

Field factual data was taken from the Pre-test to find out students' problems in the process of writing English texts. From here, the researcher designed an appropriate action plan to overcome the obstacles students face in writing. The pre-test was carried out on 15th February 2023 by doing interviews with students and their pre-test score. Based on the results of the pre-test, the researchers found that there were several problems faced by students in the writing process, namely having difficulties in starting, organizing ideas, differentiating parts of speech, having a limited vocabulary, using wrong grammatical structures, and lacking motivation in writing. From the pre-test results, the students' average score was below the standard, which is 55.60. Meanwhile, the researchers' planned target is 75, which corresponds to the standard.

Cycle I

In this cycle, the researcher developed a lesson plan for instruction. Planning was determined by three meetings. The topic is *How to Submit a Job Application to the Post Office* in the form of a procedure text. The meeting was held on March 22nd, 23rd, 24th 2023. The teaching stages followed the GBA approach consisting of BKoF, MoT, JCoT, and ICoT. To enter a new topic, researchers prepared students by asking them for information they knew about submitting job applications at the BKoF stage. Then, students identified topics related to sending job applications based on the pictures provided by the researcher and then are given vocabulary. Then, the researcher provided a text model and explains its organization, structural patterns, and linguistic characteristics of the procedural text to students at the Modeling Stage. In addition, researchers provide several exercises to further deepen students' understanding. In JCoT, the researcher shows a series of pictures to students. This aims to help them create an outline. Then, students were asked to write procedure texts based on the pictures they observed in groups. They are required to edit and proofread their writing before collectively submitting it to researchers. In the final stage of ICoT, students were asked to independently write procedure texts. They created outlines and drafted procedural texts. They were also asked to correct their writing before submitting it back to the researchers.

Cycle II

In cycle 2, the topic used was still the same as cycle I. Cycle II was held on the 1st, 2nd, and 3rd of March 2023. The learning stages still followed the GBA approach (BKoF, MoT, JCoT, and ICoT stages). To overcome the problems in cycle I, the researchers found a solution by revising the MoT (modelling stage). The researchers provided some easy

examples for students to understand how to develop a framework into a complete procedural text to make them aware of how to develop an outline with a clear idea. Second, the researcher revised the JCoT stage. Another revision was that students worked in pairs. It aimed to avoid dependency and make them more active in writing. In addition, the students were given some vocabulary before they start writing. Then, at the ICoT stage, students were given worksheets to check together. Columns on the worksheet were filled by writing outlines that helped students organize ideas.

III. FINDING AND DISCUSSION

From the results of interviews with students and the pre-test, there were several problems faced by students in writing, such as using grammatical structures appropriately, developing ideas, and choosing appropriate vocabulary. Students failed to organize their words, sentences, and ideas as much as possible into good paragraphs. They are not able to produce good texts consisting of at least 3 paragraphs. It seems that students need to be directed and taught how to develop ideas and organize texts well according to the generic structure of procedural texts. The students' average score on the pre-test was 65.60, which means it is lower than the standard criteria for learning mastery in English courses at AKNPSFB, which is 70.

From the results of cycle I in figure 2, the students' average score gradually increased from the pre-test. In the pre-test, the students' average score was 65.60. In cycle I, the average increased to 72.15, which means that there was an increase in students' work results in writing texts. The average for cycle 1 increased, although it had not reached the standard value, of 75. Then, in Cycle I, the average value reached 76.25, which averages it achieved the success criteria according to the college standard, namely 75. Figure 2 below shows the progress that occurs in each cycle.

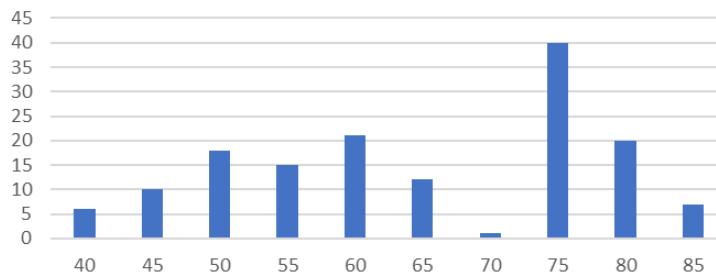


Figure 2. The Result of Cycle I

There were only 67 students (45%) out of 150 students who were able to achieve the success criteria in cycle I, while the rest had grades below school standards. In cycle I, we found several problems. First, even though students could write procedure texts with appropriate structural sequences, they still faced obstacles in developing topics, using appropriate diction, and writing sentences well. Most likely, the problem was caused by the researcher providing too much explanation at the MoT stage without proper examples. Apart from that, students worked in large groups with five members per group at JCoT, so many students only relied on other group members. Fortunately, the observation results also showed that 86% of students (129 out of 150) were active and fully concentrated on participating in the teaching and learning process. Similarly, they also showed a positive response to using GBA to write procedure text (80%). From this data, only two success criteria have been achieved. The researcher made the decision to continue to cycle II because the main success criteria had not been met properly. After obtaining the result, it was considered important to conduct cycle II.

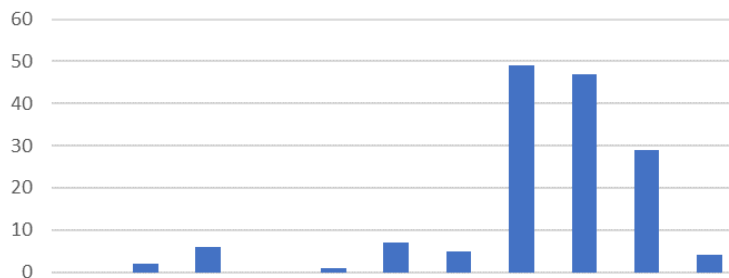


Figure 3. The Result of Cycle II

From cycle II result presented in Figure 3, students' improvement in writing procedure texts looked more significant. This can be seen from several aspects related to increasing students' abilities at writing procedure texts. Student writing became better in organizational and content aspects. They organized text and developed the topics well by stating ideas

clearly. Apart from that, there were only a few errors in the use of language, vocabulary and mechanics in the resulting text. From cycle II data, it can be concluded that the writing criteria have been achieved well.

From the reflection on cycle I, there were several revisions to the method for cycle 2. First, students were not only taught how to create good procedure texts at the MoT stage, but are also directly shown examples of how to make them. Students were told the stages of developing an outline until it became a good procedural text. Then, students were asked to work in pairs. The aim was to share equal responsibility among them, so they did not depend on each other. As a result of this revision, students' scores in writing increased in cycle II. This can be seen in Figure 4.

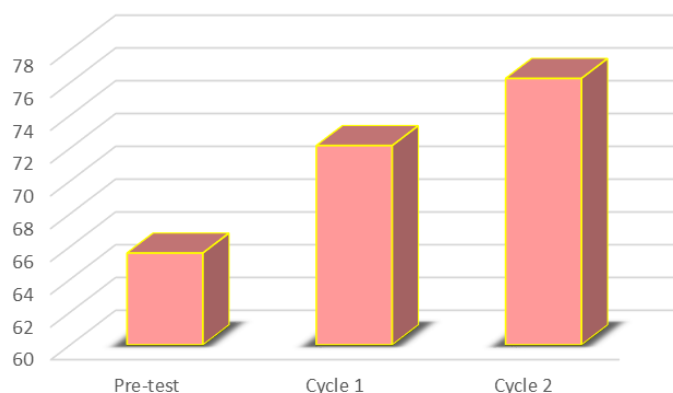


Figure 4. The Average Score of Students

From the Figure 4, the average score of students increased from the pre-test to cycle 2, from 72.15 in cycle I to 76.25 in cycle II. In cycle II, more students achieved a standard score of 75, some even higher than 75. This indicates that the students had reached the *success* criteria. With the implementation of GBA, students' achievement in writing procedure text also increased through three stages that had been passed in the pre-test, cycle I, and cycle II.

GBA implementation succeeded in increasing students' achievement in writing procedural texts. GBA is effective and efficient to apply in teaching to write English texts because this approach prioritizes mastery of text. This approach allowed the lecturer to deliver material with explicit and systematic explanations, including how the text was patterned grammatically, the linguistics, and the organization of the text itself. It could help students to have sufficient background knowledge to write certain texts. Furthermore, through GBA, students have the opportunity to improve all of their language skills. Lecturers could give various tasks in the BCoF stage, such as reading or listening. In addition, the lecturers could build students' self-confidence before they start writing individually. Through the JCoT stage, the lecturer could provide opportunities for students to work together in pairs. So, students could learn from others and enrich their knowledge as much as possible.

At the modeling stage (MoT), the success of this classroom action research may only be visible. At this stage, the researcher showed students appropriate examples of how to organize and develop ideas well. Not only through explanations, but researchers also provide examples directly to students. The aim of this activity was to make it easier for students to develop topics in pairs so that they know what to write and how to write well. At this stage, more vocabulary will also be presented. Then, the second factor that caused the success of this research may also lie in the joint construction stage (JCoT). During this stage, students name several objects or action verbs based on the learning media used in learning. This activity aims to make it easier for students to choose appropriate vocabulary in their text.

Then, in the JCoT stage, students are grouped in pairs to compose procedure texts. This method is very effective in making students more active in constructing texts and students can also rely on themselves without depending on other students. This stage is very helpful because it can give students a good experience of learning to write in pairs. With their partners, students can share their ideas and knowledge in developing texts. This is in line with what was stated by Vygotsky (1978; as quoted in Tuan, 2011) that when students work together, they can gain better knowledge. In addition, feedback is also given to students. Feedback is provided in student writing and discussed with the whole class. The purpose of this feedback activity is to guide students in working on the next thing so that the quality of students' writing can improve automatically. This research also used interconnected images as learning media at the JCoT stage to assist students in writing topics. According to Kasihani (2008), the use of learning aids can be a tool to improve motivation and interest. Thus, it can be said that the media can add concreteness to every learning situation. From what has been explained, it could be concluded that the application of GBA allowed students to write English class procedure texts in all research programs at AKNPSFB. These findings supported previous research that had been conducted by Almacioğlua and Okan (2018), Basori and Maharany (2021), and Hidayat et al. (2018). In addition, GBA steps enable students to write better because these steps reduced students' writing problems. Moreover, GBA approach is able to help students solve problems in producing procedure texts.

IV. CONCLUSION

Based on the results, several things can be concluded. First, GBA has proven to be effective in increasing students' achievement in writing procedure text. It is proven that there is an increase of the students' score in the first cycle from 65.60 to 72.15. The result of cycle II was higher than cycle I, increasing from 72.15 to 76.25. The scores obtained by students met the planned target, namely the average student achievement in writing procedure texts was equal to or more than 75, the standard value for English courses at AKNPSFB. In addition to achieving standard values, improvements also occurred in aspects of student behavior. Students enthusiastically paid attention and participated in class activities. They engaged better during the learning process.

It is suggested that a lecturer should understand the types of texts to be taught, functional linguistics, and the basic principles of GBA if the lecturer wants to apply GBA in class. In addition, the lecturer must also play an active role in the learning process and identify what students need, as well as help them to correct their wrong writing. Before starting to write text, the lecturer must first introduce examples of good text procedure and their characteristics. This introduction can help students to know the purpose of the text, the schematic structure of the text, and the language features of the procedure text, so that they can write their text well later. Apart from that, in completing all the activities of the GBA stages properly, time management must also be considered. Third, the use of several learning aids, such as slides, pictures, and worksheets are also needed to apply GBA maximally.

For further research, it is necessary to do more research regarding the effect of GBA on writing in the EFL context to find out more about its effectiveness. First, the next research needs to examine the implementation of GBA in various types of texts, such as expository, report, and argumentative. Second, research on GBA implementation needs to be increased again in vocational colleges where students are non-English majors. Third, further research also needs to be carried out to investigate the effectiveness of GBA, not only in improving writing, reading, listening, or speaking skills, but also in teaching language components, such as vocabulary and grammar.

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