

The Implementation of Genre-Based Approach in Teaching to Write Advertising Text through Lesson Study

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Abstract

Writing skill is one of the most important language skills to be mastered by students. Many learning models have been developed for writing, especially in English teaching, but not all English teachers know and implement these learning models. One learning model that has been extensively researched and proven to be effective in teaching English writing skills is the Genre Based Approach. The English teacher's mastery of the Genre Based Approach learning model is very important because apart from being proven effective, it is also recommended by the government, especially in the implementation of the “*Kurikulum Merdeka*”. It is projected to be applied in the coming year. GBA will be required for teaching English in schools, including in vocational schools. In this research, the implementation is done using the model of lesson study. The lesson study is carried out in three cycles until finally, the students got a score that exceeds the average score. In addition to quantitative data to increase students' English writing scores, the researchers also analyzed the observation field notes written by related to students' learning involvement when GBA was being implemented. From the analysis, it can be concluded that GBA can also increase the students' willingness to involve in the learning process.

Keywords: Genre Based Approach English writing skills, Lesson Study

Introduction

Writing skill is one of the skills that are important for students to master yet it is not easy to master because, especially in writing English, students do not only have to think about ideas but also other aspects of language such as grammar and vocabulary (Handayani & Aminatun, 2020). To be able to help students write English properly and correctly, the teacher must use the right learning model because explaining the theory of writing is not enough (Hidayati et al., 2021). Therefore, teachers need to be equipped with various learning models that they can implement in teaching English. The effective learning models for use in writing skills are Problem-Based Learning (Ali, 2019), *Project Based Learning* (Poonpon, 2017), dan *Genre Based Approach* (Dirgeyasa, 2016).

Of the various learning models that have been proven to be effective, the government recommends the use of Genre Based Approach (GBA) as a learning approach (Emilia, 2005; Wilson et al., 2021). The GBA model is considered very suitable for language learning because the stages or learning syntax reflect language skills. GBA has four syntaxes which include: 1) Building Knowledge of the Field (BKoF) in which at this stage the teacher invites

students to talk about the text to be studied; 2) Modeling of the Text (MoT) is a syntax that contains activities in the form of the teacher showing targeted examples of text to students so that students can see things that must be in the text. The example text given is not enough so that students can compare one text with another; 3) Joint Construction of the Text is a stage of grouping students to be given the task of making the target text together; 4) Independent Construction of the Text which is the activity of students writing the target text independently; and 5) Linking the text created by the students to some related text. Since GBA is important to be known by teachers, the researchers conducted the research using the approach of Lesson Study.

Literature Review

In implementing the Genre Based Approach, the servant conducts Lesson study. The stages of the lesson study are as follows:

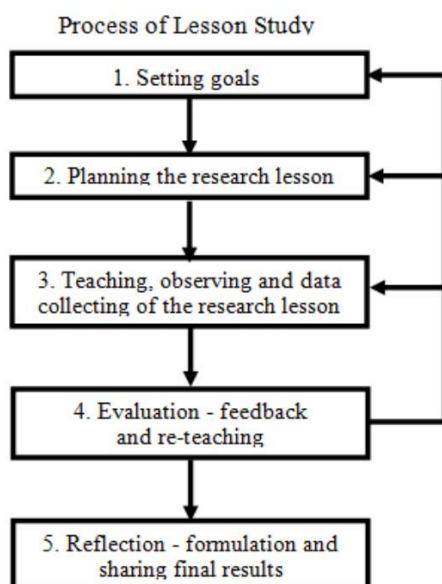


Figure 1. The Steps of Lesson Study

The first step is goal setting. The objectives consist of: 1) long-term goals, 2) subject objectives, and 3) learning objectives. Then the next step is lesson planning. After planning, the next step is to do learning, observation, and reflection. From the results of reflection, revisions and improvements will be obtained for re-learning or the next cycle. To prepare for the next cycle, the lesson plan was rearranged and the cycle reports that had been carried out were prepared. And so on until the target is reached (Fujii, 2019).

The goals of the lesson study are determined together by the teachers. These goals are targeted to make the students learn. Hence the focus is the students. Lesson planning is a set of plan designed to address the goals. This plan contains the research theme, content goals, connections between the current content and related content from former and later grades, rationale for the chosen approach, a detailed plan for the research lesson, anticipated student thinking, data collection, and more (Huang et al., 2019). Once the planning has been done, the next step is doing the plan. In lesson study activity, doing the plan is also called as having an open class. In this open class, the teacher who teaches is called as the model teacher. Other

teachers who observe the students directly in the classroom are called as observers. The teachers teaches while the observers note down several occurrences regarding what they see in the research site.

When each open class has been ended, the teachers gather to talk about what happened in the class. In this step, the teachers evaluate whether the students in the class learned or not. In lesson study, the focus is not on the teacher, but the students. After evaluating the students' learning activity, the teachers do the reflection. Reflection consists of formulation and sharing the final results. However, if the targetted goal has not been achieved, the teachers can do another cycle whose steps are from number one until four. When the goal has been reached, the fifth step can be carried out.

Lesson study can be implemented to find out whether or not students learn under particular circumstance. The circumstance can be the learning approach or method employed by the teacher. One of the learning approach that is worth employed is Genre Based Approach especially to teach students types of text. Genre Based Approach is a teaching approach to teach texts. The genre-based approach is a kind of approach that sees communicative competencies involving the mastery of various types of texts (Emilia, 2005). This approach has its steps. The first is building knowledge of the field, the second is modeling the text; joint construction of the text; independent construction of the text; and linking related text. By seeing the steps, many researchers were interested in doing research on its effectiveness to teach different kinds of texts (Ellis et al., 1998; Sari, 2019). One of the texts that is taught is advertisement.

Advertisement is a text with three basic elements namely headline, text, and name block (Alfatia & Al-Hafizh, 2013). Headline is the most important element in advertisement. Headline in advertisement has a function of grabbing people's attention. Text in advertisement is used to provide information about the product. Name block contains the picture of the product or its logo. Usually, advertisers put a slogan of a product below its name block. By having a talk about advertisement (building knowledge of the field), students' background knowledge is activated. It is expected that they will recall kinds of advertisements that they have seen somewhere. The same thing is expected when the students are shown examples of advertisements (modelling of the text). Through seeing kinds of advertisements, it is hoped that the students find out the generic structures and the language features of advertisement text. When they have recognized them, they are asked to create their own advertisements in groups, individually, and finally relate the texts they have made with the existing ones.

Method

The method used in this research is qualitative descriptive. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012). Qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena (Magilvy & Thomas, 2009).

The descriptive data is collected through field notes taken from observation activities. The procedures of the research are as follows: first the teachers conducted meetings to formulate the goals of the lessons. When the goals had been set, the learning processes in the classroom

were conducted for two times (two cycles). From these two meetings, observational field notes were taken and analyzed. The next step was conducting evaluation and reflection.

Finding and Discussion

The implementation of activities is divided into two cycles. Each cycle contains several stages, namely: planning, doing, observing, reflecting, and evaluating. Planning activities take place on September 12, 2022. The following is the documentation during the implementation of cycle 1 planning:



Figure 2. The Implementation of Cycle 1 Planning

Cycle 1 planning was attended by teachers and observers. Some of the observers are teachers and some others are the researchers. At the planning stage, an agreement was reached that learning would be carried out using the Genre Based Approach learning model in teaching advertisement text. After the agreement is obtained, the next step is to formulate learning materials in the media in the form of presentations made using the Canva application and several supporting videos downloaded from YouTube.

The stage of doing is carried out simultaneously with the implementation of the observing. The following is the documentation of doing and observing activities in cycle 1:



Figure 3. The Implementations of Cycle 2 Doing and Observing

The stages of doing and observing in cycle 1 took place on September 14, 2022. The model teacher did the learning according to plan, namely using the stages or syntax of the Genre Based Approach learning model. The observers observed certain students according to the agreement at the planning stage. Each observer observed the learning carried out by students

in each row. The things observed are: 1) the readiness of students in receiving lessons; 2) ability to recall material/knowledge; 3) concentration in following lessons and learning stages; 4) the ability to answer teacher questions; 5) the ability to play an active role in group discussions; 6) the ability to work together in groups; 7) ability to complete teacher/group assignments; 8) the ability to contribute value to the group.

The followings are the results of observing student involvement in learning in cycle 1:

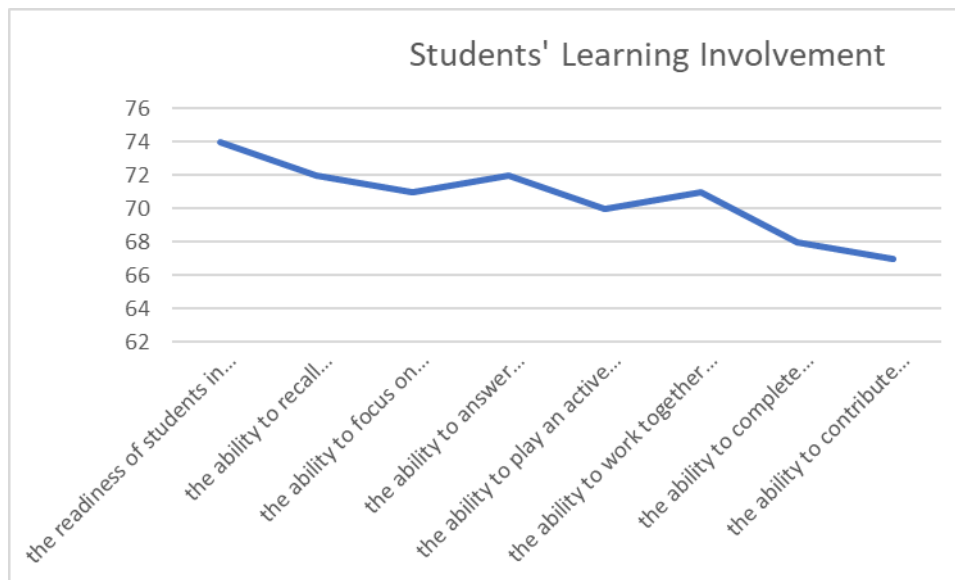


Figure 4. Students' Learning Involvement in the first cycle

The next stage is the reflection. At this stage, the class teacher begins reflection by stating what she felt and experienced during learning. After the model teacher had reflected, the observers also stated what was observed and seen during the lesson. From the results of reflection, it was noted that GBA was able to improve students' ability to make advertisement text but there were still some drawbacks including the size of the writing on the teacher's impressions that were still too small so that it was not clearly visible to students sitting in the back seats and the loudness of the voice from video show. As for the GBA learning steps, there are no problems because they can be implemented properly. Furthermore, because the average student score is still at 7.2 while the target is 7.5, learning is carried out again for the second cycle.

In accordance with the findings on reflection in cycle 1, for learning in cycle 2, the learning model used was GBA for teaching advertising writing skills. The obstacle that occurred in cycle 1 was that the size of the letters on the powerpoint slides made by the teacher were not large so that they were not clearly visible to students so that at the planning stage, the model teacher corrected the size of the letters. In addition, the audio from the video that was broadcasted could not be heard by students, especially those who sat in the rear row so that for learning in the second cycle, the teacher completed the learning media and prepared active speakers to make the audio audible to the all of the students. The problems related to the learning model used were not found. After planning the learning, the doing and observing stages were carried out.

In the second cycle, students began to look more active in learning and the constraints that occurred in cycle 1 no longer occurred in cycle 2. The following is a graph showing student involvement in learning which is the result of observing observers:

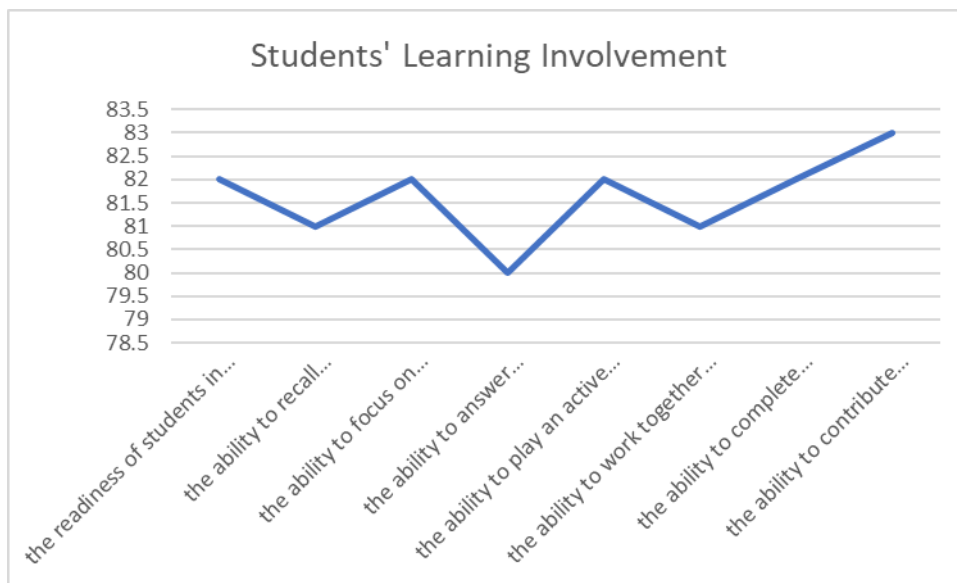


Figure 5. Student Learning Involvement in the Second Cycle

From the graph above, it can be seen that there was an increase in the number of students involved in learning in the second cycle. In the first cycle, the average number of students involved in learning was 70.625 while in the second cycle it increased to 81.625. This means that the greater the number of students who wanted to be involved in learning as indicated by the readiness to accept lessons, the ability to remember subject matter, the ability to concentrate in lessons, the ability to answer questions from the teacher, the ability to play an active role in group discussions, the ability to work together in groups, the ability to complete assignments group, and contribute to group value. The pre and post test scores for making advertisement text are as follows:

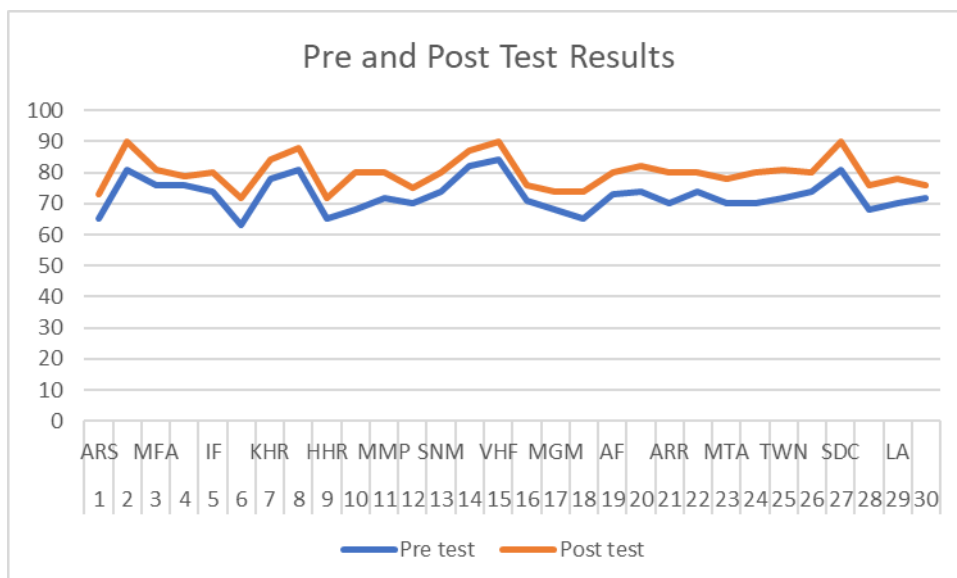


Figure 6. The Results of Pre and Post Tests

Pre-tests were given to students before lesson study activities began. The pre-test was in the form of making advertisement text while the advertised product was handed over to students. The post test was carried out with the same questions and the same product. As can be seen from the graph above, the increase in student scores is quite significant. During the

pre-test, the average student score was 72.7 while during the post-test, the average student score was 79.86.

Conclusion

There are demands from the government that teachers must use interactive learning models and be able to improve critical and creative thinking skills, as stated in *Permendikbud* No. 22 of 2016, makes teachers have to study again related to the types of learning models that can meet the demands of the government. Therefore, the lecturers of the English Education Study Program, FKIP Pakuan University, carry out research with the aim of increasing students learning involvement and also increasing their ability to write advertisement using Genre Based Approach.

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