

THE USE OF GENRE BASED APPROACH IN LEARNING ESSAY WRITING AT ENGLISH EDUCATION STUDY PROGRAMS OF STKIP PGRI SIDOARJO

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ABSTRACT

Genre-Based Approach in learning essay writing on English education study program is considered as one of the most important academic courses in a supposed program help the students' ability. The research subjects were 25 students of class 2020A STKIP PGRI Sidoarjo English Education Study Program. The instrument used was scoring rubric and questionnaire. The technique for data analysis is qualitative. In analyzing essay writing data with a questionnaire and scoring rubric are as follows. In rubric score data was collecting by assessing the results of essay writing learning. Based on the data we known from Genre-Based Approach (GBA) can applied well and suitable for learning essay writing. Students also gave the positive response to this method. Taking the data questionnaire was 15 questionnaires about Genre-Based Approach in writing essays using google form accompanied by the answer "strongly agree", "agree", "neutral", "disagree", and "strongly disagree". Respondents who answered 'strongly agree' were 13%, 'agree' 8%, 'neutrall' 23%, 'disagree' 1%, and 'strongly disagree' 0%. The aim is to describe the students' abilities toward Genre-Based Approach in learning writing essays and to describe the students' attitudes toward Genre-Based Approach in learning writing essays.

Keyword: *essay writing; genre-based approach; learning writing*

English is a foreign language for students in Indonesia so writing is difficult for students. English is still a foreign language for students in Indonesia, which until now the learning process is still ongoing (Sari, 2019). Education is important in developing the skills and knowledge of values and attitudes that support people to contribute to a sustainable future (Sari, 2020). Students are taught various skills throughout their academic life. The four basic skills include speaking, writing,

listening and reading. English has become the language of employ ability and the language of the education person (Sari & Prasetyo, 2021).

Writing is a fundamental skill whose use is universal but the majority of a students' competence and writing skills are still weak. Writing for EFL students is simply difficult matter, especially when the students' English competence is not very well developed (Sari, 2019). It also faced by the students in university who study English as

foreign language (Sari, 2019). Writing is often seen as something difficult for English as a Foreign Language (EFL) learners to master (Setyowati, Latief, & Widiati, 2016).

Writing essay make feel burdened in expressing ideas, thought, feelings in writing form, students still difficult in using spelling and punctuation. Lack of ability to develop ideas is one of the difficulties to build an essay (Rassyad & Sari, 2020). Therefore, this research tries to focus on essay writing. As time goes on, the students' learning activities will continue to develop into adulthood, so that the essay writing skills that have been learned around the base will develop to higher level. Essay writing is a skill that can help students in explaining, telling, and convincing events (Tarigan, 2013). Therefore, essay writing is very important in the world of work because they produce a piece of writing to convince and tell a proof of expertise. Based on the problem in learning essay writing can be solved by the use of some approaches, one of them is genre-based approach.

Genre is a communication processes which has a certain goal for its members in a certain event of communication due to certain social context. Thus, the different of social context then, tends to lead to the different genre (Dirgeyasa, 2016). Meanwhile, the genre-based approach focuses on enhancing the students' awareness of the different ways of organizing information in writing. It can be done by discussing the characteristic features of different purpose texts.

In genre-based approach, writing style means how something is written about the word used and how to build information. The purpose and focus of this genre are to focus the writer writing to pursue a specific goal such as how to

describe, how to report, how to retell, how something is done, etc. Genre Based Approach is a teaching approach which is beneficial to guide learners to comprehend targeted genres consciously and how language is working contextually (Hyland, 2004). In this research, the researcher needs to use a certain social convention (communicative purpose), linguistic features (language feature), and rhetoric structure of the text (generic structure) as a the characteristics of genre-based approach (Sari, 2019).

The term 'cyclic strategic' defines the stages of teaching and learning writing through genre-based approach are modeling a text, joint construction of a text, and independent construction of a text. (Chaisiri, 2010). In this research, Genre Based Approach will be applied in the learning of writing since it can help students to write essay writing. Students will be able to write text based on the steps of Genre Based Approach. This research is to describe the students' abilities toward Genre-Based Approach in learning writing essays and to describe the students' attitudes toward Genre-Based Approach in learning writing essays.

METHOD

This research is the descriptive qualitative research. Based on the purpose of the study and the research question, the study was conducted in the form of qualitative study. This study took place in STKIP PGRI Sidoarjo. Then the subjects of the study were the English students of 2020A. Based on the purpose of the study, the object of the study is to describe the students' abilities toward Genre-Based Approach in learning essay writing and to describe the students' attitudes toward Genre-Based Approach in learning essay writing of class 2020 A STKIP PGRI Sidoarjo

English Education study program. To get the data needed for this study, the research used two kinds of instruments. They were scoring rubric and questionnaire. The first instrument used in this research was scoring rubric. The researcher used the instrument to describe the students' abilities toward Genre-Based Approach in learning essay writing. The score of the student's essays will be assessed by the teacher using some assessment criteria dealing with the curriculum standard. The researcher here only analyzed the result of the score.

The second instrument used in this research was questionnaire. The researcher used the instrument to describe the students' attitudes toward Genre-Based Approach in learning writing essays. The researcher gave the questionnaire to the student's EFL after the learning process. Taking the data questionnaire was 15 questionnaires about Genre-Based Approach in writing essays using google form accompanied by the answer 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree' to collect information needed, also analyzing the data and making conclusion. The data in the form was

assessed through close questionnaire. After getting the data by collecting them, the data is analyzed by using descriptive qualitative.

FINDINGS

The result of this research was got from the instruments used that had been mentioned before. The instruments were suitable to answer the research questions. The instruments used were scoring rubric and questionnaire. Then the result would be presented and explained more in descriptive manner to make them easy to read and understand. The following is a description of the respondent's data based on scoring rubric and questionnaire.

1. Presentation of respondent data based on scoring rubric.

The first description of the respondents is based on scoring rubric. Presentation of respondent data based on scoring rubric was carried out by assessing and correcting the essay writings result of 25 students of class 2020A STKIP PGRI Sidoarjo at English Education Study Program. The student's scores as follows:

Table 1. Scoring Rubric of Student's Task

No.	Content 4x6=24	Organization 4x5=20	Grammar 4x5=20	Vocabul ary 4x4,5=1 8	Mechan ics 4x4,5=1 8	Total Score 100
1	18	20	15	18	13,5	84,5
2	18	20	10	18	13,5	79,5
3	24	20	10	13,5	9	76,5
4	18	20	20	13,5	18	89,5

5	18	15	10	13,5	13,5	70
6	18	20	15	18	13,5	84,5
7	24	20	10	13,5	9	76,5
8	18	15	10	13,5	13,5	70
9	18	20	10	18	13,5	79,5
10	18	15	10	13,5	13,5	70
11	18	20	10	18	13,5	79,5
12	24	20	10	13,5	9	76,5
13	18	20	20	13,5	18	89,5
14	24	20	10	13,5	9	76,5
15	18	20	10	18	13,5	79,5
16	18	20	15	18	13,5	84,5
17	18	15	10	13,5	13,5	70
18	24	20	10	13,5	9	76,5
19	24	15	15	13,5	9	76,5
20	18	20	20	13,5	18	89,5
21	18	15	10	13,5	13,5	70
22	18	20	10	18	13,5	79,5
23	24	20	10	13,5	9	76,5
24	18	15	10	13,5	13,5	70
25	18	20	15	18	13,5	84,5

Based on the table above, it can be seen that the result of 25 students' essay writing 2020A which were assessed by the lecturer using scoring

rubric consisted 5 aspects, namely content, organization, grammar, vocabulary, and mechanic.

Table 2. Content

No.1	<i>Teaching English</i>
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	The ability to develop the content consist topic and details		
		F	%
1	Score 24	7	28%
2	Score <24	18	72%

Table 2. Shows that only seven students who are able to develop the content appropriately, while 72% of

them develop the content which the topic is complete and clear but the details are almost relating to the topic.

Table 3. Organization

No.1	The ability to organize the text consist general classification and description	<i>Teaching English</i>	
		F	%
1	Score 20	18	72%
2	Score <20	7	28%

Table 3. Shows that almost the students were able to organize the text which were general classification was complete and description were arranged with proper connection.

Table 4. Grammar

No.1	The ability to write with appropriate grammar consist present tense, general nouns, and relating verbs.	<i>Teaching English</i>	
		F	%
1	Score 20	2	8%
2	Score <20	23	92%

Table 4. Shows that only two students who are able to write with appropriate

grammar consist present tense, general nouns, and relating verbs, while 92% of

them to write with inappropriate grammar. The most inappropriate grammar was found of the tenses, several

students didn't use present tense but others.

Table 5. Vocabulary

No.1	The ability to choose effective words and words form	<i>Teaching English</i>	
		F	%
1	Score 18	8	32%
2	Score <18	17	68%

Table 5. Shows that eight students who are able to choose effective words and words form, while 68% of

them were few misuses of vocabularies, word forms, but not change the meaning

Table 6. Mechanic

No.1	The ability to use correct spelling, punctuation, and capitalization.	<i>Teaching English</i>	
		F	%
1	Score 18	3	12%
2	Score <18	22	88%

Table 6. Shows that three students who are able to use correct spelling, punctuation, and capitalization., while 88% have occasional errors of spelling, punctuation, and capitalization.

Furthermore, the students' writing ability was described as follow:

Table 7. The Categorization of Students' Ability in Learning Essay Writing

Interval Scores	Categorization of Students' Ability	Freq. of Students (F)	Percent. (%)
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91-100	Excl. to very good	0	0%
81-90	Good to average	7	28%
71-80	Fair to poor	13	52%
60-70	Very poor	5	20%
		Σ n: 25	Σ : 100%

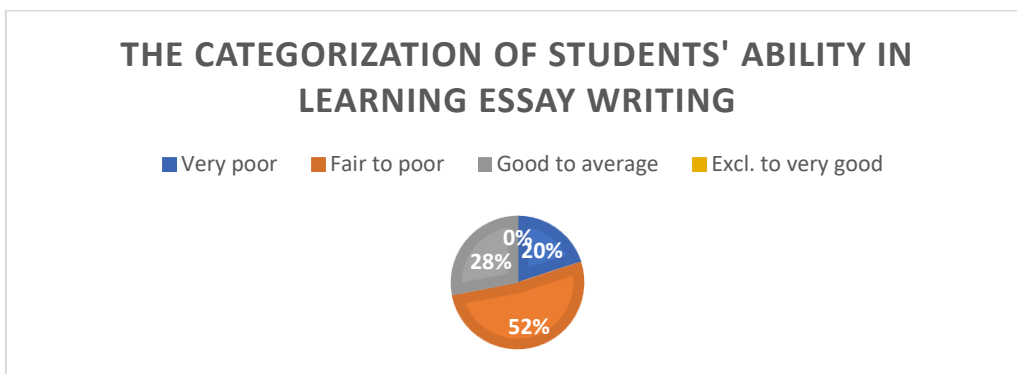


Figure 8. The Result of Scoring Rubric

From the figure 8 above, it can be seen that the result of 25 students' essay writing 2020A showed that 7 students were good to average, while 13 students were fair to poor and 5 students were very poor. It means that more than half of the students in particular didn't understand the grammar and mechanic aspects while the students were quite capable in understanding the aspects of content, organization and vocabulary. However, some students were able to understand the text and the students were able to write an essay by using genre-based approach. From the data, it can be concluded that almost the student was categorization in learning essay writing in fair to poor.

2. Presentation of respondent data based on questionnaire.

The second data description is based on questionnaire. Presentation of

respondent data based on scoring rubric was carried out by assessing and correcting the essay writings result of 25 students of class 2020A STKIP PGRI Sidoarjo at English Education Study Program. The questionnaire uses in order to know the result of the students' attitudes toward Genre Based Approach in learning essay writing. This instrument was distributed to 25 students. The questionnaire was in the Likert scale which are consist strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SA)

After giving the questionnaire the researcher analyzed all of the questions on by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is:

$100\% \frac{\text{Number of students answer}}{\text{Number of students}} \times$

Table 9. The Result of Questionnaire

No.	Statement	Responses				
		SA	A	N	D	SD
1.	I can understand the written communication style in the text genre through a genre-based approach.	(2)	(14)	(9)	(0)	(0)
2.	I can understand the social function of writing in the text genre through a genre based approach.	(3)	(18)	(4)	(0)	(0)
3.	I can understand the content in the text genre through a genre-based approach	(3)	(14)	(8)	(0)	(0)
4.	I can understand the grammar of the text genre.	(3)	(15)	(7)	(0)	(0)
5.	I can understand the meaning and purpose of the text.	(6)	(17)	(2)	(0)	(0)
6.	I can write according to the structure of the text through a genre-based approach	(3)	(16)	(6)	(0)	(0)
7.	I can understand that there is a formal and functional nature in writing texts through a genre-based approach.	(3)	(15)	(7)	(0)	(0)

8.	I can write texts independently through a genre-based approach.	(2)	(14)	(9)	(0)	(0)	
9.	I can easily organize my writing through a genre-based approach.	(2)	(14)	(8)	(1)	(0)	
10.	I no longer worry about getting writing assignments.	(3)	(9)	(10)	(3)	(0)	
11.	I can find several cases to consider in writing examples.	(1)	(14)	(10)	(0)	(0)	
12.	I became more confidence in writing other text genres.	(2)	(12)	(10)	(1)	(0)	
13.	I have become more flexible in writing through a genre-based approach.	(2)	(14)	(9)	(0)	(0)	
14.	I can appreciate other people's writing.	(7)	(15)	(3)	(0)	(0)	
15.	I am more assisted in writing because of lecturer's guidance through a genre-based approach.	(5)	(15)	(5)	(0)	(0)	
	Total	F	47	216	107	5	0
		%	13%	58%	28%	1%	0%

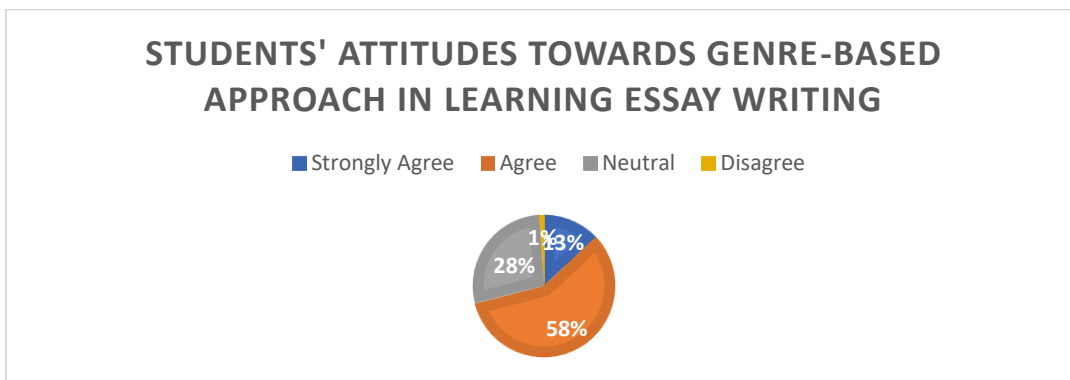


Figure 10. The Result of Questionnaire

Based on the data above, it showed that students mostly agree with the use of Genre-Based Approach in learning essay writing. It strengthens by the percentage of the students' attitudes that is 58%, which means that more half of students like learning essay writing by using Genre-Based Approach. Besides, according to the data, the students who feel disagree with the use of with the use of

Genre-Based Approach in learning essay writing is 1%, which mean that under 50% of students did not like learning essay writing by using Genre-Based Approach. Thus, it can be concluded that the students agree with the use of Genre-Based Approach in learning essay writing.

DISCUSSION

The researcher discusses the result of scoring rubric and questionnaire. In the first problem was about the students' abilities toward genre-based approach in learning essay writing. The result of the students' abilities towards Genre Based Approach in learning essay writing were taken from student's tasks. Based on the data, more than half of the students in particular didn't understand the grammar and mechanic aspects while the students were quite capable in understanding the aspects of content, organization and vocabulary. However, some students were able to understand the text and the students were able to write an essay by using genre-based approach. From the data, it can be concluded that almost the student was categorization in learning essay writing in fair to poor

After the scoring rubric was analyzed, the students gave a piece of paper that contained the questionnaire of the genre-based approach. From the questionnaire the researcher got the result that genre-based approach can help the students to write essay writing. It can be seen that there were more students can understand the written communication style, social context, grammar, structure, meaning and purpose through genre-based approach. It related with statement of Elashri (2013) found that

studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose if the rhetorical structure of content is analyzed by students in the genre approach, some common patterns can be identified in each genre". Meanwhile, the students become more confidence and no longer worry about getting writing assignments. It is related with Elashri (2013) found that the genre approach is more suitable for learners from intermediate levels to advanced levels, in that it can help students from deep anxieties about their writing tasks. Based on the result of the data in this research, it was related with the previous of the study.

CONCLUSION

It can be concluded that more than half of the students in particular didn't understand the grammar and mechanic aspects while the students were quite capable in understanding the aspects of content, organization and vocabulary. However, some students were able to understand the text and the students were able to write an essay by using genre-based approach. Therefore, the student was categorization in learning essay writing in fair to poor.

The students' attitudes toward Genre Based Approach in learning essay writing at English education study programs describe on

the questionnaire. The result of students' attitudes on the questionnaire, the students answered strongly agree = 13%, agree = 58%, neutral = 23%, disagree = 1%, and strongly disagree = 0%. It means that more half of students liked learning essay writing by using Genre-Based Approach and under 50% of students did not like learning essay writing by using Genre-Based Approach. The researcher said that the use Genre-Based Approach in

learning essay writing at English education study program was conducted by the lecturer make the students become more confidence to learn essay writing and no longer worry about getting writing assignments. The students can understand the written communication style, social context, grammar, structure, meaning and purpose through genre-based approach.

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