TEACHING AND LEARNING WRITING USING GENRE-BASED APPROACH AT THE FIRST SEMESTER OF NINTH GRADE OF SMP N 1 KOTAGAJAH IN ACADEMIC YEAR 2022 / 2023

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree

By:

MUHAMMAD AMRAN HALIM

NPM. 1811040383

Study Program   : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITYOF LAMPUNG
1444 H / 2023 M**

TEACHING AND LEARNING WRITING USING GENRE-BASED APPROACH AT THE FIRST SEMESTER OF NINTH GRADE OF SMP N 1 KOTAGAJAH IN ACADEMIC YEAR 2022/2023
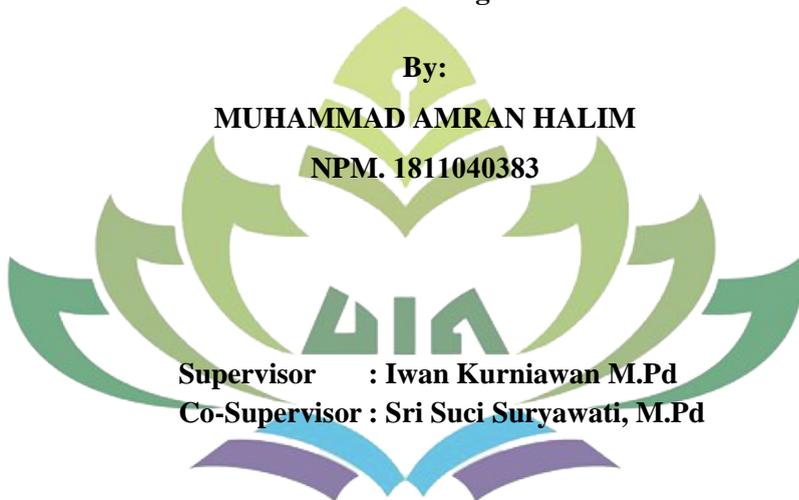
A Thesis

Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree

By:

MUHAMMAD AMRAN HALIM

NPM. 1811040383

Supervisor   : Iwan Kurniawan M.Pd
Co-Supervisor : Sri Suci Suryawati, M.Pd

Study Program   : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITYOF LAMPUNG
1444 H / 2023 M

TEACHING AND LEARNING WRITING USING GENRE-BASED APPROACH AT THE FIRST SEMESTER OF NINTH GRADE OF SMP N 1 KOTAGAJAH IN ACADEMIC YEAR 2022 / 2023

ABSTRACT

By:

Muhammad Amran Halim

In Indonesian education context, recently the word 'genre' seems to gain its most popular and hot issue to teaching and learning English, particularly writing skill. However, many of them the students or teachers apparently are not good at understanding and are not truly well informed about the genre itself. It could be said that the word 'genre' is still a kind of mystery to uncover. This paper is an attempt to present the nature of genre, genre writing, genre as a product of writing, and genre as an approach to teaching and learning writing.

The objectives of this research were to know and analyze the process of teaching learning writing by using genre-based approach, to know and analyze the teacher's problem in teaching writing by using genre-based approach and to know and analyze the students' problem in learning writing by using genre-based approach. The writer analyzed the data at the IX grade which consisted of 30 students in 1 class. The population of research were in 9 classes with 270 students. The writer used purposive sampling.

Based on the data analysis, it was found that the process of teaching learning writing by using genre-based approach was not running well because of some factors. The teacher found it difficult to control the class. And other students found it difficult to reconstruct the text; they were confused with unfamiliar vocabulary and occasionally made mistakes in their writing. The teacher struggled to control and quiet the rowdy students. The teacher needed to re-explain material for several times. The teacher had difficulties in

explaining paraphrasing to the students (vocabulary). Also, the language use (grammatical pattern) of label and procedure text. Meanwhile, some of the students' motivation and interest were low in learning writing. The students felt difficult to write, because the students had limited vocabulary. Most of students did the mistakes in writing, they almost felt confused the new words or the words that non familiar. The students did not know about grammatical.

Keywords: Genre-Based Approach, Teaching-Learning Writing, Qualitative Study.
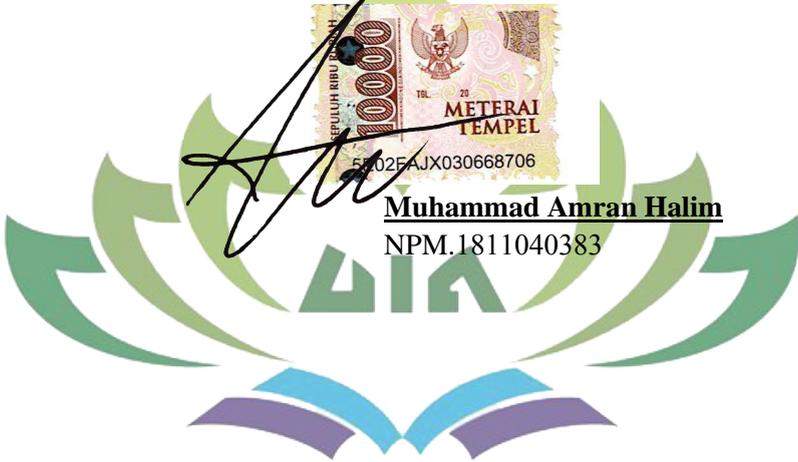
DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in text.

Bandar Lampung, 22 Februari 2023
Declared by,

Muhammad Amran Halim
NPM.1811040383

KEMENTRIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

APPROVAL

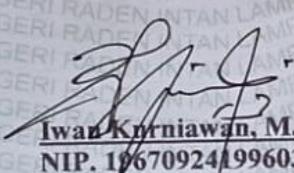|	
Title	: TEACHING AND LEARNING WRITING USING GENRE BASED APPROACH AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP N 1 KOTAGAJAH IN ACADEMIC YEAR 2022/2023
Student's Name	: Muhammad Amran Halim
Student's Number	: 1811040383
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University of Raden Intan Lampung

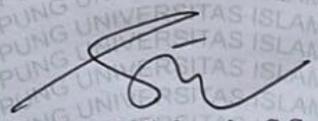Advisor   Co-Advisor

Iwan Kurniawan, M.Pd   Sri Suci Setyawati, M.Pd
NIP. 196709241996031001

The Chairperson
of English Education Study Program

Dr. Mohammad Muhassin, S.S. M. Hum.
NIP. 197708182008011012

ADMISSION

A research Thesis entitled: **TEACHING AND LEARNING WRITING USING GENRE BASED APPROACH AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMP N 1 KOTAGAJAH IN ACADEMIC YEAR 2022/2023** by: **MUHAMMAD AMRAN HALIM, NPM: 1811040383**, Study Program: **English Education** ,was tested in the examination session held on: Friday/ Mei 26nd, 2023.

BOARD OF EXAMINERS

The Chairperson : Dr. Mohammad Muhassin, S.S. M. Hum.   (............)

Secretary : M. Fikri Nugraha K, M.Pd   (............)

Primary Examiner : Zakiyah, M.Pd   (............)

Secondary Examiner : Iwan Kurniawan, M.Pd   (............)

Advisor : Sri Suci Setyawati, M.Pd   (............)
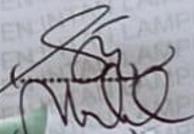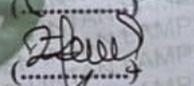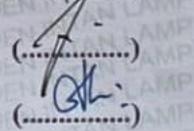
The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 196408281988032002

MOTTO

نۢ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ۝

"Nun, By the pen and by the (record) which (Men) write".
(Al-Qalam: 1)

DEDICATION

This thesis is dedicated to:

1. ALLAH subhanahu wa ta 'ala, lord of the world , Lord who doer what He will and there is none comper onto Him
2. My self, my inwardly and outwardly self, my physically and my spirit self
3. My beloved mother and of course there is no word to represented her dedication.
4. My lovely Aunt that always in my side
5. My sister sabrina and saskia
6. My late beloved grandfather
7. My beloved lecturers and almamater, UIN Raden Intan Lampung
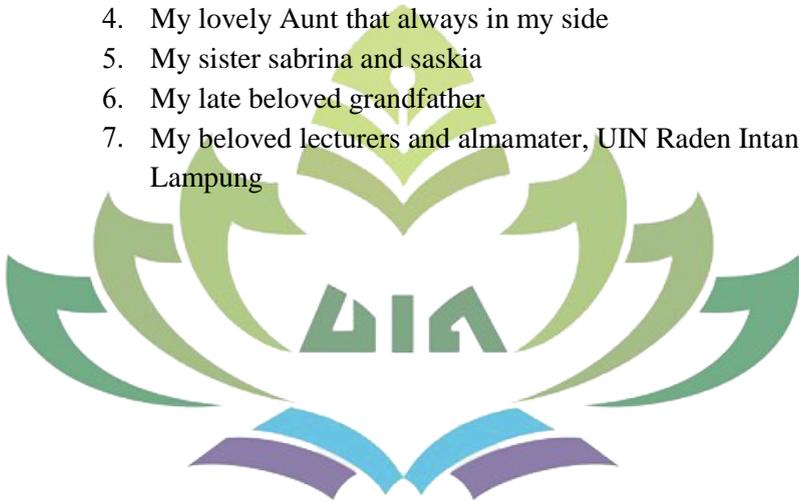
CURRICULUM VITAE

The name of the researcher is Muhammad Amran Halim. He was born on november 26th 1998 in Metro,Lampung. He is the first child is the from a married couple Mr. Harwenang and Mrs.Nurjanah Ratna Dewanti. The researcher began his study in kindergarten at TK Bhayangkari Metro, in 2005 he continued in elementary school at SD Muhammadiyah Metro pusat and finished in 2011. After that, he continued his study in Junior High School at SMP N 1 Metro and finished in 2014. Then, she continued her study at Senior high School at SMAN 5 Metro and finished at 2017. In 2018, he continued his study to Raden Intan Islamic University Lampung

The researcher attended Raden Intan State Islamic University Lampung as an S1-degree student of Tarbiyah and the Teacher Training Faculty Study Program in English Education via UM-PTKIN. In 2021, the researcher conducted the Community Service Program in Way Huwi, Jatiagung sub-district, South Lampung district. Then, the researcher conducted Practical Field Experience at Junior High School at SMP Perintis 2 Bandar Lampung. During college, the researcher was active in Himpunan Mahasiswa Islam ,DEMA of Tarbiyah and Teacher Training faculties, the english teacher in SMA Binamulya. The researcher also active as the member of Karang Taruna Sritejokencono village and the secertary of Jami Agung AT- TAQWA Mosque Sritejokencono

ACNKNOWLEDGEMENT

Bismillahirrohmanirrohim.

Alhamdullilahi robbil 'alamin. All praise are just for Allah S.W.T, the almighty and the All Merciful Allah for His blessing that researcher can complete this thesis as one of the requirements for accomplish the Undergaduate of S-1 degree. This thesis entitled "Teaching And Learning Writing Using Genre Based Approach at The First Semester of Ninth Grade of SMP N 1 KOTAGAJAH" would not be completed without help, guidance, and advice from others. it is a big pleasure to acknowledge the generosity of the following persons for their encoragement, support, and the most important, their guidance and advice. Then the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.

2. Dr. M. Muhassin, M.Hum, as the Head and M. Ridho Kholid, M.Pd as secretary to the chairman person of English Education Study Program of Raden Intan State Islamic University Lampung.

3. Iwan Kurniawan, M. Pd, as the first advisor and also the academic advisor of the researcher, for her guidanc help and countless time given to the researcher to finish this final project.

4. Sri Suci Setyawati M.Pd as the second advisor who has spent countless hours correcting this final project for its betterment.

5. All lectures of English Department of Raden Intan State Islamic University Lampung, Thank you very much for the guidance and knowledge you have given to me.

6. My beloved mom Nurjanah Ratna Dewanti, my beloved Aunt Nirwana Woro Hendrastuti, my lovely sister Sabrina and Saskia

7. All of English Education class B has been being my biggest support since 2018 until now.
8. All of the people who contributed to give support and prayers in the completion of this thesis that cannot be mentioned one by one.
9. Last but not least, the researcher would like to thank himself. The researcher would like to thank for believing in himself; the researcher would like to thank for doing all this hard work; the researcher would like to thank for having no days off; the researcher would like to thank for never quitting; the researcher would like to thank for always being a giver and trying to give more than the researcher receives; the researcher would like to thank for just being herself at all times. Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome. Thank you

Bandar Lampung,   februari 2023
Declared by,

Muhammad A mran Halim
NPM.1811040383

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION

A. Title Affirmation

To make an understanding of the title of this thesis , the researcher needs to make an explanation of certain words that are key to the title of this proposal. The title is "Teaching And Learning Writing Using Genre Based Approach at The First Semester of Ninth Grade of SMP N 1 KOTA GAJAH ". The researcher used the title to know and describe the process of teaching and learning writing using genre based approach, to know and describe the teacher's problems in teaching writing using genre based approach to know and describe the students' problems in learning writing using genre based approach

Teaching is a kind of activity to transfer knowledge to other. Wilson and Peterson state that teaching is shared work between students and teachers (teacher still have responsibility for making sure that student learn).[1] Based on those experts, it could be concluded that teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it and the activity to giving knowledge by facilitating learning, helping the learner to learn and guiding them to learn material easily

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[2] It means that learning is an active process that done by students' individual experience in the social community. Based on those experts, it could be concluded that learning is an activity of getting knowledge from differenced resources like study, experience, or instruction.

---

[1] Suzzane M.Wilson, Penelope L. Peterson ,Theories of Learning and Teaching What DoThey Mean for Educators? (Washington DC: NEA, 2006), p.11

[2] H. Douglas Brown, *Op.Cit*, P.8

1

Writing is one of skills in English which plays important in learning language. Moreover, it can help the people to express ideas, feeling and opinion and able to communicate with other people. Raimes states that writing is an effective way for learners to generate words, sentences, and chunks of discourse and to communicate them in a new language.[3] It could be concluded that writing is an effective way to communicate and express the ideas to readers. Based on those experts, it could be concluded that writing are the way of the writers to express about what they want, what they feel, what they opinion about something, and what they experiences that have in their life.

The Genre-Based Approach, also known as a text-based approach, sees communicative competence as involving the mastery of different types of text. The main strength of genre based approach by (Hyland, 2007: 150) are: (1) explicit – it makes clear what should be learnt, (2) systematic – it provides a meaningful framework which combines language and contexts, (3) needs-based – course content and objectives are closely related to students' needs, (4) supportive – it helps teachers in promoting and stimulating students' learning and creativity, (5) empowering – it provides learners with patterns of texts and possibilities of their variations, (6) critical – it provides access to appropriate resources and creates opportunities for challenging valued discourses, (7) consciousness-raising – it contributes to increasing teachers' awareness of texts and helps them to advise learners on their specific problems.[4]

According to Lana GBA or Genre Based Approach is "Genre-Based Approach, teaching and learning is focused on

---

[3] TESOL Quarterly Vol. 19, No. 2 (Jun., 1985), pp. 229-258 (30 pages)

[4] Hyland K. (2002), Genre: language, context, and literacy (in) "Annual Review of Applied Linguistics", No 22, pp. 113-135.

the understanding and producing selected genre of text". [5]
Text here is used in a special sense to refer to structured
sequences of language that are used in specific ways.
Further, Fauziati says that in terms of a classroom
implementation, the Genre-Based Approach also resembles
the product approach in that a model text is analyzed on the
basis of grammatical and text features. [6] Moreover,
Dirgeyasa stated that Genre-Based Approach was one of the
newest and practical, and effective one to teaching and
learning writing since it provides reinforcement, new
understanding, horizon, and insight toward genre and genre
approach.[7]

B. Background of the problem

Writing is skill that allows people to process their
thoughts on a subject and then express those thoughts in
written form. One of the abilities that might inspire students
to be creative is writing. Because writing clarifies thought
and mood, it is an activity that has a big impact on day-to-
day living. Students can use words and paper to manage their
thoughts while writing to explore their minds and determine
how their ideas relate to one another.

One of the key abilities in learning English is writing.
Students can benefit from it by being reminded of what they
already know and by expanding their knowledge. It also
serves as a means of communication between the writer and
the reader. Because it may be used to describe our feelings,

---

[5] Dwi Pujiastuti, Gunarso Susilohadi, Muh. Asrori. 2013. "THE
IMPLEMENTATION OF THE GENRE BASED APPROACH IN SMA
NEGERI 1 MANYARAN (A Descriptive Qualitative Study in SMA Negeri
1 Manyaran, Wonogiri Regency in 2012/2013 Academic Year)." Dwi
Pujiastuti, Gunarso Susilohadi, Muh. Asrori. English, 306–15.

6 Fauziati, Endang. (2009). *Introduction to Methods and
Approaches in Second or Foreign Language Teaching*. Surakarta: Era
Pustaka Utama.

[7] I Wy Dirgeyasa.2016. English and Literature Department,
Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia .

thoughts, ideas, experiences, and more, students need to become proficient in this skill. As Raimes says, "Writing is an effective way for learners to generate words, sentences, and chunks of discourse and to communicate them in a new language".[8] Someone can present, think, feel, and perceive freely there.

The importance of writing needs to know by both of teacher and students because by knowing this, they could create good collaboration in teaching-learning. The role of teacher is to make students erase their mindset that writing is difficult material to be learned. This can be done by managing the classroom, because the effectiveness of teaching learning depends on how a teacher could manage the classroom and create good situation. While the role of students in learning writing is to start writing and do practicing, because the more students are practicing the fluent they could be.

Writing is the act of conveying information to a readership for a specific goal. The main idea and supporting details make up the content, which is what the writer intends to communicate. Writing is an essential skill for everyday life, whether it's for job or school, a hobby, or a personal communication. Students who can write well can communicate effectively in form of written. Writing is crucial because it fosters creativity, critical thinking, and communication abilities. Additionally, it aids in the writer's personality, views, and convictions being expressed. Writing serves as the foundation for communication in many facets of our life. It is a solution for those who find it difficult to express their views verbally because writing allows them to do so.

It is not easy to mastering writing, that is why the students need to learn this skill. Teacher should guide students to learn how to be a good writer. It can be started from the small things, such as to write sentence, then short text, after that

---

[8] Ann raimes, TESOL Quarterly Vol. 19, No. 2 (Jun., 1985)

paragraph and then long text. Writing is the way to express our ideas widely when we cannot deliver it orally. It is in line with a theory stated by Brown that there are several important componenents in writing which should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.[9] Therefore, some of students tend to have the same opinion that writing skill is the most difficult skill among the other skills. Because not everyone is able to deliver their message directly, that is why writing ability is needed. For example, to write novel, script, etc.

Writing proficiency is typically regarded as being tough since it involves a number of factors, including how well the phrase or sentence can be constructed and how well it can be understood by readers. The teacher must carefully and step-by-step direct the students as they write. It is advantageous for children to have a desire to study and the ability to write since, once they can do so, they will develop not only writing skills but also language organization, vocabulary, content, and word structure. In other words, writing is a sophisticated skill that, if learned correctly, may assist students much.

The students should accept that writing is a skill that must be learned. It takes practice all day to develop the ability to learn something more than once or twice. Because idea stalling is the primary obstacle to writing, they are limited in how much they can produce. Students will find it simpler to convey feelings that are difficult to describe in words when they have the ability to write from the heart. Students frequently struggle with these common writing issues.

Based on preliminary research at SMP N 1 Kotagajah by doing interview with the English teacher there, the researcher found that students still have difficulty in writing. This

---

[9] Brown, H. Douglas.2001. *Teaching by Principles: An Interactive Approach to Langauge Pedagogy*:Second Edition. San Fransisco: San Fransisco State University.

happens because they do not have ideas for writing, and do not have a lot of vocabulary. In addition, students also have difficulty in developing their ideas. Furthermore, The English teacher said that the students were often shy to start writing because of lack grammatical knowledge and tenses. The class situation was also crowded if the teacher cannot manage it well.

In addition, the teacher said that actually the students' problem can be decreased by using appropriate approach. One of approach that can be applied in teaching learning writing is Genre Based Approach. The genre-based approach (GBA) regarding writing is an approach that will facilitate students to onstruct their writing easier because this approach comprises some steps that started from the easy activity up to more complex activity. Genre based approach provides five stages involving building knowledge of the field, modeling of the text, joint construction of the text, independent construction of the text, and linking with related text.[10] Meanwhile, according to Byrne, genre-based approach is defined as a framework for language instruction based on examples of a particular genre. Genre-based approach is an approach which is also known as text based instruction. Genre-based approach is a methodology which is designed to support language learning as a social process. In other words, genre-based approach describe genre pedagogy includes a wide function. It does not only help students' writing, but it also helps teachers to enhance their educational concepts.

In this research, the researcher chose genre-based approach (GBA) to be analyzed, especially in teaching learning writing. The researcher wants to know that whether genre-based approach (GBA) is effective to be used in the classroom, especially in learning writing. The researcher chose to conduct research at SMP N 1 Kotagajah because the

---

[10] Hammond, J., and Derewianka, B. 2001. Genre. In R. Carter & D. Nunan (Eds). *The CambridgeGuide to Teaching English to Speakers of Other Language*s. Cambridge: Cambridge University Press.

students English score at SMP N 1 Kotagajah are still low, especially in writing.

Furthemore, based on the interview with English teacher there, the teacher used a genre-based approach in teaching writing and about the criteria of the score in writing skill. Based on criteria of Brown, the writing score of the students is poor if the students get 45-67. Based on the data obtained by writing test from the students of the ninth grade at SMP N 1 Kotagajah, as from 270 students of XI grade only 120 students got score above criteria around 70 – 85 and 150 students got under criteria, and from ninth classes there, IX H grade is the class that most got under criteria.[11] The students' score can be describes on the table as follows:

Table 1.1

The Students' Score at the Ninth Grade of SMP N 1 Kotagajah

No	Class	KKM (Minimum Mastery Criteria		Total
		≥ 70	< 70	
1	IX A	10	20	30
2	IX B	21	14	35
3	IX C	11	24	35
4	IX D	11	24	35
5	IX E	22	8	30
6	IX F	9	26	35
7	IX G	17	18	35
8	IX H	19	16	35
Total		**120**	**150**	**270**

The use of genre-based approach (GBA) has been proved by some researcher that it was successfully and effective to be used. The previous study by Saputri (2021) entitled "Teaching Writing Hortatory Exposition Texts Through Genre-Based Approach at SMA Negeri 2 Pinrang". The research result indicated a genre-based approach helpful to

---

[11] Kiki Wulandari, English Teacher of SMP N 1 Kotagajah, an Interview, Februari 12th, 2012, Unpublish

teachers in teaching writing hortatory texts. Further, the students' interests categorize as strongly interest. The next study was conducted by Tartila, Yasin, &Rozimela, (2013). Based on the result of the study, it was obvious that genre-based approach was effective for teaching English in Indonesia but, there were some teachers who were not apply the approach inappropriate way.[12] Therefore, the researcher believes that the use of genre-based approach is good but it is necessary to analyze because the different classroom might produce different result.

The researcher wants to know the teaching and learning process of English subject in SMP N 1 Kotagajah by observing the technique used by English teacher in teaching writing, that is genre-based approach. In addition, the researcher wants to find information about the causes of low score of the students, the problems that are faced by the teacher and students in teaching learning process of writing. Therefore, this research entitled **"Teaching and Learning Writing by using Genre Based Approach at the First Semester of Ninth Grade at SMPN 1 Kotagajah in Academic Year 2022/2023".**

C. Focus and Sub-Focus of the Research
   1. Research Focus

     Based on the background problem above this research was focused on the teaching and learning writing using genre based approach at the first semester of grade nine in SMP N 1 Kotagajah .

   2. Sub Focus of the Problem
      a. To know about the process of teaching and learning writing using genre based approach
      b. To know the problems that are faced by the teacher and in teaching and learning writing using genre based approach

---

[12] Ummah, P W B. 2019. "Genre-Based Approach As A Method to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School." *RETAIN*.

c. To know the problems that are faced by the student in teaching and learning writing using genre based approach

D. Problem Formulation

Based on the background above, the researcher formulated the problem as follows :

1. How was the process of teaching and learning writing by using genre based approach at the ninth grade students SMP N 1 Kotagajah ?
2. What were the teacher's problem in teaching writing by using genre based approach at the ninth grade students of SMP N 1 Kotagajah ?
3. What were the students' problem in learning writing by using genre based approch at the ninth grade students of SMP N 1 Kotagajah ?

E. Objective of Research

The objective of the research can be formulate as follows :

1. To know and describe the process of the teaching writing by using genre based approach at the first semester of the ninth grade of SMP N 1 Kotagajah in 2022/2023 academic year.
2. To know and describe the teacher's problems in teaching writing by using genre based approach at the first semester of the ninth grade of SMP N 1 Kotagajah in 2022/2023 academic year.
3. To know and describe the students' problems in learning writing by using genre based approach at the first semester of the nith grade of SMP N 1 Kotagajah in 2022/2023 academic year.

F. Significance of the research

There are some benefits and uses of this research that hoped by the researcher, as follows :

1. Theoretically

   This research is expected to contribute to the English Education Department by providing information related to teaching learning writing using genre-based approach. to develop knowledge of teaching learning especially in writing.

2. Practically

   a. For students of the Ninth Grade

      The results of this study provide information related to students' problems in writing, so as to make students more aware of mistakes in writing and together with their teacher students can solve these problems.

   b. For English teacher

      The results of this study provide information related to the problems of teachers in learning to write, with that teachers will develop the quality of their teaching, especially in teaching writing. The results of this study also provide an overview of students' problems in writing, so that teachers can help students to solve these problems and the teacher can improve students' writing ability in teaching learning process so the goal of learning can be achieved.

   c. For the researcher

      This process of the research gave the experience about comprehend and knowledge in the teaching and learning, and hopefully this reasearch can improve the skill of researcher about english subject.

G. Relevant Research

There have been many researchers that has been conducted same research, as follow:

The first research was conducted :

1. By Irawansyah (2016) on his journal "Genre Based Approach: A Way to Enhance Students' Writing Ability". The goal of this research is to know whether genre based approach is able to enhance student's writing ability. The research was conducted towards students of English education department which consists of 26 students. The method of this research is classroom action research which applies two cycles. Each cycle covered five stages, namely planning, implementing, observing, and reflecting. In addition, test, observation, interview, and field note were used to collect the data. After collecting the data, the data were analyzed by using descriptive statistics (quantitative) and data reduction, data display, and conclusion (qualitative). The research finding shows that the students' writing ability underwent the improvement from 56.56 to 68.52. Therefore, it can be concluded that genre based approach is able to enhance students' writing ability. The novelty of this research was about the method, it was used descriptive qualitative while the study was used classroom action research design.

2. The second researcher is Ani Latifah (2017). On her thesis " Teaching And Learning Wrting Using Dictogloss At The First Semester Of The Eight Grade SMP AL HUDA Jatiagung, South Lampung In 2017/2018 Academic Year" In her research, she analyzed the process of teaching and learning writing using dictogloss, teacher's problems and students problems in teaching learning using dictogloss. she used descriptive qualitative research method. In collecting the data, she used three kinds of

instruments, they were observation, interview, and questionnaire. She used three major phase of data analysis, they were data reduction, data display, and conclusion or verification.The writer conducted the research in two meetings. The result of the research are Dictogloss is appropriate implemented in teaching and learning writing. moreover, the students also showed improvement in their writing ability of English, although there were teacher's problem and students' problem in teaching and leraning process. The novelty of this research was about the type of genre writing, it was used genre based approach while the study was used dictongloss.

3. The third research was conducted by Iy. Saputri (2021) on her journal "Teaching Writing Hortatory Exposition Texts Through Genre-Based Approach At Sma Negeri 2 Pinrang". The goal of this reasearch to find out the extent to which the using genre-based approach helps teachers in teaching writing hortatory exposition texts and to know the students' interest in the implementation of the genre-based approach in learning writing hortatory exposition texts at SMA Negeri 2 Pinrang. The researcher applied the triangulation mix method and used purposive sampling. To obtain the data, the researcher used three instruments, namely observation, interview, and questionnaire. After analyzing the data, the research result indicated a genre-based approach helpful to teachers in teaching writing hortatory texts. Further, the students' interests categorize as strongly interest. The novelty of this research was about the specific text, it was used procedure and label text while the study was used hortatory exposition text.

4. The fourth researcher is NA. Listriyawati (2021) on her journal, "Writing Advertisement By Means Of Genre Based Approach For Tourism Students In Vocational Faculty". This study attempts to

investigate the application of Genre Based Approcah to tourism students for writing advertisement in English Class in Vocational Faculty of Airlangga University. It tries to find information concerning on the lecturer implementing the Genre Based Approach for third semester students, the modification done by the lecturer in the implementation of Genre Based Approach, and the students' work in response to the implementation of Genre Absed Approcah. Qualitative research is conducted in this study. The results obtained from this study indicate several things. First, the lecturer has already implemented all stages in Genre Based Approcah with some modification that suitable with the students need. Second, the students' work has already met the purpose of advertisement that is to promote the tourism place and attract the reader to come and visit the place. The novelty of this research was about the object of research, it was for the ninth grade while the study for students in vocational faculty.

5. Lastly, A research from (Tartila, Yasin, &Rozimela, 2013) concluded that Genre Based Approach was appropriate for teaching English in MAN Jambi, but teachers still did not apply a whole of Genre Based Approach. Teachers still had some problems caused some factors in applying genre based approach such as, teaching activities, teaching materials, instructional media, and classroom management. Based on the result of the study and research conducted by Cahyati and Tartila, Yasin, Rozimela, it was obvious that genre based approach was effective for teaching English in Indonesia but, there were some teachers who were not apply the approach

inappropriate way.[13] The novelty of this research was about the subject, it was used for writing ability but the study was for general teaching English which means for all of skills.

Based on the previous research that have been read by researcher,there some difference and similarities. The difference lie on skill and technique. Therefore, the rsearcher is interested to conducted the research entitle "Teaching and learning writing using genre based approach at the first semester of the ninth grade of SMP N1 Kotagajah in academic year 2022/2023"

As such, the researcher wants to know the teaching and learning process of English subject in SMP N 1 Kotagajah by observing the technique used by English teacher in teaching writing, that is genre based approach technique. In addition, the researcher wants to find information about the process of teaching and lerning writing of the students, the problems that are faced by the teacher and students in teaching learning process of writing.

H. Research method

Research method is a scientific method that has a specific purpose and use to obtain data.[14] The scientific method is a research activity that is empirical, rational, and systematic in order to obtain valid of data. The types of research methods are classified based on the objective and level of naturalness. Based on the objectives, the research methods are divided into basic research, development research or R&D, and applied research. Meanwhile, at the level of naturalness, the research methods are divided into experimental research, survey research, and naturalistic research. Based on its position, experimental and survey in research methods are included in

---

[13] Ummah, P W B. 2019. "Genre-Based Approach As A Method to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School." *RETAIN*.

[14] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Edisi 19), (Bandung: Alfabeta, 2018) p.2

quantitative methods, while naturalistic methods are included in qualitative method.[15]

The research method is an important factor in determining how the research will be conducted, because it is a plan or program made by writer as the activity target is done. Based on this explanation, the researcher was used qualitative research The following is an explanation of the components of the research method that used by the rsearcher :

1. Research Design

Research designs are plans and procedures that include an assessment of opinions for data collection and analysis methods.[16] Research design helps objects to conduct research with refers to the objective. There are several types of research design such as quantitative dan qualitative. In this research, the researcher used a descriptive qualitative method to obtain all of the information about the process of the teaching and learning of writing in the classroom, to write, to record, to describe and to analyze them. By the qualitative research, the researcher focused on the teaching and learning writing using genre based approach at the ninth grade students of SMP N 1 Kotagajah .

2. Research Subject

Research subjects is persons who contribute responses or information that helps researchers collect data. Spradley said that a research subject is a source of information.[17] In this research, the subjects were English teacher and the students of nine grade of SMP N 1 Kotagajah in the academic year of 2022/2023.

---

[15] *Ibid.*

[16] John W. Creswell and J. David Creswell, *Research Designs: Qualitative, Quantitative, and Mixed Methods Approaches* (United States: SAGE, 2017)

[17] Basrowi & Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008) p.188

3. Research Data

    The type of this research is descriptive qualitative research. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.[18] It means, there are some analyses that uses in the type of document analysis but in this research ,the researcher was described the process of teaching learning writing using genre based approach at the first semester of the ninth grade in SMP N 1 Kotagajah

4. Data Collecting Technique

    Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is one of the most important stages in conducting research. Data collection is a very demanding job which needs thorough planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population.[19] In this research, the researcher collected the data using observation, interview and questionnaire.

    The first was observation. Observation is collecting data process, which in this research the researcher observed the situation of teaching learning process in the class.[20] In other hand, it is the activity was used to know the students'

---

[18] Nassaji, Hossein, *Qualitative and descriptive research: Data type versus data analysis*, (University of Victoria, Canada: SAGE Publisher, Language Teaching Research 2015), Vol. 19(2) 129–132.

[19] Kabir, M, *Methods of Data Collection*, (Curtin University: Research Gate, 2016), p.202

[20] *Ibid,* p.202

activities also responses during the teaching and learning process. Observation is one of collecting data in the research, which in this activity the researcher observed the process of the teaching learning writing using genre based approach in the classroom.

The second was interview. The researcher got the data function as observer to get the data, the researcher were asking the teacher about the information of activity in the teaching process including problem in teaching speaking, where questions ask by the interviewer to obtain information from interview. Interviews are good research techniques when we want to know about what people think or feel about something.[21] It means that the researcher will interview the teacher and students in order to get to know about the process of teaching learning writing using genre based approach and the students' difficulties in learning writing.

The third was questionnaire. In this research, the questionnaire was given to the students. Questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answer. The resarcher distributed questionnaire after the process of teaching learning writing using genre based approach.

5. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and instrument which uses to collect and analyze the data. The researcher is very important in qualitative research. The main instrument of the research is the researcher himself. It means that the main instrument of this research was the researcher, who was collectded and evaluated the data based on the researcher's

---

[21] *Ibid,* p.203

interpretation.[22] Then, the researcher described and related it with theory applied to support the analysis. Therefore, the result of the research is determined by the researcher's point of view in describing the analysis of the research.

Due to the aim of this research that is to know how is the process of teaching learning writing using genre based approach, then there was an observation sheet in order to know the students' activity during the process of (on appendix). of teaching learning writing using genre based approach.

6.   Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.[23] It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher will follow some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction

Data reduction is about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. In the data reduction, the researcher focused the finding on observation sheet for observing the process of teaching learning writing, interview to know the teacher's problem in teaching writing and questionnaire to know the students' problem in learning writing by using genre-based approach.

---

[22]Msc. Roxana De Trigueros Med. Juan Francisco Hidalgo Sandoval Universidad De El Salvador Facultad Multi Disciplinaria De Occidente, *Qualitative and Quantitative Research Instruments*, English Language Department March 28, 2017

[23] Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis,* (London, Sage Publications, 2014), p.14

2) Data display

Data display is about an organized, compressed assembly of information that permits conclusion drawing and action. In the data display, the researcher filled the form of observation, gave interview to teacher and gave questionnaire to students. Then, he filled these instruments based on the result.

3) Conclusion drawing

Conclusion drawing is the final activity of research that the researcher needs to conclude the research finding related to the research question. In conclusion drawing, the researcher concluded the result based on the result of observation, interview and questionnaire.

7. Trustworthiness of the Research

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. Triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

4) Confirmability

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Audit Trails

An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.

6) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.[24]

Based on the explanation above, this research was used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.[25] In this research was also validated the research findings in order to make it valid. The person who was validate the research findings of this research is the Lecturer of English Education in Tarbiyah and Teacher

[24] Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. *Moules, Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Qualitative Methods Volume 16: 1–13, 2017: Sage Publication

[25] *Ibid.*

Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

I. Systematic of Discussion

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

I.   Chapter I, consists of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective or purpose of the study, previous research, research method and systematics of the discussion.

II. Chapter II, consists of the theories such as: the theory of , teaching learning writing, definition of writing, genre based approach, etc. This chapter is an overview of all theory related to the title of research.

III. Chapter III, consists of object overview, data collecting technique and the instrument of research. This chapter describes the general description of the object and the presentation of facts and data needed during research.

IV. Chapter IV, consist of research analysis, the result and also the rsearch finding.

V.   Chapter V, conclusion and recommendation of the research

CHAPTER II
LITERATURE REVIEW

A. Teaching and Learning
1. Definition of Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning[26]. It means that teaching are your way to convey the knowledge and your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom technique.

In addition, Brown states that teaching can be defined as providing opportunities for students to learn. It is an interactive process as well as intentional activity[27]. However, sometimes students want to learn something they want to learn even though the teacher doesn't teach them and they also learn ideas that the teacher didn't mean for them to learn.

According to Harmer, teaching means give (someone) knowledge or to instruct train (someone)[28]. It can be concluded that language teaching is a process of facilitating and helping a person to acquire the ability and knowledge of the language they want to learn or master it.

There are some basic elements of teaching :
a. Students

Students is a component of the system of education that will be educated, so that whe will become the qualified human beings as states in national educational goal. In the modern view, student is not only being education object and targer but also as the education subject[29].

---

[26] H. Douglas Brown, *The Principles of Language Learning and Teaching* (Fourth Edition), San Fransisco: Longman, 2000, P.7

[27] George Brown, *Effective Teaching in Higher Education,* Taylor: Routledge, 2002, P.2

[28] Jeremy Harmer, *How to Teach English,* Harlow: Longman, 1998, P.24

[29] H. Douglas Brown, *Op.Cit,* P. 10

It means, As the subject of education, students must be involved in teaching and learning activities. and students have the right to actively develop their potential and increase their creativity.

The successful of the students in learning process is mostly influenced by their motivation. Whatever the teaching method used by the teacher, if the students are highly motivated, they really want to learn and they have powerful reasons for doing so, the result of the learning process can be achieved optimally.[30] It means to reach the goal and get optimal results with teaching methods that teachers prepare to teach, a teacher should know how to cultivate the motivation and spirit of students in the learning process.

b. Teacher

Teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in education role.[31] The good teacher knows how to improve the student by use the exact planning and organization to increase effectiveness of the student.

As one element of education, teacher should have the special skill and knowledge in doing her duty well and effectively.

A good teacher is someone who helps rather that shouts, able to correct the students without offending them, able to understand and help the students' difficulties in teaching learning process[32]. It means, that good teachers know about the student's psychological situation and create comefortable learning environtment, such as like the best way to learn set the classroom with easy learning facilities and remain as responsible as ever, share in all they do, watch the progress criticize and necessarily give specific instruction to the students.

---

[30] Jeremy Harmer, *Op.Cit,* P.8

[31] Ibid, P. 3

[32] *Ibid*

Based on the explanation above, teaching is guiding and facilitating learning for students to give knowledge or to instruct train how to acquire the language that they want to learn or master it. In the process of teaching, there are some basic of elements of teaching, there are students and teacher. Students is component of the system of education that will be educated to become the qualified human beings as states in national educational goal. But, the main factor that infulence the successfully of the students in learning process are the teaching method and students motivation. Whereas, teacher is the professional person who has to main duty to teach, guide, motivate, train, measure, and evaluate the students in education role. A good teacher can create the comfortable learning process and should know the best way to set the classroom to facilitate and help the students' difficulties in teaching learning process.

2. Definition of Learning

Based on Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice[33]. It means that learning that not only transfers knowledge, but also more than that, such as by learning people can change our habitual and concept of life. Moreover, Wilson and Peterson state that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences are resources, not obstacles[34]. It means that learning is an active process that done by students' individual experience in the social community.

Breaking down the components of the definition of learning, we can extract domains of research inquiry, as follows :
a. Learning is acquisition or "getting".
b. Learning is retention of information or skill.

---

[33] H Douglas Brown, *Op.Cit,* p.18

[34] SuzzaneM.Wilson, Penelope L. Peterson, *Op.Cit*, p.1.

c. Retention implies storage systems, memory, and cognitive organization.
d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
e. Learning is relatively permanent but subject to forgetting.
f. Learning involves some from of practice, perhaps reinforced practice.
g. Learning is change in behavior.

These concepts can also give way a number of subfields within the discipline of psychology, there are acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning style and strategies, theories of forgetting, reinforcement, and the role of practice[35]. Process of learning means the students have to achieve the purpose of learning process.

Learning can be defined as changes in behavior[36]. This changes occur as a consequence of experience in some specified situation. The change brought about by developing a new skill, understanding a specific law and changing attitude. The change is not merely incidental or natural in the way human appearance change as people get older. Learning is relatively permanent change, usually brought about intentionally.

Furthermore, Learning is process from not know to know. According to Richards et.al learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a specific process.[37] It means that learning is process getting new information from other person.

---

[35] *Ibid*

[36] Guy R. Lefrancois, Psychology for Teaching,California: Wadsworth Publishing Company, 1972, P.8

[37] J. C. Richard, et al, H. Longman Dictionary of Applied Linguistics , (Hong Kong: Longman Group, 1990), p. 312

Based on the statement above, the writer concludes that learning is the process of the students to understand and master the lesson or the subject that give to them by getting knowledge from difference resources like study, experience, or instruction. In addition, learning process means the activities to help the students to acquire or develop knowledge and skill.

B. Writing

1. Definition of Writing

There are several definitions given by linguists about writing. Writing is the process of exploring one's thoughts and learning from the act of writing it self what these thoughts are. Rather than being the development of some preconceived and wellformed idea[38]. It means writing is pouring the record of a developing ideas. It is a process whereby an initial idea gets extended and refined. Usually someone who like write more easier to pour their ideas.

Writing is an action-a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically[39]. So, if the ideas that we pour unreasonable, it will make us more difficult for ourselves to develop our writing.

Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages[40]. Process or stage is the one who will lead us to more easily our ideas in writing. If we do not know the

---

[38] P.197 Vivian Zamel, *Writing*: *The Process of Discovering Meaning,* Boston: Tesol Quartely, 1982,

[39] Alan Meyers, Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays, New York: Longman, 2005, P.5

[40] David Nunan, Language Teaching Methodology, New York: Prentic Hall, 1991, P. 84

process and its phases maybe we would be a bit difficult to write.

Moreover, Brown states that writing is the nature of composing process. Written products are often the result of thinking, drafting, and revising procedures that required specialized skills that it is not naturally.[41] Based on those experts it could be concluded that writing is about nature process of organizing ideas in a paper. It needs take times and practice, because a good writing depend on process in taking ideas into paper, organized them coherently and revised them for clearer meaning.

2. Components of Writing

Writing has some components that should be attended. There are some components of writing as follows :

a. Mechanics. The use of mechanics is due to capitalization, punctuation, and spelling appropriately.

b. Content. The component of writing should be clear to readers. So, the readers can understand that message conveyed and gain the information from it.

c. Organization. The process of organization materials in writing involves coherence, order of important, general to specific, specific chronological order and spatial partent.

d. Vocabulary choice. One of the requirements of good writing always defines on the effecticve use of words play dual roles, to communicate and to evoke, to let the readers to perceive and feel.

e. Language use. Language use of writing involes corret usage endpoints of grammar. There are many points of grammar such as verbs, nouns, agreements.[42]

In writing has some criteria in order component that becoming a good article or text in accordance with the nature of a text. Mechanics play important role in making more

---

[41] H.Douglas Brown, Teaching by Principles. An Collaborative Approach to Language Pedagogy. Second edition, (New York: Addison Wesley Longman,inc:2000),p.334

[42] Christopher Tribble, *Language Teaching Writing*, Oxford: Oxford University, 1996, P. 130

sensible since the use inappropriate comma or semi colon, in one sentence will signicantly change the material from its material meaning. Grammar is very essential in writing since to be readable, writing material must be composed in such good logical order, the use of appropriate verb tense, and also of appropriate sentence in conveying an idea. Organization is also the large elements of writing that ideas with the content of writing, if it is not composed in a good organization, the content will not be do meaningful, and even it cannot tell what we really want to say. The last is vocabulary choice, the use of inappropriate vocabulary will lead to difficulty in comprehending the ideas precisely it could lead to miscommunication.

3. Writing Process

Writing cannot be produced instantly, it needs process that is the stages a writer goes through in order to produce to something in it final writing from. This process may of course, be affecting by content (subject matter) of the writing, the type of writing (shopping, list, letter, essays, reports, or novels) and the medium it is writing (pen and paper, computer word file, live chat, etc). In all of cases it is suggest that the process has four main elements that can represent in the following ways :

Planning – Drafting – Editing – Final Draft

For explanation above, it means that the writer must know how to write well and how to writing process in order that the reader can understand about our writer. Based on the theory above, the writer assumes writing cannot be produced spontaneously, it need process, the writing is a skill that needs process to develop, it need much amount of practice to master.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making details notes. For others a few jotted words maybe enough. Still other may not actually write down any

premilinary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just ask the shopping list writer has thought at some level of conciousness about what food is needed before writing it on the piece of paper.[43]   In this step we should decide the topic that we want to write or if we assigned one, the topic should be focused on something that interesting to us.

 b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amanded later. As the writing proceeds into editing, a number of drafts maybe produced on the way to the final version.[44] In this step, we try to write our ideas into paper. Keep going write in order that our ideas flow although sometimes we feel what we have written wrong spelling, tense or punctuation, for we will do the next step of writing process, editing.

 c. Revising

Once writers have produced a draft they then, usually, read through what have they written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around ir write a new introduction.[45]

In this step, we see our own writing wholly about punctuation, spelling andgrammar, besides the content it self.

 d. Final draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final draft. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.[46] In this step, the writer produce a final version that has

---

[43] Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Education Limited, 2004, P.4

[44] *Ibid,* P.4

[45] *Ibid*

[46] Ibid, P. 1

been edited in the previous step. From the statement above, the writer concluded that in the writing process, we will go through some process to get a good writing. Beginning with the planning process, that is when we choose a topic which we will write. Then we try to write even though we sometimes feel our writing have written wrong. Furthermore, in the revising process, we try to revise our draft on the previous process, anthe last is final draft, we have produce our final draft.

4. Teaching Writing

Teaching writing is not about transferring knowledge from the teacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the word that appropriate the use in paragraph of a text. Teaching how to write is one of the most important skills that teacher impart to their students. According to Harmer that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. [47] However, many teachers agree that in the classroom, writing should be given much attention as reading, speaking, and listening. In addition, Brown states that there are types of writing class performance:

1) Imitative, or Writing Down Beginning level of learning to write, students will simply "writing down" English letters, words and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive, or Controlled Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

---

[47] H. Douglas Brown, Teaching by Principles An Collaborative Approach to Language Pedagogy(Second Edition)Op.Cit pp. 343-346

3) Self-Writing A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.

4) Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.

5) Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.[48]

Based on the explanation above, it can be concluded that teaching writing should be well constructed. When the teacher teaches writing in the classroom, it has many activities that the students do in learning. The teacher not only teaches how to write, but also guide the students to know first kinds of writing they are going to write, the purpose of their writing, and who will be the readers. These all should in interesting ways.

C. Concept of Approach, Method, and Technique

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.[49]

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical

---

[48] H. Douglas Brown, Teaching by Principles An Collaborative Approach to Language Pedagogy(Second Edition)Op.Cit pp. 343-346

[49] Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), , p.78

setting.[50] Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. [51] It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare[52]

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom. It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well.[53]

D. Genre Based Approach
1. The nature of genre

Etymologically, the word 'genre' is derived from the French language meaning 'form' or 'type'. Then, originally, the word 'genre' which is also used in Biology science means 'genus' referring to the classification of flora and fauna.[54] This means that

---

[50] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*(4th ed) (New York: Longman, 2001), p.16

[51] Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman,1991), p.62

[52] *Ibid*

[53] Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p.14

[54] Stoke, J. (2006). How to do Media and Cultural Studies diterjemahkan oleh Santri Indah Astuti (Panduan untuk

Melaksanakan Penelitian dalam Kajian Media dan Budaya, Yogyakarta: PT. Benteng Pustaka.

the early concept of genre is to classify the species into a certain class due to its typical similar characteristics.

According to Christie dan Martin state that linguistic functional becomes a basic and fundamental reference in the framework of the usage of the language in term of genre.[55] Moreover Hyland, stated that this theory addresses the relationship between language and its social functions and sets out to show language a system from which users make choices to express meaning.[56]Based on those statement, it can be simply defined that genre is a kind of text either oral or written in which there is relationship between language and its sosial function. Due to distinctive social functions, the usage of language tend to apply different genre depending on existing social function

In addition the use of genre developed overtime, genre is applied in any various aspects of life such film, music, literature, etc.[57] In music, for example, genre is used to refer any music categories such as pop, gospel classic, R n B, etc, whereas in movie, that there are also many types of genre like drama, western, science picture, and so forth. In literature it is often heard the words like novel, drama, poetry etc. In short, it can be simply said that genre means type or kind, or class of a particular thing or object.

2. Genre writing

Genre in writing is a part of genre in language use. Thoreau simply states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. Moreover , Scott and Avery support Thoreau's idea by stating that style in writing is words or expressions used to write the writing and how language patterns

---

[55] Christie Frances dan J. R. Martin. (2000). *Genre and Institutions:Social Process in the Workplace and School*. New York: Continum.

[56] Hyland, K (2003). Second Language Writing London: Cambridge University Press.

[57] *Ibid,P.1*

are expressed. According those statement it could be said that genre covers three main aspects namely writing style, readers, and goal (goal oriented). The writing style means how something is written; the words that are used and the way the information is organized.namely writing style, readers, and goal (goal oriented).

Referring above statement, genre writing tries to see writing from different perspective. It is a different angle how writing is viewed and how it is written and how it is analyzed It is extremely different form 'conventional' perspective about writing.[58] It can be simply concluded that genre writing is a new perspective to teaching writing due to different perspectives. It also important to note that one of the central insights of genre analysis is that writing is embedded in social situation, so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation.

3. Definition of Genre Based Approach

The Genre-Based Approach (GBA) is not new in the educational setting. This method believes that if someone wants to learn English, they must learn from various kinds of genres. The ultimate goal of learning using this approach is that students are expected to be able to develop communication competence both oral and written[59]. In addition Genre Based Approach as Luu defined is a kind of writing instruction which concerns in subject context, a process in composing text, and linguistics forms, and attempt to associate writers and readers. This approach emphasize students how to use and to produce language patterns inpurposeful ways.[60] If students want to be successful in real-life communication, they must be able to produce a text which meets

---

[58] Dirgeyasa, Wy. I. (2015). "*What and How to Assess a Genre-Based Writing"*. Proceeding of 4th International

Conference on Language Education. 2015. State University of Makasar South Sulewesi Indonesia.

[59] Basori, *"Genre based approach an alternative in teaching compsarison and contrast essay"* (JETLe Vol 2, No 1, October 2020)

[60] T. T. Luu, Teaching writing through genre-based approach Tuan Trong LUU, BELT J., vol. 2, no. 1, pp. 121–136, 2011.

the requirements and expectation from the readers which includewritten correct forms of grammar, systematic organization of structure and unity in content.

Moreover, Derewianka claims that Genre Based Approach is focused on text, purpose, meaning and choice, language in context, and culture and ideology.[61] It means The practice of genre based approach in teaching learning process depends on the nature of the student group (EFL/ESL, beginner/proficient, tertiary/secondary/primary) and the emphasis placed on particular pedagogy aspect.

Genre based approach is also well-known as a technique that is intended to assist language learners in their socialization of language learning.[62] The approach's learning method incorporates collaborative construction and scaffolding, in which students and teachers work together to create something new or improve something existing.[63] Based on that statement It can be concluded if genre based approach involving intense roles between students and teachers includes joint construction and scaffolding in which students and the teacher work together. At the stage, students are provided with opportunities to interact with other students through activities, like discussion, and with the teacher through guidance giving. such as interaction between students through activities such as conversations, as well as with teachers through instructions

4. The process of Teaching and Learning through Genre Approach

Regarding genre as a teaching and learning model, Firkins, Forey, and Sengupta (2007) describe in detail and more comprehensively how it is done. They use the term 'cyclic strategy' to define the stages of teaching and learning to write

---

[61] Derewianka, B (2003) "Trends and Issues in genre based approaches". RELC Journal

[62] Taufik, N., & Hafrizon. (2019). *Introduction to Genre Based Approach.* Jakarta: Bermutu.

[63] Burns, A. (2001). Genre-based approaches to writing and beginning adult ESL learners. London: InC.

through a genre-based approach. They also propose three stages that must be followed and implemented during the teaching and learning process. The three stages are a) text modeling, b) text co-construction, and c) text independent construction. They then, explain each stage having some practical steps to follow systematically.[64]

a. Modeling a text

In modeling a text, there are four practical steps which must be implemented during the teaching and learning process. The four practical steps are:

1) The teacher chooses a certain type of genre writing in order to develop the classroom activities. In this case, type of genre must match with the students needs and market needs where they will work later on

2) The teacher and the students discuss the text genre by modeling and deconstruction or even manipulating the text.

3) The students are directed and situated in order to know and understand the function of the text, the communicative purpose of the text. Take for example the genre procedure writing-the function of procedure and the purpose of writing procedure.

4) The students then, study the vocabulary usages of a certain genre procedure, grammatical or structural patterns of procedure, and then the students practice the procedure if necessary.

b. Joint construction

In joint construction stage, the students start to do something more practical and operational dealing with writing. However, their work of genre writing is not writing at all because they modify and manipulate the text given. The students are still guided and helped by the teacher before they become really independent writer of a certain genre taught

---

[64] I Wy Dirgeyasa.2016. English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia

and learned. As a matter of fact, there are three practical steps how join construction stage is developed and implemented.

1) The students reconstruct the certain genre writing given. In this case, the student may revise and paraphrase the vocabulary usage, the grammatical patterns, and textual devices if necessary by their own words.

2) The teacher continuously guides the students to discuss and order the students to remember so that they really understand well about the genre type given.

3) Before going forward to stage three, the independent construction of a text., stage modeling text and joint construction are important to review.

c. Independent construction of a text

By having prior understanding and experiences of stage one and stage two, the students are ordered to write a certain type of genre as what they have learned before. The student write a given genre type independently. In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices as well.

The model of genre teaching and learning cycle by Firkin, Forey, and Sengupta, (2007). It looks more complex to applied because they draw and concept this model more comprehensive and operational to do in teaching learning process.

Figures 1.

(The Rothery's Model of genre teaching and learning cycle)

By this model, the student can learn to write truly gradually and systematically. This can help them to write by comparing and contrasting their previous work to the final work of writing. By doing so, the students know the strengths and the weaknesses of their writing. In line with the student process of learning, genre based approach to teaching and learning writing, Weber states that this model of teaching and learning writing helps to raise the students' awareness of particular areas of difficulties while at the same time it promotes learner autonomy.[65]

---

[65] Weber, J. J. A. (2001). Concordance-and Genre-Informed Approach to ESP Essay Writing. *ELT Journal*, 55(1),15.

5. The Advantages and The Disadvantages of The Genre Based Approach to Teaching Writing

a. Advantages Genre Based Approach to Teaching Writing

There several advantages and disadvantages of the genre-based approach. First, as for the advantages, students generally appreciate the models or examples showing specifically what they have to do linguistically. 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.. In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.

Hayland (2004) sees the advantages of a genre based writing instruction that can be summarized as follows:[66]

1) Explicit. Makes clear what is to be learned facilitate the acquisition of writing skills
2) Systematic. Provides a coherent framework for focusing on both language and contexts
3) Needs-based. Ensures that course objectives and content are derived from students needs
4) Supportive. Gives teacher a central role in scaffolding student learning and creativity
5) Empowering. Provides access to the patterns and possibilities of variation in valued texts
6) Critical. Provides the resources for students to understand and challenge valued discourses
7) Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

---

[66]Hayland, K. . *Genre and Second Language Writing*. (Ann Arbor: The university of MichiganPress. 2004). p. 10-11

b. Disadvantages of the Genre-Based Approach

Although in presenting the rationale for their approach, the advocates of genre - based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.[67]

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency . The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre[68]

E. Problem in Teaching and Learning Writing

1. Teacher's Problem in Teaching Writing

Teaching and learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking, and listening. Many teachers consider writing becomes most difficult subject of language skill to be taught. According to Harmer, teaching writing is more than just dealing with feature. It is about helping students to communicate real message in appropriate manner. Teacher

---

[67] Ismail Ibrhim Elshirbini Abd-ElFatah Elashri ., op.cit. p.13

[68] Byram. *Genre and genre-based teaching*. (London: The Routledge, 2004). p.236

and students need to know how it talks about language at various points during learning and teaching.[69] It means that the teacher should know to make students easily to understand writing well.

However, there are six problems in teaching writing that explained by Thakur. Those can be described as follows:

a. Over-crowded class

Teacher of English experience a lot of problems in handling such as big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.[70] It means that the number of students is too much in the classroom will lead to less effective of teaching and learning activities, because the teacher will be more difficult to monitor student progress.

b. Lack of Competent Teacher

Incompetent teachers are the main source of trouble as far as teaching of English in school. They are either trained in old methods and have never cared to look for something beter in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer the subject while under training.[71] It means that the teacher also becomes one of indicator the success of teaching and learning in the classroom. Because if the teacher is not competent, it will be difficult to transfer the lessons to students, and students will also be difficult to accept what the teacher says.

---

[69] Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition), Cambridge: Longman, 1998, P.34

[70] Jyoti Thakur, *Challenges and Prospect in Teaching English,* Punjab: Chitkara University,2013, P. 128

[71] *Ibid*

c. Faulty Method of Teaching

Teaching of English suffer from the faulty methods of teaching. In most of the school, the translation method is sole favorite with teacher. The teachers picks up the reader, translates the paragraph, writer the meanings of difficult words on the blackboard and assign some homework and that is all.[72] It means, the teaching method is also very influential to the success of the learning process. Usually, students will more easily accept what the teacher teach if the teacher use fun of methods, because learning writing tend to be making them bored and tired. So, to overcome this, the teacher must use the appropriate method.

d. Non Availability of Good Text-books

The text book of English used in school are sub-standard. The books are edited or written by those who are not actualpracticing teacher. No effort is made to select beforehand gradedvocabulary for use in the text books.[73] Textbook is one of the media that serves to transform knowledge to the students. So, textbook must comply with a set curriculum, in order to help achieve the goal of learning. Then, textbook also should be able to provide motivation for readers.

e. Apathy to New Techniques and Procedure

Most of the teachers working in middle and high school are both ignorant and apathetic to the new techniques and procedures of teaching of English.The newgeneration of teacher is being given training in new methods but the teacher fail miserably when they are actually put on the job.[74] A teacher must be creative in teaching, especially for

---

[72] *bid*
[73] *Ibid*
[74] *Ibid*

learning techniques. Teachers should always update the latest learning techniques according to the times to facilitate achieving the learning objectives, but must use the proper procedure.

f. Inadequate Provision of Teaching

A general survey of teaching in school would reveal the most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charcts or flashcard which can greatly help them in teaching their subject well.[75] It means here is the learning media and adequate facilities in schools. Sometimes, many schools still do not provide the facilities required in the learning process.

Based on the explanation above, many problems in the teaching writing in the classroom. There are over crowded class will make learning process less effective. Furthermore, a teacher must have competence in teaching. If a competent teacher, the teacher will be easy to transfer knowledge to students. A teacher also must know the interest techniques in teaching, using the interesting of learning media so that students do not feel bored when the learning process, and teachers must be careful in choosing textbooks for students, textbooks must can make the students motivated to continue learning.

2. Student's Problem in learning Writing

In learning a foreign language, writing plays an important role. It is one component that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how use them accurately in context.[76] However in practice of learning writing in the

---

[75] *Ibid*
[76] Jeremy Harmer, *Op.Cit*, p.153

class, there are some obstacles which often happen in process of learning writing. Students may experience difficulties in writing for a variety reasons. These difficulties may vary in cause, nature, intensity and duration. According to Msanjila, there are some problems faced by the students in learning writing such as:

a. Capitalization problem, the misuse of capital letters is the most common writing problem noted in this study. Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.

b. Punctuation problem may also be the result of inadequate learning or poor teaching. Their writings seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

c. Inexplicitness or fuzziness, the problem of inexplicitness or fuzziness can argue that it is one of the serious problems facing students in schools and colleges.

d. Poor organization / illogical sequence, this problem is as serious as the problem of inexplicitness or fuzziness. If this problem is not addressed seriously, the conveyed messages would be totally distorted

e. Spelling problem, using wrong spelling is another serious problem. This problem may be said to arise as a result of mother tongue interferences realized through phonological manifestations.

f. Grammatical errors, like other writing problems, grammatical errors seem to result from inadequate learning and poor teaching.

Based on explanation above, the problems in learning writing faced by the students includes capitalization problems, punctuation problems, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors. These problems may arise from

pedagogical reasons, but this does not mean that teachers alone can solve these problems. These problems can be solved outside the school system. However, writing problems can be reduced to a greater extent if the teacher teaching writing skills by professional language teachers and not otherwise.

REFERENCES

Ann, J. M. (2003). *Genre in the Classroom: Multiple Perspective*. New Jersey: Lawrence Erlbaum Associates.

Basori. (2020). Genre Based Approach an Alternative in Teaching Comparison and Contrast Essay. JETLe Vol 2, No 1.

Basrowi & Suwandi. (2008). *Memahami Penelitian Kualitatif*. Jakarta: Rineka Cipta.

Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Langauge Pedagogy*. Second Edition. San Fransisco: San Fransisco State University.

Burns, A. (2001). *Genre-Based Approaches to Writing and Beginning Adult ESL Learners*. London: Inc.

Byram. (2004). *Genre and Genre-Based Teaching*. London: The Routledge.

Christie Frances dan J. R. Martin. (2000). Genre and Institutions: Social Process in the Workplace and School.

Cope & Kalantzis. (1993). Background to Genre Teaching in B. Cope, & M. Kalantzis (Eds). The Power of Literacy: A Genre Approach to Teaching.

Dirgeyasa, W. (2016). English and Literature Department, Faculty of Languages and Arts. Universitas Negeri Medan, Indonesia.

Endang, F. (2009). *Introduction to Methods and Approaches in Second or Foreign Language Teaching*. Surakarta: Era Pustaka Utama.

Fikrins, Arthur Sengupta, Sima, dan Forey, Gail. (2007). Teaching Writing to Low Proficiency EFL Students dalam ELT Journal. Vol. 61/4. Oxford: Oxford University.

George, B. (2002). *Effective Teaching in Higher Education*. Taylor: Routledge.

Hammond, J., and Derewianka, B. (2001). Genre. In R. Carter & D. Nunan (Eds). *The CambridgeGuide to Teaching English to Speakers of Other Language*s. Cambridge: Cambridge University Press.

Hayland, K. (2004). *Genre and Second Language Writing.* Ann Arbor: The university of Michigan Press.

Hossein, N. (2015). *Qualitative and descriptive research: Data type versus data analysis*. University of Victoria. Canada: SAGE Publisher, Language Teaching Research Vol. 19(2) 129–132.

Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Publication.

Hyland, K. (2003). *Second Language Writing*. London: Cambridge University Press.

John W. Creswell and J. David Creswell. (2017). *Research Designs: Qualitative, Quantitative, and Mixed Methods Approaches.* United States: SAGE.

Kabir, M. (2016). *Methods of Data Collection*. Curtin University: Research Gate.

Knapp, P., & Watkins. (2005). *Genre, Text Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.

Langan, J. (2001). *English Skill*. New York. Mc Graw-Hill Companies.Inc.

Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. (2017). *Moules, Thematic Analysis: Striving to Meet the*

Trustworthiness Criteria. International Journal of Qualitative Methods Volume 16: 1–13: Sage Publication.

Meyers, A. (2005). *Gatewaysto Academic Writing: Effective Sentences, Paragraph, Essays*. New York: Longman.

Miles B Matthew, Huberman A Michael, and Saldana J. (2014). *Qualitative Data Analysis*. London, Sage Publications.

Msc. Roxana De Trigueros Med. Juan Francisco Hidalgo Sandoval Universidad De El Salvador Facultad Multi Disciplinaria De Occidente. (2017). *Qualitative and Quantitative Research Instruments*, English Language Department.

Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice Hell Publishers.

Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English*. New York: Longman.

Pujiastuti, D, Susilohadi, G, and Asrori. (2013). The Implementation of The Genre Based Approach In Sma Negeri 1 Manyaran (A Descriptive Qualitative Study in SMA Negeri 1 Manyaran, Wonogiri Regency in 2012/2013 Academic Year. English, 306–15.

Scot, A. Wendy and Yterberg, Lisbeth H. (2010). *Teaching English to Children*. New York: Longman.

Setiyadi, Ag. Bambang. (2006). *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif Cetakan Pertama*. Yogyakarta: Graha Ilmu.

Siahaan, S. (2008). *Issues in Linguistics*. Yogyakarta: Graha Ilmu Press.

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Edisi 19). Bandung: Alfabeta.

Suzzane M.Wilson, Penelope L. Peterson. (2006). *Theories of Learning and Teaching What DoThey Mean for Educators*. Washington DC: NEA.

Swales, John M. (2000). Academic Writing for Graduate Students Essential Task. New York: Longman.

T. T. Luu. (2011). Teaching writing through genre-based approach Tuan Trong LUU, BELT J., vol. 2, no. 1.

Ummah, P W B. (2019). *Genre-Based Approach As A Method to Build Students' Critical Thinking in Comprehending Narrative Text for Senior High School. RETAIN*.

Weber, J. J. A. (2001). Concordance-and Genre-Informed Approach to ESP Essay Writing. ELT Journal.

Yang, Y. (2016). *Teaching Chinese College ESL Writing: A Genre-based Approach. International Journal of English Language Teaching*. New York: Longman.