Genre-Based Approach for Teaching Writing Skills to Junior High School Students

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Juli, 2025

Pendahuluan

- Teaching writing skills is one of the problems that teachers face when teaching students in an English classroom (Adam et al., 2021).

- Genre-Based Approach is an approach to teaching writing that emphasizes students' understanding of text types (genres) and their social contexts.

- Narrative Text is a type of text that aims to tell a story that consists of various events that occur in sequence, which are familiar and engaging to students through fairy tales, folktales, and imaginative stories.

Pendahuluan

- A Genre-Based Approach to Improve The Students' Writing Skills (Wicaksono, Sulistyaningsih, and Syakur, 2022) shows some findings :

The Genre-Based Approach not only significantly improved the writing skills of ninth-grade students but also made the learning process more enjoyable and meaningful for students. The approach is recommended as an alternative teaching method for writing instruction.

- Taking Stock of a Genre-Based Pedagogy : Sustaining the Development of EFL Students ' Knowledge of the Elements in Argumentation and Writing Improvement (T. Zhang and L. J. Zhang, 2021) shows some findings:

The Genre-Based Approach helped students understand the structure and purpose of texts and enhanced students' critical and reflective thinking skills by integrating social context and global issues into the learning process.

Pendahuluan

- The Effect of Genre-Based Approach on Students' Writing Ability of Recount Text (Mastura, Arsyad, and Kyoto, 2020) shows some findings :

This study found that the Genre-Based Approach has a significant effect on students' writing ability in recounting texts at the senior high school level. Their study revealed that improvement in key components of writing can enhance students' overall writing performance and is effective for use in EFL classrooms.

The uniqueness of this research :

1. The research focuses on the application of GBA in teaching narrative texts.
2. Investigates the challenges faced by teacher in applying the Genre-Based Approach to narrative writing instruction at the Junior High School level.
3. It examines the teacher's practical strategies to overcome these challenges.

Pertanyaan Penelitian (Rumusan Masalah)

❖ Research Question:

1) How does the teacher apply the Genre-Based Approach for teaching writing a narrative text?

2) What problems does the teacher experience in implementing the Genre-Based Approach for teaching writing a narrative text?

3) How does the teacher solve the problems in implementing the Genre-Based Approach for teaching writing a narrative text?

Metode

Aspects	
Research Design	Qualitative Descriptive
Research Setting	• One of the private Islamic schools in Sidoarjo, that implement the Genre-Based Approach in the learning process of English writing skills • The research was conducted for one month.
Research Participant	• One English teacher who had implemented the Genre-Based Approach in the teaching and learning process.

Qualitative Research

Hasil

1. Implementation of the Genre-Based Approach (GBA)

Teachers implement GBA gradually and systematically through four stages:

- Building Knowledge of the Field:

Teachers play videos explaining narrative texts and engage in interactive discussions about folk tales such as Malin Kundang and Cinderella.

- Modeling of the Text:

Teachers display narrative texts and analyze their structure (orientation, complication, resolution) and linguistic features such as past tense.

- Joint Construction:

Teachers and students discuss the content and structure of the text through questions and answers.

- Independent Construction:

Students complete worksheets independently, and teachers provide immediate feedback.

Hasil

2. Challenges in GBA Implementation

- Low interest in learning among students (Generation Z)

Students tend to want instant gratification and are less exploratory, even when given access to YouTube, TikTok, or AI.

- Limited English vocabulary among students

Most students have difficulty understanding texts and answering questions because they do not understand the meaning of words in narrative texts.

3. Teachers' Strategies to Overcome Challenges

- Use of Digital Media

Students were asked to search for information about narrative texts on YouTube, TikTok, Google, and AI before the lesson began.

- Use of Games

Games are used to practice listening and enrich vocabulary.

Hasil

- Use of Mixed Language (Indonesian–English)

Teachers use a mix of 70% Indonesian and 30% English so that students are not overwhelmed.

- Collaborative Group Work

Students are grouped based on ability and gender so that they complement each other.

- Motivational Feedback

Teachers use labels such as Perfect, Great, Good, and Improve in addition to numerical scores to reward students' processes and results.

Pembahasan

1. Application of Genre-Based Approach (GBA)

- Teachers apply GBA gradually and systematically.

- The learning process involves interactive discussions, the use of digital media, and direct feedback to students.

- This is in line with Hyland's theory, which states that GBA combines the social function of text and linguistic structure to build students' writing competence.

2. Challenges in Implementing GBA

- Low student interest in learning, especially among Gen Z, who tend to prefer instant and are less exploratory in their approach to the material.

- Limited English vocabulary is a major obstacle to understanding and writing narrative texts.

- These two problems are interconnected and significantly affect the effectiveness of the learning process.

Pembahasan

3. Teacher Strategies for Overcoming Challenges

Teachers implement adaptive and contextual strategies, such as:

- Utilization of digital media (YouTube, TikTok, AI).
- Educational games to enrich vocabulary and train listening.
- Use of mixed languages (Indonesian–English) to help students follow the material more easily.
- Collaborative group work based on students' varying abilities.
- Motivational feedback based on categories (Perfect, Great, Good, Improve).

- ✓ Liu and Chen emphasized the importance of teachers' flexibility and creativity in implementing this approach to suit classroom conditions.
- ✓ Systemic Functional Linguistics emphasizes the importance of the relationship between language form and social context in genre learning.

Temuan Penting Penelitian

1. Structured Implementation Teachers follow the 4 stages of the Genre-Based Approach (GBA): Building Knowledge → Modelling → Joint Construction → Independent Construction

2. Benefits of GBA: Clarifies the structure and linguistic characteristics of narrative texts. Improves students' writing skills through a step-by-step process and guidance.

3. Main Challenges: Low learning interest (Generation Z tends to be impatient) and Limited English vocabulary (80–90% of students struggle to understand texts).

4. Teacher Strategies to Overcome Challenges in Digital Media (YouTube, TikTok, AI), Educational game "Guess Who Am I?", Mixed language (Indonesian–English), Collaborative group work, Descriptive and motivating feedback (Perfect, Great, Good, Improve).

5. Conclusion: The success of GBA heavily depends on the teacher's ability to adapt to classroom conditions and student needs.

Manfaat Penelitian

1. For Teachers: Practical guidelines for implementing a structured Genre-Based Approach and Concrete strategies to overcome low motivation and limited vocabulary.

2. For Students: Understanding the structure and linguistic characteristics of narrative texts, gradually improving writing skills.

3. For Further Researchers: Research references in different contexts/schools and Ideas for developing digital media and creative methods.

4. For Schools: Supporting innovative English language learning relevant to Generation Z and improving the quality of writing instruction in junior high schools.