# THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education Study Program



**By**

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**THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023**

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# RATIFICATION

**THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023**

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# PRONOUNCEMENT

The writer hereby states that in writing a thesis entitled "THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING WRITING FOR THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR 2022/2023" was written by the writer himself. This thesis is not the result of plagiarism or the creation of others. Everything related to the work of others is written in quotations whose sources are listed in the bibliography. If the writers' statement is proven untrue, the writer is willing to accept academic sanctions, including revocation or cancellation of the writers' academic degree.

Klaten, June 27th, 2023

Virda Auliya

# MOTTO

*"Maka sesungguhnya bersama kesulitan itu ada kemudahan.*

*Sesungguhnya bersama kesulitan itu ada kemudahan"*

*(*Q.S Al-Insyirah, 94:5-6)

*"Untuk masa-masa sulitmu, biarlah Allah yang menguatkanmu. Tugasmu hanya*

*berusaha agar jarak antara kamu dengan Allah tidak pernah jauh"*

(The Writer)

*"Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sebelum mereka*

*mengubah keadaan diri mereka sendiri"*

(Q.S Ar-Ra'd, 13:11)

*"Pada akhirnya, ini semua hanyalah permulaan"*

(Nadin Amizah)

# PRESENTATION

This thesis is presented to:

1. My beloved parents, Muh. Agus Latif and Suwartini who always support me mentally and financially, as well as unending prayers. I will be the first daughter to be proud you of.

2. My beloved younger brother, Rifki Al Hafidz who always support me to finish this thesis.

3. My beloved classmates Ferryka, Citra, Tasya, Syifa, Anisah, Ririn, Ervan who made me not to give up so that this thesis would be finished soon and we could graduate together.

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May Allah SWT bless all of you with kindness for the suggestion and assistance that have been given to the writer in finishing this thesis. The writer expects for critism and suggestions for this thesis, because the writer realizes that this thesis has not been perfect. The writer also expects that this thesis can be useful and inspire anyone who reads it in the future.

Klaten, June 27 th, 2023

Virda Auliya

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# ABSTRACT

**VIRDA AULIYA, 1911200013,** English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, 2023, Klaten. S-1 Thesis: *The Implementation of Genre Based Approach in Teaching Writing for the Eleventh Grade Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023.*

This study aimed to describe (1) the process of teaching writing by using genre based approach in teaching writing for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023, (2) the students' writing achievement taught by using genre based approach, (3) the obstacles found by the English teacher on teaching writing using genre based approach, and (4) the solutions of the obstacles found by English teacher in teaching writing by using genre based approach.

This was descriptive qualitative study. The data were obtained from events teaching writing of XI MM1 students SMK Muhammadiyah 2 Klaten Utara by using genre based approach, as well as informants consisting of teacher and students. These data were collected by observation, interview, and documentation techniques. In validating the data, the writer used data triangulation and method triangulation. The data collected were analyzed using data collection, data condensation, data display, and conclusion.

The study showed that the teacher implemented genre based approach by following all the stages that had to be passed well. Then, the students' writing achievement analyzed from 21 students worksheets showed that the average of students' writing achievement improved from 50 to 72 In addition, there was also an increase in student achievement scores seen from the lowest student score from 43 to 61, and also the highest score increased from 64 to 89. From the results of implementing a genre-based approach in teaching writing, there were 16 students who achieved a passing grade, and also there were 5 students who did not reach the passing grade. Further, the obstacles found by the English teacher in teaching writing using genre based approach were students' lack of English vocabulary and students' lack of confident in their writing. Thereafter, the solutions of the obstacles found by the English teacher in teaching writing using genre based approach were the teacher used learning media in the form of an electronic dictionary, as well as the teacher motivated the students by realizing that producing good writing cannot be done all at once.

**Keywords:** *implementation, genre based approach, teaching writing*

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is a mental work that encourages a person to find and explore ideas, think about how to express these ideas, organize ideas into statements and paragraphs. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Sokolik, 2003). Writing is categorized as mental work because writing activities focus more on the act of finding ideas, thinking about how to express them, and organizing these ideas into clear statements and paragraphs. Thus, writing involves a person's mind not only paying attention to the ideas that will be explored but also how to develop these ideas. Besides, writing is an activity to change cognitive abilities and make recordings to express ideas that are arranged on a piece of paper using appropriate vocabulary and language structures (Anjayani & Suprapto, 2022; Menary, 2007). It means that writing not only has benefits in terms of expressing ideas, but can also improve the cognitive abilities. Writing involves various cognitive abilities, such as memory, creativity, problem solving, and the ability to organize and arrange the ideas logically. By frequently writing, a learner can train and improve their memory, creativity, as well as can hone their problem solving skills and critical

thinking because writing requires critical and systematic thinking in finding, organizing, and conveying ideas.

The activity of finding ideas begins with paying attention to the topics to be used in writing and the writer's perception of things found from various appropriate sources. Inspiration in determining the topic of writing can be obtained from a variety of unexpected sources, so it is necessary to have the author's perception to interpret the appropriate sources that have been obtained (Fadhly et al., 2017; Muthmainnah et al., 2022). This perception will help them in organizing and choosing which topics or ideas are suitable to take precedence in writing. Then, the writer processes the information related to the idea to be organized into a coherent written form.

Apart from being interpreted as mental work, writing is also defined as the process of compiling or placing graphic symbols and combinations of letters into a sentence. Writing is the process of compiling ideas, feelings, and thoughts that were previously in the form of graphic symbols into sentences (Oktafiani & Husnussalam, 2021; Fitra et al., 2022). It means that writing is placing symbols containing ideas, feelings and thoughts of a learner into written form. In placing these symbols into written form, a learner needs to master and follow the writing rules contained in grammar.

Writing is a good way to help students develop their ability of using vocabulary and grammar, increasing the ability of using language (Huy, 2015). Grammar is a set of rules used to determine the correct order of words (Sudhakar

& Farheen, 2015). In writing acceptable sentences, a learner need to master and follow the rules that have been set in grammar. Grammar in writing can assist students in writing a text, because in composing a text, students must be able to understand the location of the subject, object, verb, adverb, and complement according to their respective functions in a sentence (Kurniawan et al., 2017). Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). It means that grammar and vocabulary are very important aspect in conveying ideas or messages clearly, especially in writing.

Apart from grammar, vocabulary also influences a language learner in learning writing. Vocabulary is the knowledge of words and the meanings of words that are used to express ideas and also understand what other people are saying (Goldman et al., 2010; Susanto, 2017). Vocabulary in writing can make writing stronger and more effective, because it can help students to choose the best words to write exactly as intended. It means that vocabulary is an indispensable tool in helping students to choose the appropriate vocabulary, in order to avoid unclear vocabulary that does not provide a good understanding. This indispensable tool will help you choose the best word for every job and avoid vague words that do not give your readers a good sense of your meaning (Abdelrahim & Eldin, 2017). Whereas good writing cannot be developed through a limited vocabulary.

Grammar and vocabulary apply to both spoken and written language, specifically for written language a learner must write acceptable words or phrases. Spelling is a rule that must be obeyed by language users for order and

uniformity, especially in written language (Fitria, 2020). If the order of the form is not correct, it will affect the accuracy, clarity, and change the meaning. Spelling is related to the learner's ability to write words to interpret the meaning contained in these words correctly and accurately (Fitria, 2020; Muchlis, 2022). It means that spelling can assist students in interpreting the meaning according to the words written.

Based on the explanation above, language learners must be able to master 4 language skills which are supported by 3 aspects, as well as English leaners. Therefore, language teachers must realize that learning English must be focused on the 4 skills that are supported by these 3 aspects. More specifically, the emphasis should be on writing skills, bearing in mind that writing will provide input that will build or provide support for mastery of listening, speaking, and reading.

In teaching and learning writing, not all students are interested in writing. Students, who are not interested in writing, will be reluctant to participate in learning activity (Kacawati et al., 2015). In this case, the teacher needs special attention on how to package learning to write to make it look attractive to students. In teaching and learning writing, there are many implementations of strategies to increase the student's interest and the student's learning outcomes in writing.

One of the strategy is by implementing a genre based approach. Genre as an approach to teaching and learning writing is a matter of mixed approach

between process and product approach (Dirgeyasa, 2016). It means that genre as an approach or method or strategy for teaching and learning writing, and as a product of the writing itself. Genre as an approach here refers to the writing process which shows the sequence or steps that must be followed by teachers and students. As an approach, genre refers to process of writing showing its systematical orders or steps to follow either by teacher or students (Dirgeyasa, 2016). The genre based approach to teaching and learning writing is considered relevant for students who have low competence and motivation so that this approach can guide students to write from very simple steps towards being independent.

Apart from guiding students to be more independent in writing, genre based approach also supports students to create writing that can be used in social contexts. Genre based approach can help develop students' knowledge and writing skills in order to create purposeful texts that can be used in social contexts (Mauludin, 2017; Maulani et al., 2021). It means that in learning and teaching writing, the teacher will manage the genre broadly, especially in writing which can be applied in the real world. For the example, students will write a job application letter based on a job vacancy in a newspaper, so this is very important because writing will be useful if it can be applied in the real world. When the teacher regulates the genre in order to help students produce writing in a social context, appropriate steps are needed.

Genre based approach has four stages there are BKoF (Building Knowledge of Field), MoT (Modelling of Text), JCoT (Joint Construction of

Text), and ICoT (Independent Construction of Text) (Lail, 2022; (Mingsakoon & Srinon, 2018). First, BKoF (Building Knowledge of Field) is to encourage the students with the background of the meaning on their own that they are going to write. Second, MoT (Modeling of the Text) is to be discussed about the pattern and language features of the selected text. Third, JCoT (Joint Construction of the Text) is to get ideas and details about the text in a group. Fourth, ICoT (Independence Construction of the Text) is to let students develop language use and accuracy to enhance their confidence when writing or presenting works individually and independently. By using this approach, students are expected to be more interested in learning writing so that this interest can increase students' learning outcomes in writing. Besides, students are expected to be easier in understanding the material, especially the social function, language features, and the structure of the text. Students are also expected to build their text confidently because in this approach they are trained to work with their peers and from that they can learn to make their own text independently.

Based on the explanation above, the writer will conduct the research entitled "The Implementation of Genre Based Approach in Teaching Writing for the Eleventh Grade Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2022/2023".

**B. The Reason for Choosing the Topic**

The reason that encourages the writer to choose this topic are as follows.

1. The genre based approach helps teachers to be more innovative and creative in improving and developing students' writing

2. The genre based approach encourages students to be more interested in learning writing so that this interest can increase students' learning outcomes in writing, especially in the material of invitation.

3. The genre based approach encourages students to be more easier in understanding the material, especially the social function, language features, and the structure of the text.

4. The genre based approach encourages students to build their text confidently.

**C. The Limitation of the Study**

To make the study clear, the writer limits the study. The limitation of the study is formulated as follows.

1. The process of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

2. The students' writing achievements taught by genre based approach.

3. The obstacles found by the English teacher in the process of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

4. The solutions of the obstacles found by the English teacher in the process of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

## D. The Problem of the Study

In this study, the writer presents the problems that can be stated as follows.

1. How is the process of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023?

2. How is the writing achievement of the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara taught by using genre based approach in academic year 2022/2023?

3. What obstacles are found by the English teacher on teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023?

4. How does the English teacher solve the obstacles of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023?

**E. The Aim of the Study**

The aim of the study has academic reason as follows.

1. To describe the process of teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

2. To describe the writing achievement of the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara taught by using genre based approach in academic year 2022/2023.

3. To describe the obstacles found by the English teacher on teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

4. To describe the solutions of the obstacles found by the English teacher in teaching writing by using genre based approach for the eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023.

**F. The Use of the Study**

The result of the study, the writer will expected to be useful both theoritically and practically as follows:

A. The Theoritical Use

The result of the study is expected to be a reference for developing innovation on model of teaching writing.

B. The Practical Use

1. For English Teacher

a. This study provides experience on a more innovative model of teaching writing for SMK Muhammadiyah 2 Klaten Utara students

b. This study provides the material for consideration in determining learning models that are suitable for the students' characteristic and following development in government policies in terms of learning innovation

c. This study provides the increasing knowledge and inspiration about the use of genre based approach for the English teacher.

2. For Students

a. This study provides motivation to students to be more active and enthusiastic in the learning process of writing skill

b. This study provides of adding learning experiences by using genre based approach that provide learning motivation.

3. For School

a. This study improve the quality of teaching writing by utilizing genre based approach

b. This study will make a positive contribution to the process and reputation of the school.

## G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the key terms as follows:

A. Implementation

Implementation is putting a plan into action (Rudd et al., 2008). It means that implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is not just an activity, but an activity or action that has been planned to achieve a goal. Thus implementation is an action that must follow the original thought or plan so that something really happens.

B. Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Sokolik, 2003). Writing is categorized as mental work because writing activities focus more on the act of finding ideas, thinking about how to express them, and organizing these ideas into clear statements and paragraphs. Besides, writing is an activity to change cognitive abilities and make recordings to express ideas that are arranged on a piece of paper using appropriate vocabulary and language structures (Anjayani & Suprapto, 2022; Menary, 2007). It means that writing not only has benefits in terms of expressing ideas, but can also improve the cognitive abilities. Writing involves various cognitive abilities, such as memory, creativity,

problem solving, and the ability to organize and arrange the ideas logically. By frequently writing, a learner can train and improve their memory, creativity, as well as can hone their problem solving skills and critical thinking because writing requires critical and systematic thinking in finding, organizing and conveying ideas.

C. Genre Based Approach

Genre as an approach to teaching and learning writing is a matter of mixed approach between process and product approach (Dirgeyasa, 2016). It means that genre as an approach or method or strategy for teaching and learning writing, and as a product of the writing itself. Genre as an approach here refers to the writing process which shows the sequence or steps that must be followed by teachers and students. As an approach, genre refers to process of writing showing its systematical orders or steps to follow either by teacher or students (Dirgeyasa, 2016). The genre based approach to teaching and learning writing is considered relevant for students who have low competence and motivation so that this approach can guide students to write from very simple steps towards being independent.

## H. The Organization of the Study

The writer would like to describe the organization of the study as follows.

Chapter I is Introduction. It consists of background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous study, position of the study, learning models, theory of genre based approach, the theory of writing, and theoritical framework.

Chapter III is the Method of the Study. It consists of the meaning of research method, the strategy of the research, the data and source of the data, the technique of collecting data, the validity of data, and the data analysis technique.

Chapter IV is the Result of the Study. It consists of the findings, and the discussion of the findings.

Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the study that has been conducted on the implementation of a genre based approach to eleventh grade students of SMK Muhammadiyah 2 Klaten Utara in academic year 2022/2023, the writer concluded that the process of teaching writing by using a genre based approach for the eleventh grade students of MM1 at SMK Muhammadiyah 2 Klaten Utara, the teacher has implemented the four stages of the genre based approach well. In addition, two-way communication was established between the teacher and students, which can be seen from the students' responsiveness to the questions posed by the teacher.

Then, in learning activities, the teacher not only explained the material and asked students to did the assignments but also provided assistance and acted as a facilitator for students. It can be seen from the teachers' actions in accompanying, supervising, controlling, and motivating students during the learning process in class. Then, highest category in students' writing achievement using genre based approach was A.The frequency of students who were able to occupy the A category were 3 students. Meanwhile, in the B category, the frequency were 18 students. The data were analyzed from 21 students worksheets.

Besides, in implemented the genre based approach in teaching writing, the English teacher found several obstacles. The first obstacle was the teacher had a problem managing teaching time because when implementing the JCoT stages, the students lacked time to do the assignments given. It caused the teacher to be unable to give feedback on the results of student discussions to the fullest. The second obstacle was the students lacked vocabulary in English, so they could not write down their ideas in English written form. The last obstacle was the students were not confident about the results of their writing. It was because the students were afraid that their writing did not match what the teacher meant and explained before.

In overcoming the obstacles in teaching writing by using genre based approach, the teacher had several solutions. The first solution was the teacher allowed the students to use electronic dictionary that can help students to acquire, write, and memorize the new English vocabulary. The second solution was the teacher gave motivation by providing positive reinforcement and also made the students aware that writing can not be done all at once so their writing skill must be trained and developed continuously, slowly and carefully.

Based on the explanation above, the writer concluded that the implementation of a genre based approach in teaching writing for eleventh grade students of SMK Muhammadiyah 2 Klaten Utara has been implemented by the teacher well. Then, there was a significant increase in the writing achievement of the eleventh grades of MM1 at SMK Muhammadiyah 2 Klaten Utara between before and after the implementation of the genre based approach.

Besides, in implemented the genre based approach in teaching writing, the English teacher found several obstacles, namely the students' lack of vocabulary mastery, the students' lack of confidence in their writing results, and also the teacher could not manage the learning time properly when implementing the JCoT stages. These obstacles made the teacher could not give feedback on the results of students' discussion to the fullest at the end of the learning process.

In overcoming the obstacles in teaching writing by using genre based approach, the teacher gave several solutions, namely allowed the students to use electronic dictionary, gave motivation by providing positive reinforcement, and also made the students aware that writing can not be done all at once.

## B. Suggestion

After the writer carried out the research, there are some suggestions that the writer would like to give. These suggestions are for teachers, students, and writer as follows.

1. For the teacher

   a. The teacher should use various learning approach that makes students actively learn and practice writing material so that students are used to it, have a lot of English vocabulary, and have confidence in the results of their writing.

   b. The teachers should take advantage of time in class well so that the teaching and learning process are more effective and efficient.

2. For the students

   a. The students should increase their vocabulary in English by utilizing gadget and internet becomes positive to use as a media for learning, finding and improving their vocabulary and grammar in writing.

   b. The students should be able to practice and develope their writing skill continuously, slowly and carefully.

3. For the other researchers

   The writer hopes that there will be reviews and suggestions from other researchers so that they can complement and perfect the shortcomings of this thesis.

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