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Advocating teaching and learning cycle derived from genre-based approach in teaching writing

Riswanto Riswanto^{1*)}

¹Universitas Islam Negeri Fatmawati Bengkulu, Indonesia

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ABSTRACT

When writing in English, the students of SMA 15 Padang found two obstacles. The first issue was that the teacher's approach did not motivate students to write. This challenge increased the second issue, namely the students' apathy. The pupils were unmotivated and uninterested in writing. In other words, the students were uninterested. To address the two concerns, the researcher did a classroom action research that involved five stages: developing the context, modeling and deconstructing the text, cooperative production of the text, autonomous construction of the text, and linking to relevant text. The study found that implementing a teaching and learning cycle built from a genre-based approach might improve the teaching and learning process in writing classes. This was evident from the results of a checklist observation, which revealed that virtually all pupils appreciated the manner the instructor taught and that the majority of them were engaged in their study. The questionnaire results also revealed that 96 percent of the students were interested in the teacher's method and 98.8 percent of the pupils were already engaged in learning. By recording 10 pupils in each cycle, those data were also validated to the results of the interviews. According to the interview data, the majority of the students expressed an interest in the teacher's method and writing in English. Finally, implementing a teaching and learning cycle developed from a genre-based approach might increase students' enthusiasm to write in English. Hopefully, it will be a significant contribution for the teacher and other scholars to teach and conduct research, particularly in the teaching of writing.



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Corresponding Author:

Riswanto, R.,
Universitas Islam Negeri Fatmawati Bengkulu, Indonesia
Email: riswanto@iainbengkulu.ac.id

Introduction

Writing is one of the four key language skills that all language learners should develop. This is considered the most challenging skill. According to Richard and Renandya (2002), the hardest skill for second language learners to acquire is writing. Many writing traditions will remain a mystery until teachers can bring these forms and patterns of language usage to light. It is difficult to generate decent writing, especially for second and foreign language learners, because each language has its own set of norms or social standards. According to Zheng (in Yan, 2005), some issues arise for EFL teachers and students during the teaching and learning process. He adds that, as many English teachers in China have seen, learning to write appears to be more arduous and challenging than learning the other three abilities. The issue mentioned above also manifests itself in the teaching and learning of English as a foreign language in Indonesia. Many writing instructors struggle to

teach this ability. According to Emilia (2005), the teaching of English writing in Indonesia has to be improved for two reasons. They lack time and skill in creating a comprehensive cohesive work in a variety of genres.

Based on the researcher's pre-observation and unstructured interview, there were still issues with classroom teaching, particularly writing. The first issue was with the teacher's technique. Some professors still required pupils to write about a certain topic and then collect it. The kids wrote individually rather than in groups. In other words, the teacher's method bore the pupils and discouraged them from writing. Meanwhile, ideally, before asking students to write, the instructor should first provide a model since providing a model gives pupils an idea of the types of writing they will generate. After presenting the example, the instructor should guide the students through a conversation about what is required in this type of writing and then invite them to work in groups to examine each other's work before submitting it to the teacher.

The second issue concerned the kids. The pupils remained unresponsive. They had no desire to write anything. They were not proactive in asking whether they had writing challenges. They continued to write even when they encountered difficulties or were perplexed by the content. As a result, individuals had difficulty formulating their ideas and arranging their thoughts logically and cohesively. Only a handful of them seemed to be able to form a coherent statement. They appeared unrelated to writing. In theory, students should participate actively in class. If they had a problem, they should question the teacher, consult with friends, or consult other sources such as books or dictionaries. Students should have been able to create an effective paragraph.

The researcher found that the reasons for the difficulties are several after diagnosing them. The teacher's method and the pupils' passivity are two of them. These issues might arise in many senior high schools. It occurred in SMA 15 Padang, where this study was conducted.

To address these issues, the researcher believes that the teaching and learning cycle generated from a genre-based approach is a viable solution since the teacher's technique has a large influence on the students' learning activities. This is consistent with the existing teaching methodologies employed in Indonesia. According to Departemen Pendidikan Nasional (2003), the Genre-Based Approach (GBA) is inherent in the new curriculum known as the Competency-Based Curriculum. To properly administer the program, the instructor must comprehend the genre-based approach and its underlying ideas. If the instructor does not master the method and its underlying beliefs, there will be misunderstandings and the teacher will not be able to properly run this curriculum, resulting in the pupils' inability to learn. In truth, the instructor utilized a book based on the curriculum 2004 that employed a genre-based approach concept, but there were still issues with teaching in the classroom, particularly with writing.

Method

The research was carried out using Action Research. According to Gay and Airasian (2000), action research is a process in which one or more instructors collect evidence and make judgments about their knowledge, performance, attitudes, and impacts to understand and improve them. It indicates that the primary purpose for instructors participating in action research is to learn and improve their teaching practices.

According to Wallace (in Kemmis and Taggart, 1998), action research is undertaken by and for teachers. It is small-scale, contextualized, and localized, to identify, create, or monitor practice change. In other words, the goal of action research was to make the classroom learning and teaching environment more pleasant. This positive adjustment will improve students' learning habits and, as a result, their aptitude, particularly in writing.

The researcher worked with the teacher on this study. This implies that both the researcher and the instructor investigate the issues that contributed to students' writing failures, establish a solution, and then take action jointly. In other words, the researcher was instructing while the instructor observed and vice versa. As a result, they collaborate to address challenges in writing class by sharing their experience and expertise. According to Kasbolah (1999), action research is conducted by instructors in collaboration with others such as a researcher.

Results and Discussions

This study was divided into three phases. Each cycle has four stages: planning, activity, observation, and reflection. The results of each cycle would be utilized to make any modifications in the following cycle, both to better and continue doing the activities done in the previous cycle, and they could be discovered in the cycle's reflection stage. The three cycles are described below:

First Cycle

Knowing the problems from observation and interview, the teacher's techniques and the students' passiveness in writing, the researcher started the first cycle with the four phases.

1. Plan

In this planning stage, the researcher had known the problems namely the teacher's technique and students' passiveness. Based on these problems, the planned activities were:

- a. Designing activities that might be done to implement the teaching and learning cycle suggested by GBA which make students active in learning writing
- b. Giving a text as a model to be used in teaching writing from the textbook which is used by the teacher at the school, Progress: A contextual approach to learning English, Linked to the world for grade XI and from other sources, Headway for pre intermediate by John and Liz Soars, as the comparison of the model text.
- c. Asking the students to sit in a group for discussion activities.
- d. Asking the students to write

Dealing with preparing the model of text to be used in teaching writing, the teacher tried to find the appropriate model with the type of writing in the book available. The type of text was 'Hortatory Exposition'(HE). As it was stated in the previous chapter, HE was a text which has a social function to persuade the reader or listener that something should or should not be the case. This text type just followed the material designed by the school. It means that this research was content free. This model of text was taken from Progress: A contextual approach to learning English, Linked to the world for grade XI, and Headway for pre-intermediate. The teacher tried to find the topic of the text related to the students' real-life situations as members of societies and families so that they were interested to study it. The title was "What a crazy world" from the book entitled linked to the world. As a comparison of the HE text, the teacher found the text from another source, the headway "Margaretha-Norway" (descriptive text type) to enrich the student's understanding of the HE text and copied it for the students. Then, the teacher discussed the similarities and differences between the two text types.

After discussing and explaining the two texts, "What a crazy world" and "Margaretha-Norway" by asking some questions such as what the title means, and who involves in the text, and asked the students to read and discuss the content by describing that the text talks about teenagers and characteristics of the text such as grammar (simple present tense) and its generic structure (thesis, argument, recommendation) and its linguistic features (relational and material process). To discuss those items the teacher designed groups for discussion activities. The students were divided into 8 groups. Each group consisted of 5 to 6 students. The students were grouped according to the place where they sit. It meant there were two to three tables combined in one group. So, they could help each other. While the students were discussing, the teacher monitored them. The following table describes the activities done in the first cycle:

2. Action

This is the phase in which the researcher implemented the teaching and learning cycle derived from GBA in teaching writing. There were four meetings in this first cycle. The meetings were held twice a week, and both meetings were held in the morning. The activities in this stage could be seen in table 2.

Table 2 shows that the teacher firstly discussed the social context of the text "what a crazy world" by activating the background knowledge of the students. These activities were asking questions related to the content of the text namely about the world of the teenager. The students had many opinions about this because they are in that period (teenager). In other words, this topic was closely related to their real lives situations and they experienced them.

After building the context, the teacher explained the model and deconstruction of the text by discussing the structural pattern and language features of the text together. Then, the teacher asked the students to read in groups meanwhile the teacher walked to some groups to monitor what the students did. Next, the teacher discussed the text in front of the class starting from the content of the text, the structure used to deliver the meaning, the generic structure of the text, and the context of the text. The teacher, then, asked the students whether they had some questions related to the HE text. She saw the students had understood the text. Some of the students asked some questions and the others give an opinion about the text. Some others just kept silent and sometimes looked dictionary.

After explaining the text, then the teacher discussed with the students what topic should be written. The teacher gave alternative topics and the students also gave their topics. Then, the teacher and the students agreed on one title to be written such as "the school discipline". This topic was known by the students very well since it was about their daily activity at their school. This topic was chosen because it was about the daily event which was commonly become the case so that it was appropriate with the type of writing to be asked namely hortatory exposition.

The instructor then invited the students to jot down some ideas they had while discussing the issue in front of the class and then in groups. The teacher also stressed to the students the characteristics of the hortatory exposition text, such as the use of simple present tense, the generic structure of thesis, arguments, and recommendation, and the social purpose of the writing, which was to persuade the readers that something should or should not be the case. These exercises were carried out to assist students in the collaborative production of the text.

This stage required the children to write independently. The pupils worked independently. On this occasion, the teacher strolled around the classroom to check on any kids who still needed assistance. The next step was to link to a similar text. After the students concluded their writing, the teacher invited them to compare their work to that of another sort of text, namely descriptive literature. The kids were able to distinguish between the two passages. Finally, the teacher invited the pupils to gather their papers and provide feedback. The staged exercises were carried over to the following meeting for cycles two and three.

3. Observation

The observer did observation when the teacher (researcher) was teaching. The observation was done by using a checklist. There were two kinds of things to be observed, one related to the teacher's technique and the other related to students' passiveness. Relating to the teacher's technique, the items to be observed were based on the items of the teaching and learning cycles suggested by GBA which was adapted from Hammond. The activities consisted of five steps as in table 3.

The pupils' passiveness was also observed using the criteria of motivated students developed by Anderson, C.R and Faust, G.W and the characteristics of active learners developed by Felder and Solomon (2006). There were 10 things in all. The items were used to ask whether the students like or not to write in English, how the students maintain the knowledge they got, how they worked in a group, how they did the task, and what they did to get the best result in the study, how they face problems, how they used the facilities available including asking the teacher, how confident they were in writing, how eager they were to get the feedback from the teacher and how satisfied they were about their learning result. All the questions would be described in table 4.

4. Reflection

According to the observations, the first difficulty, the teacher's methodology, had virtually been solved because most of the pupils seemed to appreciate the teacher's method of teaching. This was inferred from the teacher's observation checklist on the teacher's technique based on the criteria of the teaching and learning cycle developed from the genre-based approach.

In general, the instructor taught well in terms of context, modeling, cooperation, scaffolding, and feedback, but she needed to alter or adapt her approach to monitoring and grouping. The instructor needed to check on all kids by walking around the room and determining why they were still hesitant to speak out and were not actively participating in the group discussion. The teacher is also required to balance the group members between energetic and passive pupils.

Questionnaires, no 11 to 14, were also used to know the students' responses to the teacher's technique. Four questions were adapted from the criteria of motivation above by Anderson, C.R, and Faust, G.W. The results could be seen in the following table 1:

The table above is used to know some information about whether the students liked or did not write in English, did the teacher's technique help them in writing, would they use the technique for the next text type, and did the technique motivate them in learning.

It shows that most of the students or 30 persons (11 + 19) or 73 % of the students were interested in the teaching and learning cycle used by the teacher only 11 students or 27% of the students were not or rarely interested in the way the teacher taught them. Then from questionnaire no 12, 37 students or 90% of the students felt helped by the teacher's technique, 3 students or 7% rarely felt helped, and 1 or 2% of them never felt helped by the teaching and learning cycle. In item no 13, most students agreed

to use this technique and talked about motivation namely 34 persons or 83% of the students motivated by the technique, and 7 students or 17 % felt rarely motivated by the teacher's technique. From item no 14, it was 29 students, or 71 % of the students motivated by the teacher's technique, and 12 students, or 29% were not fully motivated by the technique.

Table 1 <The Result of Students' Interest in Teacher's Technique in Teaching Writing of Cycle 1>

No	Items	Always	Often	Rarely	Never
11	Students are interested in the teacher's technique	11(27%)	19(46%)	11(27%)	-
12	The technique helps the students in writing	23(56%)	14(34%)	3(7%)	1(2%)
13	The students are persistent in using the technique	16(39%)	18(44%)	7(17%)	-
14	The students have the motivation to writing	11(27%)	18(44%)	10(24%)	2(5%)

They said that they were motivated and scaffolded by the teaching and learning cycle. The reasons why they were motivated were known from the interview as follows:

1. They wrote something through steps not directly written.
2. The topic to be written was familiar to them, so they know much about the topic.
3. They knew how to make a sentence in the simple present tense before they just trialed and error.

If it was wrong they did not know exactly where it was but now they were corrected together and they knew it already. Those who were not motivated yet by the teacher' technique gave the reasons as follows:

1. They did not understand much about what should be written
2. They got difficulties in some points such as in the joint construction step and independent construction.

In conclusion, the teacher did not explain the lesson to all students very well. The teacher could not reach all the students and the factors that caused those problems above seemed the lack of vocabulary and the lack of understanding of the simple present tense or the tense how to write (joint construction and independent construction).

Moreover, in this phase, the teacher also distributed the questionnaire to 41 students. The questionnaire was to know about students' passiveness by using the criteria of motivated students by Anderson, C.R and Faust, G.W and characteristics of the active learner by Felder and Solomon (2006). There were ten items as in the previous cycle. The results of the questionnaire were tabulated in table 6.

The questionnaire and interview in table 6 were used to find the reason why the students were not active yet in the class. This meeting was the fourth meeting or the end of the cycle I. The questionnaire was to know the students' problems and how far the teaching and learning cycle solve students' problems. This questionnaire was used as guidance to interview the students. There were 10 items in the questionnaire which were based on the criteria of motivated students by Anderson and Faust used to know how many students were active already in the class on table 2.

From the ten items to know the students' passiveness or having motivation in learning, generally, their motivation was still low because only a few students who chose always criteria. Taken from questionnaire no 1, it was known that 20 students were motivated in English. In other words, there were only 49% of the students liked to write. The reasons why they are motivated in writing is because by writing in English they could express their ideas in English and it could help them in finding a job later and they could read the book which is written in English. But those 21 students or 51% of the students who do not like writing in English gave their reason as follows:

1. They do not know how to arrange the sentence so their ideas could not be expressed.
2. They were afraid to make mistakes.
3. They did not know how to transfer the idea from Indonesian into English.

From item no 2 in the questionnaire, all of them sustained what they have got. The reasons are as follows:

1. They can help their friends.
2. They can widen their knowledge.
3. They were proud to do that.

Table 2 <The result of Students' Activeness in Learning Writing of Cycle 1>

No	Items	Always (%)	Often (%)	Rarely (%)	Never (%)
1	Students have motivation in writing in English	10(24)	10(24)	17(42)	4(10)
2	Students sustain what they have got	30(73)	11(27)	-	-
3	Students are active in the group's discussion	5(12)	7(17)	10(24)	19(46)
4	Students are willing to do the tasks	25(61)	9(22)	1(2)	15(37)
5	Students are competitive to get the best result	10(24)	25(61)	6(15)	-
6	Students are persistent in facing difficulties	7(17)	10(24)	24(59)	-
7	Students do effectively in using the facilities	17(42)	19(46)	5(12)	-
8	Students have self-confidence in writing	5(12)	9(22)	6(15)	21(51)
9	Students wish to get feedback	12(29)	15(37)	7(17)	7(17)
10	Students are satisfied with the learning result	7(17)	14(34)	10(24)	10(24)

Note: Always and Often = active
Rarely and Never = passive

So, this item was used to know how the students retain and understand information best by doing something active with it. In this case, all students tend to retain what they had known well. This was one of the characteristics of an active learner.

Next, in item no 3, it could be concluded that the students were not active yet in group discussion. When it was confirmed in the interview, they said as follows:

1. They didn't like to work in a group because their friends sometimes did not help them to solve the problem.
2. Some of the friends tended to keep silent or say "I do not know".

It could be concluded that most of the students did not like yet to work in a group. This problem would be emphasized more in the next cycle. Item no 4 was about the willingness of students to work. It could be concluded that the students mostly liked to do the task. The reason why they liked to do the task was that it was compulsory since the teacher asked them. In other words, they did the task mostly influenced by an external factor not yet by their inner motivation. From the interview, this was because they did not know exactly about the task. So, the teacher should explain more about it to find another strategy to inform the students about the task given.

From item no 5, it was known that most of the students tried to understand the lesson but their effort was not maximized yet. It meant that only 6 students should be motivated to try harder to understand the lesson.

From items no 6, and 7, it was known most of them tried to solve their problem if they got difficulties in doing the task. These two items to know how persistent was the students in facing learning difficulties and discipline they were in using time and learning facilities. There were 59 % of the students just let the difficulties without trying hard to find solutions. This was bad for the student's motivation. Relating to the efforts of solving the difficulties, there were 5 students or 12 % of the students who just asked their friend if not they let it was. These problems should be solved soon in the next cycle.

Talking about their confidence or self-confidence in learning, it was known from item no 8. There were most of the students were not confident yet in writing. The reasons why they were not confident were as follows:

1. They were not sure whether they wrote right or wrong.
2. They were afraid of writing.

Moreover, item no 9 was used to know whether the students want to get feedback and assessment on the task or not. It was known that 7 persons or 17 % of the students rarely and 7 (17%) students never asked the teacher to correct their task. The others who did not ask the teacher to correct because:

1. They were afraid
2. They were ashamed to be corrected.

It meant that most of the students wanted their teacher to correct or check their tasks. There were 14 students or 34% of the students who were not yet motivated since they were still afraid of mistakes. But 27 of the students or most of them wanted their task to be corrected and they said that by correcting the task, they know where the mistakes are, and they could improve and give awareness of the task given.

The last item, no(%) 10, was to know that the students are not easy to be satisfied with the learning results. 20 students were very and rarely satisfied although they did not complete the task. The reasons that they were satisfied already although they did not finish all tasks given were as follows:

1. The students who were satisfied perhaps thought that it was their ability that they had been satisfied.
2. They thought that it was no need to complete all the tasks that were not their own.

It could be concluded that 48% of the students were not motivated yet since there were satisfied although they could not finish their task maximally. There were some difficulties left over from the questionnaire and interview, and those problems were virtually finished since there were 10% of the students were still not interested in how the instructor taught them. The issues were how to ensure that all pupils understood all of

Related to students' passiveness, many problems could not be solved yet. The problems could be concluded as follows:

1. They did not master the simple present tense fully.
2. They were still afraid of making mistakes in writing.
3. Many of them did not like to work in a group.
4. Some of them did not how to work in a group, they tend to keep silent.
5. Most of them did not try hard to solve the difficulties they faced.
6. Most of them difficult to write in English because they lack vocabulary in English.

Knowing the problems mentioned above, the team (the teacher researcher and the SMA 15 teacher) discussed how to organize steps or rework the plan from the previous cycle to be completed in the second cycle.

Second Cycle

There were at least six problems left in the first cycle to be solved in this cycle. Two of the problems related to the teacher's technique and the rest related to students' passiveness. This cycle consisted of four meetings, they were: on the 1st and the 2nd of March 2007 and the 8th and 9th of March 2007. The first and the second meeting talked about the model of HE titled "Bullies at school" and discussed together the characteristics and linguistic features of the text. Then, at the third meeting, the teacher asked the students to write and discuss together the text they had written in the first cycle. At the fourth meeting, the teacher gave another title "weight problem" (description of a person) to compare what they had written.

1. Plan

Based on the previous concerns, the second problem linked to students' passiveness was concentrated in this cycle because there were still some issues with this problem. However, the first issue would be resolved as well. There were two more issues with the teacher's technique. Table 3 describes the plan's actions.

2. Action

This cycle was the same as the first cycle which consisted of four meetings. There were two models of texts, the first was given in the first meeting in the building context step entitles "Bullies at school" (Hortatory exposition text type), and the second at the fourth meeting entitled "Weight Problem" (descriptive text type), as the comparison to what they were written in the linking to the related text steps. Meanwhile, the second and the third meeting were for modeling and deconstructing the text, joint construction, and independent construction of the next step. In other words, there were five steps

of the teaching and learning cycle suggested by a genre-based approach that was done in four meetings. These activities could be tabulated in table 8. The table also showed the reaction of the students toward the activities done by the teacher.

From the table above, it shows that the activities were the same as in the first cycle but there was some emphasis on certain items namely related to modeling and deconstructing text in which the students had a problem with the simple present to be used and group management in which their friend could not collaborate well. The students were also not confident enough to write in English so the emphasis was put on the monitoring system to give any attention and help.

After discussing the context, the content, the characteristics, and tense and vocabulary, the teacher saw that they had been more understanding about the tense, and the teacher and the students continued discussing their last writing about the school's discipline. The teacher asked them to correct each other and discussed it in group and gave comments on their friend's work (joint construction). Meanwhile, the teacher came to each group to monitor them and sometimes stand for a while in a certain group to ask them whether they got a problem. By asking them, they unconsciously should ask something and it was followed by other students. In other words, the teacher tried to check whether some students were still confused and did not understand what to write. This monitoring was done on all groups to make sure that all students got the same information about the task. If there was a question, the teacher told all class and discussed it together.

Next, the teacher asked the students to complete their writing since most of them were not yet finished their writing (independent construction). The teacher reemphasized to the students that they should read another source to support their writing. Then, the teacher showed other text namely descriptive text entitled "weight problem" text to compare what they had written (linking to related text). Some of the students correct themselves after realizing that they were wrong or not yet appropriate for instance, they forgot to write their recommendation in the last paragraph. Lastly, the teacher collected their task.

3. Observation

As the observer, the teacher of SMA 15 Padang (Gusfatmawati) observed the process of teaching writing in terms of two criteria: connected to teaching technique and student passiveness, using the checklist created by the teacher (researcher). The observer attended the class when she was teaching, but the checklist did not until the conclusion of the second cycle or the fourth meeting.

The checklist assisted the instructor (observer) in documenting the activities of the teacher and pupils. The features of teacher activities were based on the items of the teaching and learning cycles established from Hammond's (1990) genre-based approach.

Meanwhile, table 10 describes the checklist for pupils' passivity. The criteria of motivated students by Anderson, C.R and Faust, G.W (in Yusmalinda, 2006) and characteristics of active learners by Felder and Solomon were used to create the table above (2006). As in the previous two cycles, the questionnaire items relating to how engaged the students were in learning included the students' motivation, their feelings about the work and instructor comments, confidence in writing, and others. This table was also used to determine how much progress had been made relative to the first and second cycles after altering some plans at the start of this cycle.

4. Reflection

After rethinking the teaching and learning cycle recommended by the genre-based approach and emphasizing specific points to fix the remaining difficulties, the following was the outcome of observation (checklist), questionnaire, and interview. Concerning the first issue, it had been resolved since, as a result of the activities conducted by the instructor (researcher), virtually all pupils loved and were motivated to study.

According to the table, the majority of the students were interested, felt assisted, were persistent, and were driven by the instructor's method. Direct observation revealed that the class was also lively. The table also revealed that one student was not particularly engaged in the teaching method, two students did not feel very supported, two students were not particularly persistent, and one student was not particularly driven to write. According to the interview, the instructor was unable to determine the actual explanation from those children. These youngsters were probably hesitant to explain why. There might be an external component that the instructor cannot elicit from the kids. So, the teacher researcher thinks there was no problem anymore related to teacher technique since percentage had represented the success.

From the table above, in item no 1 which was asked about the students' motivation in learning, there were 15 students or 37% of the students like very much writing, 18 students or 43% of the students like to write, and 6 students or 15 % of the students rarely like to write and 2 of them or 5% of the students still did not like to write in English.

Table 4 <The Result of Students' Activeness in Learning Writing of Cycle 2>

No	Items	Always	Often	Rarely	Never
1	Students are enthusiastic about writing in English.	15(37)	18(43)	6(15)	2(5)
2	Students maintain what they have	33(78)	9(22)	-	-
3	Students participate in group discussions.	19(46)	5(12)	15(37)	2(6)
4	Students are eager to complete the chores.	30(73)	6(15)	5(12)	-
5	Students are eager to get the highest possible results.	15(37)	26(63)	-	-
6	Students persevere in the face of adversity.	10(24)	28(68)	3(7)	-
7	Students make good use of the amenities.	27(66)	14(34)	-	-
8	Students are self-assured in their writing abilities.	16(39)	12(29)	12(29)	1(2)
9	Students want to receive feedback.	17(42)	13(32)	11(27)	-
10	Students are pleased with their learning outcomes.	17(42)	20(49)	3(7)	1(2)

The ones who like to write gave their reason as follows:

1. They had known that writing is one compulsory skill.
2. They knew what to be written and the topic related to their daily experience.
3. They did not write directly but there were a step to write and these steps made them easy to write.

However, there were still 8 students who were not motivated in learning or write because they sometimes did not know what to write. If they knew what to be written, they liked to write if not, they disliked it. This problem still needed further explanation in the next cycle.

Relating how active learners retained and understood information best by doing something active with it, was known from the second questionnaire. There were 33 students or 78% of the students liked very much to share their knowledge with a friend to make them understand what they had got from the lesson. The other 9 students or 22% of the students liked to share with their friends. They gave their reason why they like sharing ideas as follows:

1. They were proud of doing it.
2. Sharing could pertain to their knowledge.

It could be concluded that this is one of the ten characteristics of active learners. So this point had been solved. From questionnaire number 3, it was used to know that active learners tended to like group work. It was known that 19 people or 46 % of the students like very much to work in a group, 5 or 12 % of them liked to work in a group, 15 or 37% of the students rarely liked and 2 people 6 % of the students did not like to work in the group. It meant that there were signs of progress in the number of students who tended to work in a group for instance there were 5 to 19 students who like very much to work in a group and 19 persons who did not like to work in a group became only 2 of the students who did not like to work in a group. The reasons why they like to work in the group were as follows:

1. They were not ashamed anymore to ask their friend since their friend liked to share.
2. They had got a good group.
3. Some of them said that it was she who commonly shared ideas with their friends.
4. They also could change their knowledge.
5. They enjoyed it.

It means that this point still needs emphasis in the next cycle because there were 15 plus 2 persons who still did not like it very much to work in a group. From the interview, they said that they did not like to work in a group. After all, they were afraid to share in the group because they were afraid to give wrong information. In other words, this point needs a little effort to confirm the students the advantages of working in a group.

Talking about the students' willingness to work, item no 4 described that 30 students, or 73 % of the students always did what the teacher asked, and 6 persons, or 15 % of them often did what the teacher asked. The reasons why they did it is because they know it could make them more understand about the lesson and they liked to do it. However, there were still 5 students of which 12 % the students rarely did what the teacher asked. The ones who did not do the task because for the following reasons:

1. They did not how to do the task fully.
2. If they knew they did it

It could be concluded that this point needs a little bit of approaching personally to know what point they got confused. This can be done by monitoring each group or walking around the class while they work.

About competing positively with themselves and others to get the best results, item no 5 informed that 15 persons or 37 of the students tried very hard to understand the lesson, and 26 people or 63 % of the students tried hard to understand. It means all students had tried hard to compete with their friends to get the best result in understanding the lesson best. So, this is one of the characteristics of active learners who have high motivation.

Being persistent in facing learning difficulties was known through item no 6. It was shown that 10 persons or 24 % of the students always looked for the answer to the problems, there were 28 persons or 68 % of the students often searched for the solution and 3 or 7% of them rarely looked for the answer. It means that all of the students tried to find the answer to their difficulties. This point should not be solved deeply in the next cycle. Perhaps, the 3 students who were not fully tried hard to solve their difficulties can be solved implicitly through the teaching and learning cycle in the next cycle.

Moreover, about having high discipline in using time and learning facilities, item no 7 shows that 27 or 66 % of the students always asked the teacher, checked the dictionary, and discussed with friends in facing a problem. Another 14 students or 34 % of the students often did like the 27 students. They said that they did in such a way because they must use the dictionary they have, they can ask the teacher although not in question and answer session. They can ask the teacher whenever they need in the learning time. They did it because the teacher did not frighten them and the teacher was friendly with the students.

Item no 8 discussed the self-confidence of the students in learning. There was progress in the confidence of the students since most of them said that it felt easy to write because they knew what to be written and they were helped by the teacher in the process of writing. They also said that they knew how to make a sentence and if they got a problem there were some ways to do for instance asking the teacher, or friends, checking the dictionary, and reading other sources. From the questionnaire, it was known those 16 persons or 39 % of the students felt very confident to write, 12 persons or 29 % of the students felt confident, 12 persons or 29 % of the students felt confident enough or rarely felt and 1 person or 2 % of the students did not feel confident. The reason why they were not confident or confident enough were:

1. They were still confused because of a lack of vocabulary
2. They lack structure mastery.

It can be concluded that this point still needs further treatment because there were at least 14 students who were not confident fully in writing. Another characteristic of active learners is their want to get feedback from the teacher about their task. It could be known from item no 9. It was described that 17 persons or 42 % of the students always wanted feedback from their teacher, 13 persons or 32 % of the students often wanted the feedback, and 11 persons or 27 % of them rarely wanted the feedback. Their reasons were as follows:

1. They could know what their mistakes are.
2. They knew the progress they made.
3. It could add their motivation to write if they were right.

It means that all students wanted feedback and assessment from their teacher. So, this point had been solved. Related to not be easy to be satisfied with the learning results could be known from item no 10. It was known that 17 students or 42 % of the students did not feel satisfied if they did not finish the task given, 20 persons or 49 % of the students felt satisfied enough, 3 persons or 7 % of the students rarely felt satisfied and 1 student or 2 % of the student felt very satisfied. In other words, most of the students did not like their tasks unfinished. So, the students were good since they are motivated in learning and never satisfied if they could not master the lesson well. This item had been done well. It did not need further treatment in the next cycle.

After examining all of the data, the team sat together to discuss which challenges remained unanswered and to plan the design for the following cycle. The method difficulty had been overcome till this cycle since the students were inspired by the teacher's approaches to teaching on this occasion, by the teaching and learning cycle offered by the genre-based approach. This indicates that the questionnaire and interview connected to this issue will no longer be requested.

However, the difficulties associated with pupils' passivity need additional therapy using the approach described above. The remaining issues were revealed by questionnaires 1, 3, 4, and 8. The issues were as follows:

1. They still struggle to write because they lack vocabulary and the present tense, which is required for text (HE)
2. They were unsure or hesitant to provide relevant facts in a group discussion. In cycle 3, the two issues would be given top emphasis.

Third cycle

There were two issues left over from the students' passivity. The two difficulties occurred in the first cycle and were rectified in the second cycle, but they still required extra activity to be resolved.

1. Plan

Based on the prior concerns, the second issue, which was related to students' passiveness, was focused on this cycle because there were still some difficulties with this problem. However, the first issue would also be remedied. There were two further problems with the teacher's method. Table 3 details the steps outlined in the strategy.

2. Action

In this phase, the focus of the action was much on the students' passiveness, problems related to the teacher's technique had been solved already. In other words, the action showed related to the students' passiveness only.

First, the teacher distributed the model text entitled "problem with the lesson". This text was taken from another source, link to the world for grade XI, that's why the teacher copied it for the students. Then, the teacher built the context of the text by asking and discussing the topic with the students. Many of them gave their opinions. They seemed to know much about these topics and they also reported their problem in writing. The other students tried to comment on this answer and the class seemed very active.

After knowing the context of the text, the teacher discussed the content of the text and the characteristics of the text (modeling and deconstruction of the text). Since the text was still about HE, most of the students could mention the characteristics of the text i.e. thesis, argument, and recommendation and the structure used was simple present tense. The teacher discussed this more deeply about the tense for the other students who did not understand fully could take advantage of this discussion. The teacher also tried to focus on the words related to school problems like fail, exam, difficulties, worry, teacher, parent, etc.

Then, the teacher asked the students to sit in groups (joint construction of the text) to discuss the text. Then, asking them to check their friend's writing which had been checked and revised in the last cycle. By checking each other, it was hoped that the students more understand the way to write this hortatory exposition text.

After that, the teacher asked the students to write individually (Independent construction). Then, the teacher gave them another text from Headway for pre-intermediate entitled "Hello, people of the world" to confirm what they had written (linking to related text). Lastly, the students collected their writing.

3. Observation

This observation was done by the other teacher while the teacher researcher taught. This observation did in the last two cycles by using a checklist. The focus of the observation at this time focused much on the students' activities because the problem related to the teacher's technique had been solved in the last cycle. The criteria were based on the criteria of motivated students developed by Anderson, C.R and Faust, G.W (in Yusmalinda,2006) and the characteristics of engaged learners developed by Felder and Solomon (2006). The criteria were modified as shown in table 15.

4. Reflection

Following the fourth meeting of this cycle, students were given a questionnaire, similar to the previous two cycles, to determine how far the first and second problems had been addressed. The questionnaire results were then used to interview 10 students. As indicated in the second cycle reflection, the first difficulty linked to the instructor method has been resolved. In other words, this cycle would only address the second issue, pupils' passivity. Table 16 shows the findings of the questionnaire, which were based on the criteria of motivated and engaged learners as in prior cycles.

Concerning the second difficulty indicated in item 1 of table 16, 20 students were extremely pleased and 21 students were pleased. It signifies that every pupil was excited to write. In other words, compared to cycle two, 5 more pupils were eager to write.

In item no 2, there were 35 students, or 85 % of the students liked very much sharing their ideas with their friends and 6 students or 15 % of the students liked sharing ideas with their friends. It means 2 more students like very much sharing ideas with their friends compared to the last cycle.

In item no 3, there were 25 students, or 61 % of the students were active very much in group discussion, 14 students or 34 % of the students were active and another 2 students or 4 % of them were active enough in group discussion. In conclusion, 6 more students were very active in group discussion.

In the fourth item of the questionnaire, there were 35 students, or 85 % of the students always did the task asked by the teacher, and 6 students, or 15 % of the students often did the task. It means that all the students did the task but their motivations were slightly different.

In item no 5, it was known that 36 students or 88 % of the students tried very hard to understand the lesson, and another 5 students, or 12% of the students tried hard. It means most of the students tried very much to understand the lesson or topic given by the teacher.

In item no 6, there were 15 students, or 37 % of the students tried very hard, and 26 of the students or 63 % of them tried hard to find the solution to their problem. It means that 5 more students tried very hard to solve their difficulties in learning. Their motivations for solving the problem faced increased significantly compared to the second cycle.

In item no 7, there were 35 students, or 85 % of the students asking the teacher, and friends, and checked the dictionary if they had a problem, 6 students, or 15 % of the students often did it and sometimes did not. It means that most of the students have high motivation in using the facilities and times in learning and 8 more students had high discipline in using times and opportunities in learning.

From item no 8, there were 25 students or 61 % of the students who felt very confident in writing in English, 15 students or 37 % of the students were confident to write and there was 1 student or 2 % of the student who was not confident to write in English. She said that it was still difficult to write. However, 7 more students felt very confident to write.

In item no 9, there were 35 students or 85% of the students who always asked the teacher to check their task, and 6 students or 15% of the students often asked the teacher. However there were 3 more students who were eager to ask the teacher to check what they had done.

In the last item or no 10, there 19 students or 46 % of the students were not satisfied if they only wrote some word in writing, 20 students or 49 % of the students were satisfied enough and 2 students 4 % of the students rarely satisfied although they could do the task well because they said that it was their own not other. In conclusion, 2 more students were not easily to be satisfied with the learning result.

In this cycle or the last cycle, there were some improvements concerning the second problem i.e. students' passiveness because the problem related to the first problem had been solved in the second cycle. There were no significant problems concerning to two problems above. It means that this teaching and learning cycle suggested by the genre-based approach should be maintained by the teacher. However, there was 1 student for items no 8 and 2 students for items no 3 and 10 who were not so active in group discussion and not so motivated in writing in English. This problem may be caused by their problem that could not be solved fully by the teacher researcher.

In conclusion, this teaching and learning cycle could solve the problem related to the teacher's technique and students' passiveness. The teacher has done her best in implementing this teaching and learning. She just needed some approach to students who still got problem friendly and personal. By doing this, the teacher might solve the problem and find the solution for the students.

Discussion

There were some strengths and weaknesses in each cycle based on the observation, questionnaire, and interview in the three cycles that were held in twelve meetings to determine to what extent the teaching and learning cycle suggested by the genre-based approach could improve the teaching and learning process in teaching writing at the second year of SMA 15 Padang. The strengths and faults form key data for making changes in subsequent cycles. As mentioned in the first chapter, two critical concerns needed to be handled when applying the teaching and learning cycle provided by the genre-based approach in the teaching and learning process in teaching writing. The issues had been resolved over the course of three cycles. Because the second problem could not be handled in two cycles, the first problem, teacher technique, could be solved in the first and second cycles, and the second problem, student passiveness, could be solved in cycles I, II, and III. Figure 5 depicts the end outcome. The graph demonstrates that at the end of Cycle I, 79.5 percent of students were interested in how the instructor taught. This was a positive outcome of using the GBA-derived teaching and learning cycle in the first cycle of teaching and learning. There were still issues in this cycle, such as kids not understanding what needed to be written and having difficulty with the joint and independent building steps.

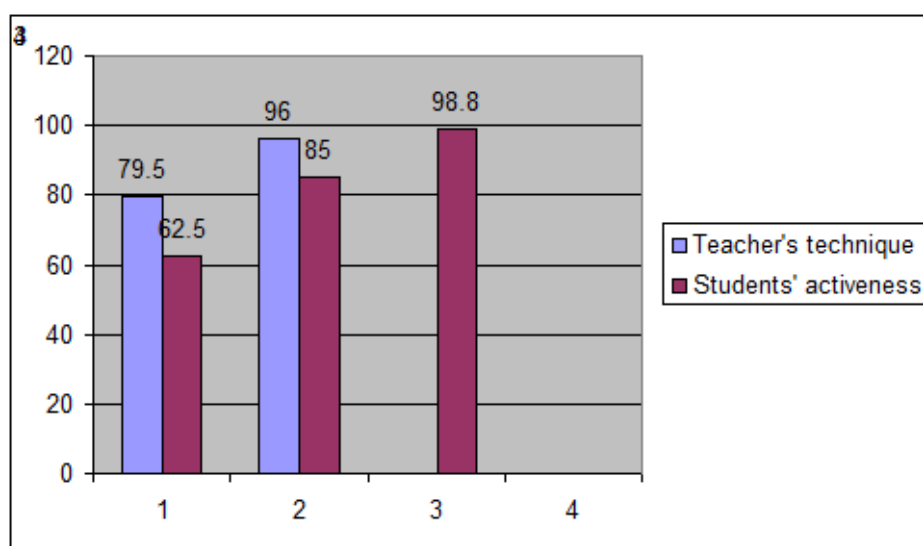


Figure 5. The Result of Teacher's Technique and Students' Activeness in Cycles I, II, and III

The two challenges mentioned above were handled by focusing heavily on defining the topic to write about. The topic was picked to be as recognizable to the students as possible and to convey more about the context of the issue. According to Christie (1997), the more teachers who are aware of how their teaching methods and their students' learning are organized in language, the better they would be able to direct and guide their pupils as they learn. The theme was also strongly tied to the pupils' everyday lives. According to Yan (2006), presenting actual texts increases student participation and brings meaning to the writing process.

The following focus was on debating the text's substance (joint and independent construction step). The children are still perplexed about the two writing stages. Scaffolding, as defined by Feez and Joyce (1998), is a description of the teacher's role in learning cooperation. In other words, the pupils need assistance in this procedure. That is why the instructor should help kids write properly. It then raised pupils' knowledge of what

is required in writing. These enhancements resulted in great development in the second cycle. 96 percent of the kids were interested in the instructor's technique. This achievement would increase students' enthusiasm to learn to write and make them more active writers. It meant that there was a 29 percent increase in student interest in the instructor's approach to teaching writing, and practically all students participated in class activities. As a result, the 96 percent success rate was regarded a success, and the problem of the teaching method was overcome by this cycle. Concerning the second issue, student passivity, there was substantial development from cycles I, II, and III. In the first cycle, 62.5 percent of pupils were engaged in learning. Some issues remained, such as grammar, being fearful of making mistakes, working in groups, and motivation in the face of adversity. These issues might be resolved by teaching the grammar, internalizing terminology, reorganizing the group, and closely monitoring each group. This was done in the modeling and deconstruction stage, as indicated by Feez and Joyce (1998), and the activity can be on the level of expression by correcting spelling and grammar. Students' activeness increased significantly after the second cycle. 85 percent of the kids were involved. There were still issues with pupils' passivity towards the end of the second cycle. They were content-related (grammar and vocabulary) and group-worked. There were activities taken, such as delivering extra exercises concerning the text's substance and getting closer to each group to observe each student. By the conclusion of the third cycle, these changes had made significant progress. 98.8 percent of the pupils were engaged or inspired to write in English. It signified that there has been a 16% improvement from cycle 2. As a result, the first and second cycles made the most development, accounting for 36% of the total. In other words, the second issue was addressed in three cycles and achieved 98.8 percent student engagement in writing learning. This figure was regarded as the second success in this study, following the success of boosting students' interest in the teacher's method.

The above success in improving the process of teaching writing concerning the teacher's technique and students' passivity demonstrated that the teaching and learning cycle derived from a genre-based approach could increase students' interest in the way the teacher taught and motivation in writing. The usage of the five stages of the teaching and learning cycle encouraged students to write and boosted their writing activity. These results were reached for a variety of reasons. These were their names:

1. Language learning is a social activity, not an approved action. It meant that learning a language and writing could not be done on one's own. It was the result of teamwork between the teacher and the students, as well as between the students and their peers in the group. As a result, throughout the teaching process, there was a conversation between the instructor and the students about how to grasp the text to be produced, followed by a group discussion among students with a good collaborative member of the group.
2. Teachers who are specific about what is expected of students promote more successful learning. It meant that the instructor interfered in the learning process to help students as they built knowledge and abilities that had been expressly negotiated, rather than just standing in front or rear of the class.
3. Language learning is a sequence of scaffolded developmental processes that address various components of language. It indicated that the instructor should be aware that each student has two levels of growth during the learning process. The first is the independent performance level, while the second is the potential performance level. In the second level, pupils required assistance or scaffolding of temporary support for them to believe that achievement was feasible.

Finally, the teaching and learning cycle developed from the genre-based approach succeeded in increasing students' interest in the manner the instructor taught and resulting in students' activeness in writing in English. This achievement was also consistent with the criteria of successful teaching writing, in which the teacher encouraged students to be creative in their writing, provided feedback, prompted students to revise, and performed peer correction. So, the genre-based teaching and learning cycle was successful in enhancing the process of teaching writing at SMA 15 Padang

Conclusions

The pupils of SMA 15 Padang encountered two difficulties when writing in English. The first issue was the teacher's approach, which did not inspire students to write. Furthermore, this difficulty exacerbated the second issue, namely the pupils' passivity. The kids were neither motivated nor interested in writing. In other words, the pupils were indifferent. To address the two issues, the researcher conducted classroom action research by implementing the genre-based teaching and learning cycle, which included five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and

linking to related text. The study found that implementing a teaching and learning cycle built from a genre-based approach might improve the teaching and learning process in writing classes. This was evident from the results of a checklist observation, which revealed that virtually all pupils appreciated the manner the instructor taught and that the majority of them were engaged in their study. The questionnaire results also revealed that 96 percent of the students were interested in the teacher's method and 98.8 percent of the pupils were already engaged in learning. By recording 10 pupils in each cycle, those data were also validated to the results of the interviews. According to the interview data, the majority of the students expressed an interest in the teacher's method and writing in English. Finally, implementing a teaching and learning cycle developed from a genre-based approach might increase students' enthusiasm to write in English. Hopefully, it will be a significant contribution for the teacher and other scholars to teach and conduct research, particularly in the teaching of writing. The study discovered that applying a genre-based teaching and learning cycle might enhance the teaching and learning process in writing classes. This was obvious from the findings of a checklist observation, which demonstrated that almost all students loved how the teacher taught and that the majority of them were involved in their studies. According to the questionnaire answers, 96 percent of the students were interested in the teacher's manner, and 98.8 percent of the students were already engaged in learning. Those data were verified to the outcomes of the interviews by recording 10 pupils in each cycle. According to the data from the interviews, the majority of the students were interested in the teacher's technique and writing in English. Finally, employing a genre-based teaching and learning cycle may boost students' motivation to write in English. It is hoped that it will make a substantial contribution to the teacher's and other academics' ability to teach and conduct research, especially in the instruction of writing.

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