



Original Research Article

Genre based Approach to Teach Writing Descriptive Text

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ABSTRACT

This study aims to discuss how teaching and learning activities were carried out by using Genre based Approach in teaching writing descriptive text at junior high school. This study was conducted in the classroom of VII-1. Therefore, the appropriate design was qualitative research design. The subject of the study was the English teacher. To collect data, the researcher used observation and interview. The finding of the study described that the teaching and learning activities that were carried out by the teacher fulfilled the basic competencies. The teacher carried out the opening teaching activities by greeting, asking the students' preparation during the lesson, checking the student's attendance list, and informing the learning objective. The teacher carried out the main teaching activities by informing about how to write a descriptive text, giving, and asking opinions, eliciting the students' understanding, prompting and directing to do exercises. The teacher carried out the closing teaching activities by directing the student to continue at home and eliciting the students' reflection of what they could learn at that time.

Keywords: genre based approach; teaching and learning activities; writing descriptive text

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1. Introduction

Genre based approach required English teacher to design a systematic lesson plan. Lesson plan aims to help remind the teachers what they intended to do (Harmer, 2007: 156). The lesson plan guides to provide the effective teaching process and learning process. It means lesson plan has strong influence in showing teacher performance in the classroom. The key element in the developmental process of lesson plan is placed in basic competence. If the teachers understand what they should do with basic competence, they can develop well the indicator. After indicator constructed the teacher should formulate the instructional objective as the result the teacher know well what are going to teach because instructional objective encompass the teaching activities and learning activities. It also can be a direction to select appropriate source, media, material, and learning strategy. This study will focus on how the teacher implements his or her lesson plan to teach writing descriptive text.

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Teaching writing requires systematically lesson plan because writing is productive skill. The teachers should able to organize and plan great activity to help their students producing language themselves (Harmer, 2001, p. 278), besides that systematically lesson plan also help the teacher to create meaningful learning classroom environment. It also can give clear teacher instructor role. According to Brown (2001, p. 340) the dominant teacher role in teaching writing is facilitating the students to generate their idea in writing. Indeed in school based curriculum have determined the genre of writing text. Most of them are the authentic materials such as; writing procedure, invitation, announcement, and descriptive. The most difficult text is the descriptive text because besides students are lack of vocabulary it is also the always emerge in the final national exams therefore, the descriptive text are taught twice along three years period in junior high school, they are in the seventh class and ninth class. Since many sources of descriptive text available in everywhere (in the internet, books, and magazine) the descriptive text material will be taught in the seventh class are needed to be simplified by the teacher because if the text can be understood will it can provide the comprehensible input for the learner (Krashen's monitor model in (Brown, 2004); Lightbown & Spada, 1999; Ellis, 1990). The teacher must carefully to select the material and include it in the lesson plan.

After preliminary study was conducted, the teacher's lesson plan has been analyzed and as the result have been known that teacher in SMP Kemala Bhayangkari 7 has written objective systematically in one lesson plan for teaching writing descriptive text to the seventh graders. The school is the most favorite school in that area. The school has some academic achievements such as to be second number of champion mathematics Olympiad, and has competed in English debate in the regency level. This phenomenon led the study to investigate how the teacher implements her lesson plan.

It is necessary to investigate the application of the teacher's lesson plan because in addition to know how teacher constructs the lesson plan and to search which component is improper developed, it is also used to understand the description about teacher's application of their of lesson plan whether he or she creates effective teaching and learning activity. It is interesting if we know the teaching process and learning process through systematically developed lesson plan by the teacher. Based on the explanation, the researcher tries to investigate the application of systematically developed lesson plan for teaching writing a descriptive text to the seventh graders. Therefore, the aims of this study is focused on explaining the teaching and learning activities in the topic of descriptive text writing.

2. Methods

The objective of this study is to describe learning procedures of the English teacher's systematically lesson plan to teach writing at the seven grades therefore; this research will show the result of observation in learning procedures phenomenon which is implemented by the English teacher to teach writing at the seven grade classroom. According to Johnson & Christensen (2008, p. 32) Qualitative research engages phenomenology study. The researcher attempts to understand how the teacher and students experience a phenomenon of the application of systematically lesson plan in learning procedure. In addition, qualitative research tends to describe the process rather than product (Bogdan & Biklen, 2007). The process which will describes in this study is how the teacher applies the learning procedures via systematically lesson plan to teach writing. Thus, the suitable strategy selected to investigate research question used qualitative research design.

This study is conducted by one observer. To prevent the bias and to show confidence result, Cohen et al., (2000:113) suggest using different methods of data collection produce significantly the same results. One of type strategy for obtaining concurrent validity is methodological triangulation. Susanto (2010a, p. 103) recommend if there is one observer; it is needed to use triangulation method to obtain the data. The observation data will be obtained after conducting observation. The investigation was continued to search data again through interview with the students and the fellow teacher who knows well the subject of the study. The observation data will be matched with the interview data. It was necessary to crosscheck each other in order to get valid data.

The subject of the study was the English teacher of seventh grade at SMP Kemala Bhayangkari 7. The subjects are choosing under consideration that it is a favorite school in the area. Other reason is after the teacher's lesson plan is analyzed for the first time before the teacher teach in classroom, it has already known that the teacher have designed lesson plan systematically.

There are three kinds of data will be used in this study. The first data is the description of teacher's verbal and non verbal behaviors in conducting learning procedures during teaching and learning writing through systematically lesson plan. This data will be used to answer the first research question. The source of data is teacher who is implementing learning procedure through systematically lesson plan to teach writing. The second data is description of student's verbal and non verbal behaviors in conducting learning procedures during

teaching and learning writing. This data will be used to answer the second research question. The source of data is students who follow learning procedure activities through systematically lesson plan to teach writing. For the last data is word, phrase, vocabulary, sentence, and vocabulary which will be used by the students to develop their paragraph after following the learning procedure. This data will be used to answer the third research question. The source of data is students' writing sheet. Since in this study use triangulation method, all of the three data obtained (teacher and students verbal and non verbal behavior and also students' paragraph) will be clarified or confirmed with tape data interview with fellow teacher and students. The source of three data that have mentioned in above will be matched or crosschecked with transcriptions data interview of fellow teacher and students

The Data will be collected in three steps. Firstly, the observer will sit at back of the class and take note events during teacher conducting learning procedure. Since the data collections in qualitative form, therefore; the data should be in non-numeric or word and sentences. Unstructured observation is used. The field note organizes as description note and reflective note (Susanto, 2010b), p. 69). Descriptive note is notes that describe what observer see and hear during teacher conducting learning procedures through systematically lesson plan in class. Reflective note is comments and observer evaluation to the descriptive note. Reflective note is on going analysis to the data that obtained in sequences. Analysis the data will continue after data collection.

The teacher designs lesson plan systematically and implement the lesson plan before teacher is going to teach, the systematically lesson plan have been created first. In the systematically lesson plan provide the correct learning procedure should apply by the teacher. During the teacher implement systematically lesson plan the observer describe and analyze the relevance learning procedure should conducted by the teacher. This data collection will be used to answer the first and the second research question.

Secondly, after teacher implement learning procedure via systematically lesson plan, the observer check and study students' writing which is taken from the best students and the poorest students. The analysis of acceptable students' writing will be viewed from content, organization, vocabulary, syntax and mechanic (Brown, 2001, p. 246). The observer will collect the data intensively until showing satisfied finding result which enable to answer the research question. The data collection will analyze, match, and confirm with transcript data interview from fellow teacher and the students.

Not all the data obtained has relevance. The data should be filtered and classified based on need. The data which has relevance to answer the research question should be taken to analyze and describe about the systematic lesson plan and the correct application of learning procedure. The result of analysis will draw a conclusion

3. Findings and Discussion

The teacher taught the English subject of the second semester in the classroom VII-1. The teaching activities were followed by thirty eight students and one teacher. The basic competence would be achieved by the teacher was expressing the meaning and the rhetorical steps in the simple short essay by using a variation of written language accurately, fluently and acceptably to communicate with the surrounding environment in the form of descriptive text and expressing the meanings in the simple transactional (to get thing done) by using a variation of spoken language accurately, fluently, and acceptably to communicate with the surrounding environment which is involving speech act: asking and giving opinion.

The students seemed not tired to follow the lesson because the lesson was started before the students having a rest in the morning. When the lesson had started yet, the students made noise by chatting with their friends because they waited the teacher' coming. Then, after 3 minutes the bell as the symbol of the changing of the subject, the teacher came to class and the students began to keep silent. Every the teacher comes to the class, she always does not provide a written lesson plan but the teacher is as well known to the students as discipline, patient, and kind teacher. In the classroom of VII-1, the facilities which already provided, they were two whiteboard, speaker to avoid the students' noise, fan, hero's pictures, mathematics' diagrams, and students' handicraft. The classroom building condition was good enough because the building just recently painted and fixed.

Sometimes the teacher should deliver the material used Indonesian language unless the students did not understand what material would be delivered by the teacher. This happened because the students had little prior knowledge of the target language. The students' capacity in retaining the vocabulary of the target language was limited; furthermore the students were highly dependent on the teacher for models of language.

The teacher used spoken discourse as the medium of classroom teaching activities to achieve the basic competence. IRF (Initiation, response, and feedback) pattern had been empirically revealed to be the pattern of the classroom interaction. In the classroom teaching

activities, the teacher always control the communication to provide information for the students, therefore, the teacher-led discourse. Basically, the teacher's technique which was employed toward the students' learning provides few optional choices for student-initiated activities. It showed that the teacher used teacher centered approach. Since the teacher used teacher center approach and the students were able to little initiate, the teacher's utterance or verbal behaviors were analyzed by using Sinclair and Coulthard's IRF (Initiation, Response, and Feedback) model (Ramadhan, 2012). It provided us with a set of description category of classroom discourse features. The three-move structures of IRF (Initiation Response Feedback) patterns would support the data analysis.

3.1 The Opening Teaching Activities

When the teacher carried out the opening teaching activities with a systematic lesson plan, the activities that the teacher performed in the class were effective. At the first time after the teacher entered the classroom, she greeted enthusiastically the students by saying, "Good Morning" and the students greeted back "Good Morning, Maam". Then the teacher asked "How are you today?" The students answered, "I am fine, thank you". "You're welcome", said the teacher. Both of them the teacher and the students during classroom opening activities seemed to enjoy the instructional process. The teacher had succeeded to create the conducive classroom environment. The student seemed to have high motivation to follow the classroom teaching activities. After the teacher greeted the students, she began to check the students' attendance list (1).

(1) (I) The teacher: who is absent today

(R) The student: Sandi and Rudi mam.

(F/I)The teacher: why

(R) The student: sick mam.

(F/I) The teacher: what sick

(R) The student:flu mam.

The interaction pattern could be identified as I (Initiation), R (Response), F/I (Feedback/Initiation), R (Response), and F/I (Feedback/Initiation) and R (Response) pattern. The teacher needed to discover the students who were absent to check how many students would participate in her class. This initiation can be included as teacher elicitation. The teacher needed the students' response, and then they provided the information about their friends who were absent enthusiastically. Since the teacher wanted to check more whether

they were playing truant or not, she began to reinitiate or elicit again for asking the reason and the students informed whether they were sick. The teacher checked respectively to the students and tried to reinitiate again to know the students' information of kind of sickness. The students' informed well. The teacher was not necessary to give feedback or evaluation because it was not real question activities. The teacher began to write in her absence book and board whether two of her students were absent today because they got sick.

The teacher also checked the students' preparation to join the classroom activities such as asking the equipment which should be brought into the class. The teacher asked the students patiently and with a smile (2).

(2) (I) The teacher : do you bring the picture photo?

(R) The student : yes mam.

(F/I)The teacher: ok you must master describing a person, place, things around us,
are you ready to learn?

(R) The student : ready mam.

The interaction pattern could be I (Initiation), R (Response), F/I (Feedback/Initiation), and R (Response) pattern. The teacher began to initiate by eliciting the student's preparation equipment and they responded by accepting enthusiastically then, the teacher began to inform the students' learning objective that should be mastered and performed by the students after they had learned the lesson and the students responded by acknowledged excitedly. The teacher's followed-up the students' response by accepting, which indicates to the student that the response was good.

As a teacher who should prepare all students' need mentally and physically during classroom opening activities in order to the students could be active participants in the main teaching activities, she carried out her roles in the teaching learning process in a fine way. It could be identified from her performance in the class. The teacher conducted opening teaching activities enthusiastically and patiently. It is suitable to the teacher's role as a motivator. The teacher had grown the students' motivation.

The teacher carried out the opening teaching activities by greeting, asking the students' preparation during the lesson, checking the student's attendance list, and informing the learning objective. The teacher always greets the students with the passionate and the student response also the same. The teacher also explained well what the students going to

learn and do. Every teacher's greeting, question, and instruction, the students could respond well. It is indicated that teacher carried out the opening teaching activities well.

3.2 The Main Teaching Activities

The teaching learning process continued to the main activities. The aims of main teaching activities were to achieve the basic competence. The teacher tried to achieve the basic competence via spoken language. It was the medium in which classroom teaching and learning take place for transferring the knowledge to the students.

The teacher made good process of teaching learning because during the classroom main teaching activities the students displayed cooperative behaviors and stayed quiet to listen the teacher's explanation. In the beginning main teaching activities the teacher was able to control the classroom. (3).

(3) (I) The teacher: I will explain descriptive text today, the picture which you bring, will be described, to describe it, make 2 parts: the first is identification: the contents were the introduction, the origin, and the identification then, the second is describing how is the mouth, the face, the nose for further information looked in the book)

(R) The students:.....(silent)

(F/I) The teacher: this is way, to describe hair, use long, if long, and if short, use short, and nose use pointed if pointed if flat use flat skin is skin color, personality good or diligent and face use oval, body body use tall if tall if short use short, do you understand?

(R) The students: yes mam

(F) The teacher: come on write it down

The previous interaction patterns that had been occurred and it could be identified as I (Initiation), R (Response), F/I (Feedback/Initiation), R (Response), and F (Feedback) pattern. The initiation structure pattern was indicated as teacher's information type. The teacher provided the information to give the student's input about how to describe a person understanding. She informed enthusiastically with the hope the students would understand easily but her students did not respond to the teacher's initiation by keeping silent. It was indicated they got confused in understanding the teacher's information about the way to write descriptive texts because besides they kept silent they also chatted and discussed with another friend noiselessly. Then, the teacher was aware that the students were confused about her information, she began to re-initiation by starting again using a rephrased and a simplified her information about the way of describing a person.

The teacher tried to simplify her information and directly show the way to write about describing a person to the students with a smile in order to the students got understand easier, finally, the students had already understood and began to write easily. When the student responded or reacted to the teacher re-initiation. The student's response showed that the students understood the teacher's information. The teacher's followed up the students' response by prompting or reinforcing the students to write the assignment of describing a person.

During the process of classroom main teaching activities, most of the students apparently had ability in writing description of a person. But for those who could not write it they asked their friends and asked the teacher to give more information about how to write it. After the teacher had directed the students to write the assignment, they wrote the assignment of describing the picture that they had brought from their home until they had finished. The students could sharpen their understanding by doing the exercises from the teacher's direction to do the assignment. So, they could memorize the way of describing a person well. For those the students get the difficulties in starting writing of describing their photo, the teacher assisted and encourage them to write (4).

(4) (I) The teacher: which one is yours? Whose photo is this?, Have you described similar to the book! There are 2 parts, then, the parts of identification and description will be made like this, what is the name, where he/she come from, like this Nikita Willy is beautiful. She is an artist. She has long brown and wavy hair. She has brown eyes. Her nose is pointed. She has thick lips. Her body is slim. She has white skin. She is beautiful and kind.)

(R) The student: ok mamm (began to write)

(F)The teacher: (finished already, come on write it down)

The interaction patterns that had been occurred and it could be identified as I (Initiation), R (Response), F (Feedback) pattern. The teacher's initiation structure pattern could be identified as the teacher's information and the teacher's direction type. The teacher had provided the information to the students about describing a person and also she directed the students' to write the assignment like in the students' hand book patiently. The students responded to the teacher's initiation by acknowledging with little hesitate. The students needed a little time to think, but in the end the finally acknowledge the teacher's initiation. It indicated the students has been understood of the teacher's initiation then, they write like as what the teacher said. The teacher followed up the students' response by prompting the

students to work the assignment. The teacher motivated and helped the students well in finishing their assignment.

While the students were working with the exercise, the teacher walked around the class and monitored the students in working their assignment, whether they could write about describing a person or not. Sometimes she helped the students who had got difficulty in writing their assignment of describing a person until all the students finished doing the assignment. Sometimes the students made noise and annoyed other friends but the teacher had already made a class contract in order to avoid a noise in the classroom such as if there was some noise the teacher would say “hello, masih mau belajar gak?” (Hello, still want to learn) loudly, it meant the student had to be quiet and silent and showed the students’ passion that they still wanted to learn, none of the student went to restroom if they went to restroom it should be after the lesson, and all homework should be signed by their parent. It showed that the teacher could control the class and carried out the main teaching learning process effectively.

The teacher attempted to give input to the students, and she also gave the obvious example to stimulate the students’ understanding. The main point was she could deliver the material well to the students, for example: The teacher wrote the sentence and drew the objects in the white board, then she underlined each word that reflected the using of preposition of place and translated into Indonesian language. After that the teacher informed that those were their materials that day. The teacher also suggested memorizing the words that she underlined and translated.

The teacher continued to explain that those are examples of simple sentences of place’s description. After the teacher wrote the example she saw disobedient students or annoyed another friend then, she tried to elicit the student to check that student whether he had understood or not. The teacher’s initiation was replied by the student’s response. The students realized of the teacher’s statement. He provided appropriate linguistic response to the teacher’s elicitation doubly then, the teacher evaluated the student’s response by using Indonesian language with high falling intonation which meant the teacher had given positive feedback and then she directed the student to write like the teacher’s writing in the white board.

In the main classroom teaching activities which occurred along on forty minutes, the teacher gave some more examples about the using of preposition of place in the sentences.

The teacher explained more and more until her students fully understand about the using of preposition place (7).

(7) (I) The teacher: students if you dont not understand like this preposition of place the function to describe the place, what the things there? for the example on is on, in is in, behind is behind, beside is beside, in front of is in front of, above is above, under is under and the last is on the corner is on the corner, is wahyudi sitting on the coner kiki?)

(R) The student: yes mam

(F) The teacher: ok good

The teacher began to initiate by providing information of the way to write preposition and by eliciting the students' comprehension. She informed and elicited patiently. The students also could respond well to the teacher elicitation. The teacher's follow-up includes an acceptance, which indicates to the student that the response was appropriate. The students could focus on the material which was taught by the teacher. They started to comprehend the material more easily than before because the teacher explained each material clearly and patiently (8).

(8) (I) The teacher: mention the things in the classroom, come on andre what are they?)

(R) The students: desk, chair emm

(F/I) The teacher: yes but in English, yes there are many things, there are eraser, chair, whiteboard, fan, picture, windows, doors and many more. Make the description of where the place, for the example the teacher's desk is in front of the students desk yang lain the doors is beside the wall, the clock is on the student's make like that do you understand?

(R) The student: yes mam

(F) The teacher : come on work it

The interaction patterns could be identified as I (Initiation), R (Response), F/I (Feedback/Initiation), R (Response), and F (Feedback) pattern. The teacher's initiation structure pattern was indicated as teacher elicitation type. The teacher asked to the students to mention things around the classroom. The students responded to the teacher's initiation by replying but in the end the students seemed delay for the next answer. The students got stuck. It was indicated they understood the teacher elicitation in the beginning. Then, the teacher began to re-initiation to help the students by informing to mention the other things around the classroom and she also informed and directly gave the examples way to write about describing the things around the classroom, thus, the students had understood and began to

write. Modeling of the text is highly recommended to assist the learners develop their ideas in writing (Bass & Chambless, 1994).

When the student responds or reacts to the teacher re-initiation. The student's response showed that the students understood the teacher information. The teacher's followed up the students' response by prompting or reinforcing the students to write the assignment of describing the things around the classroom.

All completed indicators had been done by the teacher to accomplish the basic competence. The teacher informed all kinds of asking and giving opinion based on the students' book and also the teacher directed the students to practice pronouncing of asking and giving opinion expressions. As the result the students had understood to use asking and giving opinion expressions (9).

(9) (I) The teacher: come on ndre say what is written, ask to santi

(R) The students: wait mam, emm what is your opinion about buto ijo

(F/I) The teacher: buto ijo yes you may, santi how is the answer

(R) The student: oh he is big

(F) The teacher: ok that was true

The interaction pattern was occurred between the students and the teacher could be identified as Initiation, Response, and Feedback or Initiation, Response, and Feedback. The teacher initiation can be categories as the teacher direction type. The teacher directed the students to speak with another friend. She also prompted the student to talk. As the result the students reacted by replying appropriate response and the teacher accepted the students' response. The teacher began to re-initiate. She started again to reinforce the student to talk and the student's followed up the teacher re-initiation with the correct response. The teacher accepted the students' response by giving positive feedback.

The teacher carried out the main teaching activities by informing about how to write a descriptive text, giving, and asking opinions, eliciting the students' understanding, prompting and directing to do exercises. The expectation of basic competence of writing descriptive text, asking, and giving opinion had been achieved because all completed learning objective had been delivered by the teacher to accomplish the basic competence.

3.3 The Closing Teaching Activities

During the closing teaching activities with a systematic lesson plan, the teacher carried out the closing teaching activities in a fine way. In the main teaching activities the

teacher gave the assignment to the students because the students still had courage to finish their work until the bell rang. The bell had rung. The teacher asked the students who have finished their writing yet to continue their writing at home. She also asked the students who have finished their writing to edit and revise it (10).

(10) (I) The teacher: The bell has rung, if it has finished yet you can continue work at home)

(R)The students: Hurray

(F)The teacher: please, work it well)

The teacher began to initiate by directed the students to practice again at home in order to the students can explore again the lesson at home. Then, the students responded gladly which indicate positive acceptance. The teacher followed up the students by directed to the students to work the assignment well.

In the next meeting, the teacher finished the lesson by reflecting to the teaching main teaching activities. When the main teaching activities about describing a person would finish(10).

(10) (I) The teacher: what can be learned today

(R) The students: we can describe the artist mam or person.

(F/I)The teacher: good

The teacher initiated the students to discover the students' reflection by eliciting and the students can respond well, they could reflect the lesson which showed that the main teaching activities were effective. The teacher also gave positive feedback. The teacher carried out the closing teaching activities by directing the student to continue their home at home and eliciting the students' reflection of what can they learn today

4. Conclusions

Based on the results and discussions, the researcher has reached to the conclusion that, the teaching process which was carried out by the teacher with systematic lesson plan has proceeded effectively. The results of the observation during the implementation of teaching activities with a systematic lesson plan evidently showed that the teaching learning process of descriptive text in the junior high school level was effective in certain aspects. The teacher explained the material deeply and clearly because the teacher had attempted to provide meaningful input to the students. The teacher's effort in serving input had been suitable to the students' daily life social context. The teacher had associated the materials

with students' contextual knowledge. They learned about describing a person, place, things around the class, and the opinion. The students could comprehend and understand each material easily, because they were interested on each material which had delivered by the teacher and they got more explanations sufficiently about the material in each meeting. The teacher's effort in conducting teaching activities has fulfilled the basic competence. All learning objective has been delivered. It can be concluded from the researcher's findings that the teacher carried out the teaching activities result the effective of the teaching learning process. The teacher would make the right decision in carrying out the teaching activities plan with systematic lesson plan because the lesson plan can help to achieve the basic competences well. The teacher's lesson plans included sub basic competence and sub-sub basic competence in their organization that might help the teachers to focus teaching activities and learning activities on one competence only, this was systematic lesson plan because it leads to create effectively teaching and learning activity

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