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The Effectiveness of Genre Based Approach to Teaching Writing of Report Text

(Classroom Action Research of the Ninth Graders in One Junior High School in Subang Regency)

By
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Location of SMP Negeri 1 Ciasem:
The purpose of the research:

• to improve teacher’s professionalism

• to help teachers in designing and developing materials and teaching strategies

• to help students to become more successful writers and readers of academic and workplace texts
Curriculum 2013

• Spiritual, Social, Knowledge, and Skill Competences

• Text Types: descriptive, report, recount, procedure, narrative texts
Report Text

Definition of Report text : a text that describes and classifies the phenomena of our world or living and non-living things.

The social function of Report text is to present factual information, usually by classifying things and then describing their characteristics.

The schematic structures of Report text
1. General classification
2. Description

Language features of Report text:
- Generalised participants
- Action verbs (*material processes*)
- Linking verbs (*relational process*)
- Usually present tense
- Language for defining, classifying, comparing and contrasting
- Likely to contain technical vocabulary.

- It is usually accompanied by diagrams, photographs, pictures, illustration, labels, etc.
Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a functional approach looks at how language enables us to do things, for example: to share information, to enquire, to express attitudes, to entertain, to argue, to get our needs met, to reflect, to construct ideas, to order our experience and to make sense of the world.

Language is functional when it fulfils those needs effectively.
Genre Based Approach

The SFL approach to genre has been motivated by a commitment to language and literacy education, helping teachers to view linguistics as a practical tool that they can use in their classrooms.

The goals of the GBA are basically to help students become more successful writers (and readers) of academic and workplace texts.

The models of the SFL GBA have different name, such as the curriculum genre, the teaching-learning, and the curriculum cycle.
Research Method

• Classroom Action Research: 2 cycles (diagnostic phase and therapeutic phase)

• A model of the teaching cycle of the genre based approach
Building Knowledge of the Field
Modelling of the Text
Joint Construction of the Text
Independent Construction of the Text
Data Analysis

- The data from observation including handwritten brief notes and photographs were analysed in steps as soon as possible after each session.
- The documentation of students’ Report texts were analysed in terms of the schematic structure and linguistic features based on Systemic Functional Linguistics (SFL GBA).
Findings and Result

There are some evidence that the students succeeded in mastering the target text because the students’ texts consist of the obligatory elements of Report Text in terms of General structure and language features.

<table>
<thead>
<tr>
<th>Text</th>
<th>General Classification</th>
<th>Physical feature</th>
<th>Habitat</th>
<th>Food</th>
<th>Habit</th>
<th>Reproduction</th>
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Language features:

Participants:
All the writers have chosen animals to refer to all animals in general nouns such as *Giraffe* (Text 4.1), *Cat* (Text 4.2), *Panda* (Text 4.3), *Rabbits* (Text 4.4), *Lions* (Text 4.5), *Orang Utan* (Text 4.6),

Technical vocabularies/participants:
- giraffe, endemic, savanna, legume; (Text 4.1)
- rabbits, mammals, loporiade (leporidae), family, environments; (Text 4.4)
- orang utan, mammals, primates, tropical, forests. (Text 4.6)

Present Tense:
*Giraffe is* the tallest animal in the world; *Giraffe is one of* endemic animal; *Giraffe has* long neck. (Text 4.1)

Linking verbs or Relational process:
*Panda has* thick white fur; *It has* physical features. (Text 4.3)

Possessive pronouns:
*His habit is* running. (Text 4.5)

Lexical cohesion through the use of Reference:
*Rabbits are* mammals. *They breed* multiplies. (Text 4.4)
Conclusion

The result of this research shows that the Genre Based Approach can be implemented in teaching English and can improve the students’ ability in writing. The result also shows that the students have been able to demonstrate the improvement in composing the Report text that fulfills the characteristics of Report text in terms of generic structure and linguistic features.

In general this research has shown that the SFL GBA combined with classroom action research could improve the students’ ability in learning English especially their ability in writing Report text.
Thank you