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

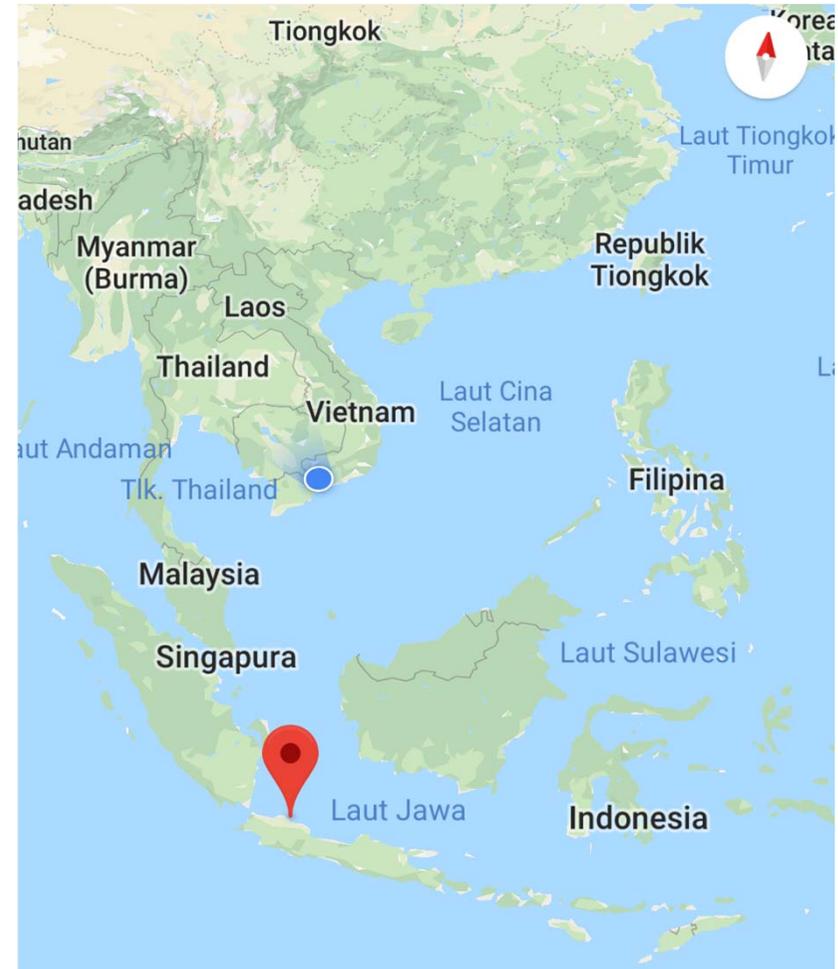
**(Classroom Action Research of the Ninth Graders  
in One Junior High School in Subang Regency)**

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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.



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# 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.

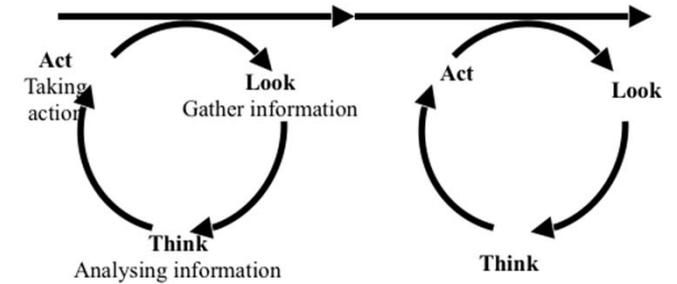
The goals of the GBA are basically to help students become more successful writers (and readers) of academic and workplace texts.

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

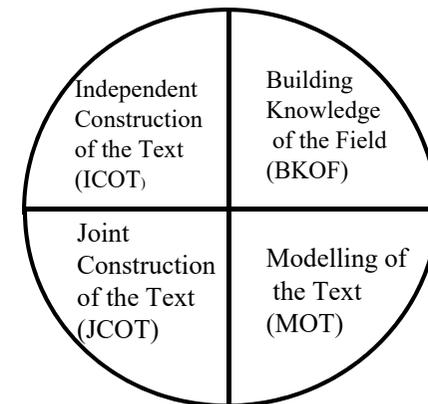


# Research Method

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



- A model of the teaching cycle of the genre based approach



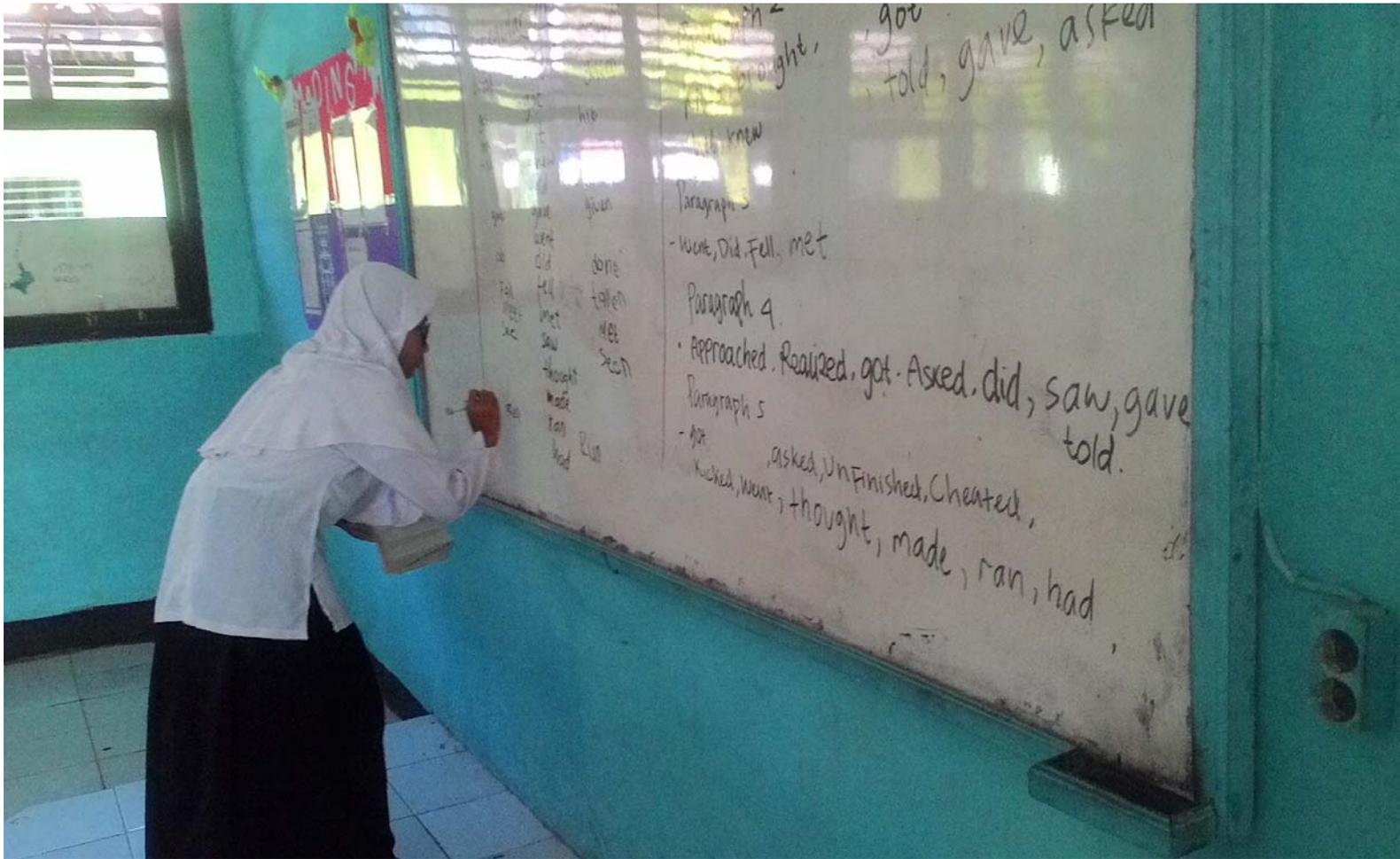


## Building Knowledge of the Field



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# Modelling of the Text



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# Joint Construction of the Text



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# 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.

	General Classification	Description				
		Physical feature	Habitat	Food	Habit	Reproduction
Text 4.1	✓	✓	✓	✓	✓	✓
Text 4.2	✓	✓	✓	✓	✓	✓
Text 4.3	✓	✓	✓	✓	✓	✓
Text 4.4	✓	✓	✓	✓	✓	✓
Text 4.5	✓	✓	✓	✓	✓	✓
Text 4.6	✓	✓	✓	✓	✓	✓
Text 4.7	✓	✓	✓	✓	-	-
Text 4.8	✓	✓	✓	✓	✓	-
Text 4.9	✓	✓	✓	✓	✓	-



# 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, laporiade (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)



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# 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 fulfils 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.



# Giraffe.



	DATA.
Physical feature	Long necked features, brown skin with black spots, long black tongue and head horn.
Species	G. Camelopardalis.
Habitat	Steppes and Savannas.
Food	Legumes.
Reproduction	Breed by giving birth.
Habit	Very fond of groups and playing and often complain to each other's neck.

Generic Structure:  
General Classification or Definition

Description of features or subtopics

- Physical features
- Species
- Habitat
- Food
- Reproduction
- Habit

## Teks

Giraffe is the tallest animal in the world. And is one of endemic animal of Africa. Giraffe has long necked features, brown skin with black spots, long black tongue and head horn. G. camelopardalis giraffe is a species. Habitat based giraffe on Steppes and savannas and their food are legumes. Giraffe breed by giving birth. And they are very fond of groups and playing and often complain to each other's neck.

Language Features

- \* General Participant: Giraffe
- \* Simple present tense.
- \* Passive Voice
- \* Technical Vocabulary
- \* Endemic



	DATA
Species	Mammals
Reproduction	Breed by giving birth.
Food	Squid and fish.
Habitat	In sea water.
Physical Feature	Dark gray body perched black, has a snout, has one upper dorsal fin, has two lower fins and the body looks shiny, soft and supple.
Habit	work in groups or are called flocks, and like to jump.

Generic Structure

General Classification or Definition

Description of features or

## TEXT

Dolphin are a type of mammal species. Dolphin breed by giving birth and feeding. Dolphin feed squid and fish. Dolphin having habitat in sea water. Dolphin have characteristic that are dark gray to black, have snout, have one upper dorsal fin, has two lower fins and the body looks shiny, soft and supple. and Dolphin

Language features

- \* General Participant: Dolphin
- \* Simple present tense.
- \* Passive Voice



	DATA
Species	Mammals
Habitat	Forest
Habits	like playing
Physical characteristics	Large heads, short tails, large nose. Panda has thick white fur with large black spots on the legs, shoulders
Reproductions	Breed by giving birth
Food	Bamboo
	ears and nose.

Generic Structure

General Classification or Definition

Description of features or subtopic:

- Species
- Habitat

## TEXT

Panda are a species of mammals found in the mountains of central and western China. Panda stay in the forest. It has physical features large heads, short tails and large noses. Panda has thick white fur with large black spots

Language Feature

- \* General Participant: Panda
- \* Simple present tense
- \* Passive Voice



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Thank you



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