

**THE IMPLEMENTATION OF GENRE-BASED APPROACH TO  
TEACHING WRITING EXPOSITION TEXT IN A SENIOR HIGH  
SCHOOL IN TASIKMALAYA**

**A Research Paper**

**Submitted to the English Language Education Study Program in a Partial  
Fulfillment of the Requirements for *Sarjana Pendidikan Degree***



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
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BANDUNG  
2024**

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TEACHING WRITING EXPOSITION TEXT IN A SENIOR HIGH  
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Sebuah skripsi yang ditujukan sebagai salah satu syarat untuk memperoleh gelar  
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris  
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**PAGE OF APPROVAL**

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(A Research Paper)

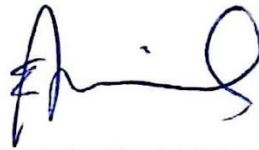
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### **STATEMENT OF AUTHORIZATION**

I, Widya Fitriani, at this moment, declare that the research titled “The Implementation of Genre-Based Approach to Teaching Writing Exposition Text in a Senior High School in Tasikmalaya” is my original work for the Bachelor of Education degree of the English Language Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. I am well aware that I have used a variety of sources to support this research. I adhered to scientific ethics as practiced in scientific institutions to avoid plagiarism. If there are shortcomings in the paper, I am willing to provide additional clarity.

Bandung, July 2024

Widya Fitriani

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## PREFACE

All praise and gratitude to Allah SWT, the most gracious and most merciful, who has given His grace to the writer so that the writer can complete this paper titled "*The Implementation of Genre-Based Approach to Teaching Writing Exposition Text in a Senior High School in Tasikmalaya*". This paper is a requirement for the writer to obtain a Bachelor of Education degree in the Bachelor of English Language Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. The writer realizes that a lot of support and prayers from related parties to complete this paper.

On this opportunity, the writer would like to thank those who have helped the writer in the preparation of the paper morally. Thus, this paper is prepared, and the writer hopes that this paper can provide new knowledge and benefits to readers. The writer realizes that in the preparation of this paper, there are still many weaknesses and mistakes. Therefore, the writer humbly accepts criticism and suggestions for development and improvement in the future so that this research will be better.

Bandung, July 2024

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First of all, the writer would like to express her gratitude to Allah SWT who has given His mercy and grace both physically and mentally to the writer during the process of completing this final project. Allah SWT is the writer's listener and helper in completing this final project.

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## ABSTRACT

This paper reports on the results of a study aiming to investigate how Genre-Based Approach can help students to write an Exposition Text and to identify the students' ability in writing an Exposition text, especially seen from the cohesion and coherence using the Theme System of Systemic Functional Linguistics. The study used a case study method, which involved observation and text analysis. The participants in this study involved 1 teacher and 36 students of the eleventh-grade EFL senior high school in one of the senior high schools in Tasikmalaya. The data were obtained from observations using field notes and analysis of student texts analyzed in terms of Theme System on topical themes, interpersonal themes, textual themes, and theme development. The texts that were analyzed were only 6 students' Exposition texts categorized as low, medium, and high achievers. The results of this study revealed that the Genre-Based Approach (GBA) implemented in the classroom can help students write an Exposition text through the process of the teaching-learning which includes Building Knowledge of Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). However, the instruction did not have sufficient focus on building topic knowledge and language features, resulting in shorter and less linguistically rich texts during the Independent Construction of the Text (ICOT) stage. Regarding the Theme System, the data also showed that some students still need more guidance than others. High-achiever students produced texts with a complete structure and diverse use of Themes and Thematic Progression patterns so that the text was more structured and coherent at the global level. In contrast, low-achiever students had incomplete structures and a limited variety of Themes. These findings suggest that while GBA provides a strong foundation, there are gaps in instruction that need to be addressed to ensure consistent Theme system development and writing proficiency among all students. The study recommends that further study be conducted to find out the impact of GBA on students' language development and skills in other contexts, especially how to make all the students relatively have the same capacity in writing.

Keywords: Exposition Text, Genre-Based Approach, Theme System, Writing Skills



## ABSTRAK

Karya tulis ini melaporkan hasil penelitian yang bertujuan untuk menginvestigasi bagaimana Pendekatan Berbasis Genre dapat membantu siswa dalam menulis teks Eksposisi dan untuk mengidentifikasi kemampuan siswa dalam menulis teks Eksposisi, terutama dilihat dari kohesi dan koherensi dengan menggunakan *Theme System* dari *Systemic Functional Linguistics*. Penelitian ini menggunakan metode studi kasus, yang meliputi observasi dan analisis teks. Partisipan dalam penelitian ini melibatkan 1 orang guru dan 36 siswa kelas sebelas EFL di salah satu SMA di Tasikmalaya. Data diperoleh dari hasil observasi dengan menggunakan catatan lapangan dan analisis teks siswa yang dianalisis dari segi *Theme System* pada *topical theme*, *interpersonal theme*, *textual theme*, dan *thematic progression*. Teks yang dianalisis hanya 6 teks eksposisi siswa yang dikategorikan sebagai siswa berprestasi rendah, sedang, dan tinggi. Hasil dari penelitian ini mengungkapkan bahwa Pendekatan Berbasis Genre yang diimplementasikan di kelas dapat membantu siswa dalam menulis teks Eksposisi melalui proses belajar-mengajar yang meliputi *Building Knowledge of Field (BKOF)*, *Modeling and Deconstruction of the Text (MDT)*, *Joint Construction of the Text (JCOT)*, dan *Independent Construction of the Text (ICOT)*. Namun, instruksi tersebut tidak memiliki fokus yang cukup untuk membangun pengetahuan topik dan fitur bahasa, sehingga menghasilkan teks yang lebih pendek dan kurang kaya secara linguistik selama tahap *Independent Construction of the Text (ICOT)*. Berkaitan dengan *Theme System*, data juga menunjukkan bahwa beberapa siswa masih membutuhkan bimbingan yang lebih dibandingkan siswa lainnya. Siswa berprestasi tinggi menghasilkan teks dengan struktur yang lengkap dan penggunaan *Theme* dan pola *Thematic Progression* yang beragam sehingga teks lebih terstruktur dan koheren di tingkat global. Sebaliknya, siswa berprestasi rendah memiliki struktur yang tidak lengkap dan variasi *Theme* yang terbatas. Temuan ini menunjukkan bahwa meskipun Pendekatan Berbasis Genre memberikan dasar yang kuat, ada kesenjangan dalam instruksi yang perlu ditangani untuk memastikan pengembangan *Theme System* yang konsisten dan kemahiran menulis di antara semua siswa. Studi ini merekomendasikan agar penelitian selanjutnya dilakukan untuk mengetahui dampak Pendekatan Berbasis Genre terhadap perkembangan bahasa dan keterampilan siswa dalam konteks lain, terutama bagaimana membuat semua siswa relatif memiliki kapasitas yang sama dalam menulis.

Kata kunci: Keterampilan Menulis, Pendekatan Berbasis Genre, Teks Eksposisi, *Theme System*

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