IMPLEMENTATION OF GENRE-BASED APPROACH IN THE TEACHING OF DESCRIPTIVE TEXT WRITING
(Classroom Action Research at a State Junior High School in Kabanjahe, Karo Regency, North Sumatra)

ABSTRACT

The purpose of this study is to investigate whether the Genre-Based Approach (GBA) can help improve students’ ability in writing descriptive texts of a class VII in a state junior high school in Kabanjahe, Karo Regency, North Sumatra. Moreover, the study also aims to explore the students’ attitudes towards the implementation of GBA in teaching descriptive text writing. The research was designed as a Classroom Action Research carried out in two cycles for twelve meetings. It was conducted through the first semester of 2013/2014 education year. In practice, this CAR employed a mixed method approach where data were gathered using quantitative and qualitative method. The qualitative data were collected through classroom observations, samples of students’ texts and a focus group interview whereas the quantitative data were gathered from students’ writing tests and a questionnaire. The analysis of the data was split into two phases: the analysis during data collection (on-going analysis) and the analysis after data collection. In the analysis of qualitative data, content analysis and linguistic analysis were employed. Meanwhile, in the analysis of quantitative data, statistical analysis by using the Statistical Package for Social Science (SPSS) 20.0 was employed. The findings obtained from classroom observations, students’ writing tests, students’ text analyses and a focus group interview prove that GBA can help improve students’ ability in writing descriptive texts as reflected in students’ writing achievement. Furthermore, the findings from the questionnaire and the focus group interview indicate that the students have positive attitude towards the implementation of the GBA in the teaching of descriptive text writing since most of the students give positive responses and comments after the GBA was implemented in teaching and learning writing. This result is supported by the findings from the classroom observations showing that the students were more active in doing their writing assignments and engage in teaching and learning process. Thus, it is recommended that further study of the GBA should be conducted in various contexts and levels to examine the effectiveness of this approach in helping students enhance their writing skills and other skills.

Keywords: Genre-Based Approach, teaching writing, descriptive text, attitude