



DIAN ARDIANSAH

## Teachers' Perceptions on the Process of Genre-Based Approach in Teaching Writing

**ABSTRACT:** *Despite the process of writing, which needs times to generate the ideas, plan what they are going to write, what they want to share, and their weaknesses in writing, is made the implementation of genre based in writing activity can be one of teaching methods which can be used by the teachers in order to improve students' proficiency and their interesting in English writing. Furthermore, the actual implementation of genre-based approach in teaching writing also helps students to operate within writing rules, knowing different style in writing, and producing their good writing. This study was employed descriptive qualitative design since this study focuses on which is the implementing of genre-based approach in teaching writing covering the perspectives, problems, and solutions toward the implementation of genre-based approach in teaching writing. The data were obtained by using two techniques, namely open ended questionnaire and semi-structured interview. The participants of the study are two teachers at one of private Islamic senior high school in Kawali, Ciamis, West Java, Indonesia. The data were collected and analyzed using model of triangulation process by M.B. Miles & A.M. Huberman (1994) consisting of data reduction, data display, and conclusion. The findings showed that the English teachers faced several problems in implementing an approach in teaching writing based a genre. They felt difficult to assess a big number of students with several domains in limited creativity in their thinking. The main suggestion that the teachers are suggested to apply an approach based on genre in teaching English, not only in teaching writing but in teaching listening, reading, and speaking since this method can improve students' proficiency in learning English as a foreign language.*

**KEY WORDS:** *Teaching Writing; Implementation Process; Genre-Based Approach; English Teachers; Secondary School Students.*

### INTRODUCTION

Writing is one of important skills that students need to developed, learning how to write in English language is one of the most challenging aspects of students' language learning, because in writing is different from speaking. According to K. Hyland (2003), who states that writing is an intricate structure that can only be learned by developing the

ability to manipulate lexis and grammar (Hyland, 2003:3). It means that writing in English language regarded an extension of grammar and vocabulary, reinforcing means language patterns through habit formation and measure students' ability to produce good formed sentences.

Nevertheless, writing in English as a foreign language need a good knowledge

---

**About the Author:** Dian Ardiansah is a Postgraduate Student at the SPs UPI (School of Postgraduate, Indonesia University of Education), Jalan Dr. Setiabudhi No.229 Bandung 40154, West Java, Indonesia. For academic interests, the author is able to be contacted via e-mail at: [ardhy079@gmail.com](mailto:ardhy079@gmail.com)

**Suggested Citation:** Ardiansah, Dian. (2017). "Teachers' Perceptions on the Process of Genre-Based Approach in Teaching Writing" in *EDUCARE: International Journal for Educational Studies*, Volume 10(1), August, pp.33-42. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI, ISSN 1979-7877.

**Article Timeline:** Accepted (September 29, 2016); Revised (March 2, 2017); and Published (August 30, 2017).

and skill in grammar, vocabulary wide range in English ability. Again, K. Hyland (2003) writes that learning to write in English mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland, 2003:3).

In addition, the implementation of genre-based approach can be one of teaching methods, which can be used by the teachers in order to improve students' proficiency and their interesting in English writing. A.S. Bawarshi & M.J. Reiff (2010) stated that the implementation of genre-based approach is also build students cognitive development by practice to write as a cognitive improvement (Bawarshi & Reiff, 2010:178).

Moreover, writing is major of cognitive challenge, because writing can increase proficiencies of writers' memory, language, and thinking ability. Maria Taselin (2010) states that writing is an essential skill in communicative language teaching, which means writing is a system of communication, not only an object of study (Taselin, 2010:103). Regarding the theory above, its can concluded that writing traditionally remarked as a tool for the practice and reinforcement of specific grammatical and lexical patterns, where accuracy was all important but content and self-expression.

K. Hyland (2003) states that in writing English as a second language, the writer must focus on language structures, text functions, themes or topics, creative expression, composing processes, content, genre, and contexts of writing (Hyland, 2003:21). Despite the product and process approaches, and genre approaches (Harmer, 2007:257), the writer is interested in knowing the stage which are familiar to control and guide the students in their writing activities, and also the kinds of genre which are suitable and can improve students critically in students writing activities.

Furthermore, focus on process and product, and genre approaches, the teachers can pay attention to the various stages in any pieces of writing itself (Harmer, 2007:257). Moreover, writing in the process of approaches is seen as predominantly to

do with linguistics skill, such as planning and drafting whereas a genre approach emphasizes that writing varies with social context and produced (Badger & White, 2000:155). In addition, K. Hyland (2007) defines "genre" is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2007:4).

There are some previous studies, which investigating the implementation of genre-based approach in teaching writing. They are M.M. Rahman (2011); H. Ahn (2012); and M.T. Hassani & M.R. Hemmati (2013), who conducted the studies on how implication of genre-based approach in teaching English writing. They found that teaching writing based on genre approach has shown pedagogical benefits for the student, they can more sensitize in writing which make it possible for students to exploit linguistic creatively to achieve their personal goals in their writings (Rahman, 2011; Ahn, 2012; and Hassani & Hemmati, 2013).

More particularly, dissimilar to those previous studies, this study only investigate the teachers' perception through implementation of genre-based approach in teaching English writing. This study is expected to know the teachers' perception and several problems, who found by the teachers in teaching writing based on genre approach in English subject.

An approaching language learning by perspective several texts can enable students to develop the knowledge and skill, which deal with written and spoken in social context (Nugroho & Hafrizon, 2009:4). A genre approach is especially appropriate for students of ESP (English Specific Purposes), but it is also highly useful for general English students, even at low levels they can produce a good written by using genre in their writing (Harmer, 2007:259). Students who are writing within a certain genre can encourage their creativity in writing. Meanwhile, they are also improving several aspects in writing skill such as: style of writing, context, and also rules of writing itself (Baratta, 2008).

In line with this topic, this study is interested to investigate the teachers'

perception on the process of genre-based approach in teaching writing. The result of this study is expected to know the teachers' perception and problems toward the process of implementing genre-based approach in teaching writing in order to improve students' proficiency in English writing.

Research questions for this study are: (1) What are the teachers' perspectives towards genre-based approach in teaching writing?; (2) What are the problems faced by the teachers in implementing genre-based approach in teaching writing?; and (3) What solutions the teachers think that they can cope with the problems?

In this study, the writer only focused on teachers' perspective towards genre-based approach in teaching writing, and how the teachers copes several problems in teaching writing thorough genre approach. Through this study, it can be seen what texts which are suitable for students of Islamic senior high school, and what solutions the teachers think that they can cope with the problems.

The results of the study are expected to give great contribution, to the readers as the resource for information and knowledge. The contributions can be in forms of theoretical, practical, and professional benefits.

Theoretically, the aims of this study are to enrich the literature, especially in teaching writing through genre-based approach (Harmer, 2007). Practically, this study expected to know the teachers' perspectives, problems, through the use of genre approach in process of teaching writing, and solution that the teachers can cope with the problems (Badger & White, 2000). And for the professionally, this study give beneficial contribution in teaching writing approaches depend on problems, and solutions in teaching writing.

Definition of key terms in this study is as following here:

*Teaching Writing*: it means some strategies or approaches to the English foreign language students in order to encourage their creative in writing activity based on several ways, such as: process and product, a genre approach, cooperative learning, and so on (Harmer, 2007).

*Process Approach*: writing primarily as

the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills (Badger & White, 2000).

*Product Approach*: mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher (Badger & White, 2000).

*Genre-Based Approach*: a genre is a technical tem for a particular instance of a text type (Christie, 2005:233). And K. Hyland (2007) defines, as follows:

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2007:4).

#### **Review of Literature and Related Studies.**

GBA (Genre-Based Approach) is one of approach, which can be used in teaching writing. Genre defines as a class of communicative event, the members of which share some set of communicative purposes (Swales, 1990:58). Genre refers to not only types of literary text, but also the predictable and recurring pattern every days, academic and literary text occurring within a particular culture (Hammond & Derewianka, 2001; and Luu, 2011:122).

In term of writing development, T. Dudley-Evans & M.St. John (1998), as cited also in R. Badger & G. White (2000), argue that genre has identifies as three stages: *first*, a model of particular genre is introduced and analysed; then, *second*, carry out exercises which manipulate relevant language form; and finally, *third*, produced a short text (Dudley-Evans & John, 1998:154; and Badger & White, 2000:155).

In a genre approach to writing, students study texts in the genre they are going to be writing before they embark on their own writing. By genre-based approach, several methods in teaching writing can be applied, such as teaching writing by pictures, social phenomenon, and context procedural depend on what the students wants to write (Harmer, 2007:259). Only four general purposes that lead the students to write and these are known as four styles writing guides, or types

of writing. In this context, T.S. Kane (2000) put four categorizes of writing style, there are: Exposition, Description, Narration, and Persuasion (Kane, 2000:7).

Moreover, a genre approaches enormously valuable in its conceptualization of the students-teacher relationship. A genre approaches as an apprenticeship that focuses on the explicit teaching of the manner in which text are structured on their social purposes (Kapp & Bongi, 2005:112). Meanwhile, the implementation of genre approach is also build students cognitive development by practice to write as a cognitive improvement (Bawarshi & Reiff, 2010:178).

Related to process and product of genre approach, J. Harmer (2007) believes that teaching writing should follow the stages of writing itself, they are: drafting, structuring, reviewing, focusing, generating ideas, and evaluation (Harmer, 2007:257). When concentrating on the product, the teachers can pay attention to the various stages in any pieces of writing itself.

There are some previous studies which investigating the implementation of genre-based approach in teaching writing. The first, H. Ahn (2012) who conducted the study entitled "Teaching Writing Skill Based on Genre Approach to L2 Primary School Students: An Action Research". This study has shown that genre approach offers students the power to access new culture and integrate with their skills and strategies in writing. This study also suggests that it is vital for both educators and learners of ESL (English as Second Language) to re-examine the educational paradigms and socio-cultural contexts within which a genre approach is to be used should be examined carefully so as to obtain the maximum benefit of the adoption (Ahn, 2012).

The second, M.T. Hassani & M.R. Hemmati (2013) who conducted the study entitled "The Effect of Genre-Based Instruction on ESP Learners' Reading Comprehension". They found that the effect of genre-based approach play an important role as a novice approach in teaching, and outcomes on enhancing learners are improved

by teaching based genre approach. This study also suggests that there was a positive relationship between teaching based on genre and enhancing students' comprehension (Hassani & Hemmati, 2013).

The third, M.M. Rahman (2011) who conducted the study entitled "Genre-Based Writing Instruction: Implications in ESP Classroom". This study found that genre based in teaching approaches can motivate the students to write. A genre-based approach teaches the students in how to write can sensitize, and make it possible for students to exploit linguistic resources creatively (Rahman, 2011).

The goals of the genre-based approach are basically help students become more successful not only in writing but also several aspects in English language, and also help students in making sense of not only the structure of text but also a wide range of compositional (Hyon, 1996; and Emilia, 2005:61).

In writing based genre, the teacher can teach several text types to support their material in teaching writing; and writing is also a tool for self-understanding and self-expression (Marsudiono, 2006:2). It means that writing as a tool to develop personal satisfaction, pride, and as a tool for increasing awareness and perception in language learning.

Generally, text types divided into several categories, such as: narrative, descriptive, directive, expository, and argumentative (Kane, 2000:7). R. Wahidi (2009) divided kinds of text type which is more detailed, they are: Analytical exposition text, Anecdote text, Recount text, Report text, Spoof text, Narrative text, Hortatory Exposition Text, Discussion text, Explanation text, Procedure text, Review text, Description text, Argument text, and Exposition text (Wahidi, 2009).

By those opinion and previous related research above, it can assume that different genres require different kinds of knowledge and different sets of skills (Luu, 2011:122). Henceforth, the teacher can teach several types of genre in writing, such as: narrative, descriptive, directive, expository, and argumentative (Kane, 2000:7). However,

teachers' perception about genre in teaching writing can help several issues and problems in how teaching writing can be one of satisfying and enjoyable for students.

## **METHODS**

**Research Design.** Relevant to the purpose of study and the research questions, this study employed descriptive qualitative design since this study focuses on which is the implementation of genre-based approach in teaching writing covering the perspectives, problems, and solutions. B. Hancock (2002) argues that qualitative research is concerned with developing explanations of social phenomena. Qualitative research usually concerned with finding the answers to questions which begin with why and how (Hancock, 2002:2).

Besides, multiple sources of evidence or triangulation as discussed by M.B. Miles & A.M. Huberman (1994); R.K. Yin (2003); and R.S. Malik & F.A. Hamied (2014) become another features of this study approach. The use of triangulation was also intended to maintain the credibility of the entire research (Miles & Huberman, 1994; Yin, 2003; and Malik & Hamied, 2014).

**Data Collection.** The participants in this study were two English teachers from one of the Islamic senior high schools in Kawali, Ciamis, West Java, Indonesia. The reason for recruiting the teachers as the participants was that they have teaching English writing based on genre approaches. Besides, these participants showed a great interests in the genre based approach in teaching writing, although they claim that they still have several problems to face their students in English class. Therefore, purposive sampling method as discussed by J.W. Creswell (2009); J.R. Fraenkel, N.E. Wallen & H.H. Hyun (2012); and R.S. Malik & F.A. Hamied (2014) are used to select the respondent.

To collect the data, the concept of triangulation as proposed by M.B. Miles & A.M. Huberman (1994), as cited also in R.S. Malik & F.A. Hamied (2014), who has been employed to obtain the data by using different techniques. The data were obtained by using two techniques, namely: open ended

questionnaire and semi-structured interview. Firstly, the questionnaires were delivered to the teachers to collect the main data about their perspectives, problems, and solution regarding the implementation of genre-based approach in teaching English writing. Then, the follow up semi-structured interviews were conducted with the teachers to confirm the data gathered from questionnaire and to add the other data that were not completely obtained by the questionnaire. During the interview sessions, note taking was conducted to collect the important data (Miles & Huberman, 1994; and Malik & Hamied, 2014).

**Data Analysis.** In collecting data, the procedural was employed model by M.B. Miles & A.M. Huberman (1994), as cited also in R.S. Malik & F.A. Hamied (2014), which consisting of data reduction, data display, and conclusion drawing/verification. In data reduction, the collected data were summarize, edits, by the objectively without lost of information. After that, the sorted data were displayed in the form of narration as can be seen in the findings and discussion section. Finally, the drawing and verifying conclusion was made based on the analyzed data during the process of data analysis (Miles & Huberman, 1994; and Malik & Hamied, 2014).

## **FINDINGS AND DISCUSSION**

This section encompasses the result regarding the research questions of this study, which is transformed into the statement as follow:

**First, Teachers' Perspectives towards Genre-Based Approach in Teaching Writing.** From the obtained data, it was found that all of the teachers had joined the training of the implementation of Genre-Based Approach, when they studied English in tertiary level. However, as the teachers, they really understand about the implementation of genre based in their teaching process, especially in teaching writing.

The first respondent in this study called as TR-1 and the second respondent called as TR-2, the first respondent mentioned that in teaching English writing based on genre approach the students are requested to explore their ideas based on their experience, and

based on their critically. The obtained data about the statement are as follow:

TR-1: "Dalam mengimplementasikan 'genre-based approach', siswa dituntut untuk bisa mengungkapkan ide-ide yang sesuai dengan apa yang pernah mereka alami dan mereka tahu. Dengan 'genre-based approach', siswa dituntut untuk bisa berkomunikasi dalam bahasa Inggris sesuai konteks, termasuk dalam penggunaan tensis nya itu sendiri" (interview with TR-1, 3/11/2016).

**Translation:** "In implementing genre-based approach, the students are requested to explore their ideas based on their experience and what they know. With genre-based approach, the students are required to communicate in English based on the context and grammatical pattern itself".

The response from TR-1 is in line with A.J. Davit (2004), who states that a genre and a genre set, like any other art and facts of a society, reveal those who use them, genres bring to light the constitutive features of the society to which they belong (Davit, 2004:59).

For the second respondent (TR-2) of this study, TR-2 mentioned that the teaching process of genre-based approach is suitable for students, especially for students in junior high school, senior high school, and college students, as following here:

TR-2: "Pengajaran berbasis genre adalah salah satu pendekatan yang paling sesuai untuk di terapkan dalam pengajaran menulis, terutama untuk sekolah-sekolah yang sudah ada dalam tingkat SMP (Sekolah Menengah Pertama), SMA (Sekolah Menengah Atas), dan para siswa di Perguruan Tinggi. Dalam pendekatan ini, siswa diberi petunjuk lebih mengenai macam-macam texts, struktur penulisan texts yang sesuai dengan konteksnya, termasuk dari segi aturan grammatarnya itu sendiri" (interview with TR-2, 10/11/2016).

**Translation:** "Teaching English based on genre approach is one of an approach which are suitable to apply in teaching writing, especially for students in Junior High School, Senior High School, and College students. In this approach, the teachers give an instruction regarding the kinds of texts, structures, and grammatical pattern in how to write which are related to the context of texts itself".

The response from TR-2 is in line with J. Harmer (2007), who states that in teaching writing based on genre, we have to know about the typical models of texts, kinds of

texts, and specific language use which is common in that genre (Harmer, 2007:259).

With respect to the first and second respondents' perception about the implementation of genre-based approach in teaching writing, it can conclude that the implementation of genre-based approach makes the students more sensitive in grammatical, text structures, and other aspects in writing. V. Bhatia (1993), as cited also in Y. Kim & J. Kim (2005), states that rhetorical structure of text can be analyzed by students in the genre-based approach, some common patterns can be identified in each genre (Bhatia, 1993; Kim & Kim, 2005:6).

Naturally, these patterns will form a kind of background knowledge students can activate in the next learning situation. Eventually, the prior knowledge will make it easier for students to produce acceptable structures in their writing tasks. Therefore, an assigned genre seems to serve as an influential tool for both the learning and teaching of writing.

**Second, Problems Faced by the Teacher in Implementing Genre-Based Approach in Teaching Writing.** From the obtained data, it was found that the teacher had problems in several areas in implementing genre based approach in teaching writing. The following is the detain description. TR-1 of this study mentioned that the problems in implementing genre-based approach in teaching writing is in the term of students weakness of vocabulary, grammatical pattern, spelling, punctuation, and etc. The obtained data about the statement are as follow:

TR-1: "Ada beberapa kesulitan yang menjadi problem yang siswa hadapi dalam menerapkan 'genre-based approach' dalam mengajar, terutama dalam pengajaran menulis dalam bahasa Inggris. Diantaranya: (1) Siswa sulit menuangkan ide-ide mereka untuk menulis dalam bahasa Inggris, walupun context dan genrenya jelas; (2) Minimnya kosakata dalam bahasa Inggris; dan (3) Mereka kesulitan merangkai atau menyusun kata-kata menjadi kalimat yang baik" (interview with TR-1, 3/11/2016).

**Translation:** "There has several problems faced by the students in applying genre-based approach in teaching process, especially in teaching writing: (1) The students are hard to generate their ideas to write in English, even the contexts

and genre has been clear; (2) Poor of vocabulary; and (3) They feel hard to organize the sentence structures, and hard to relate the sentence to the other sentences.

First respondent opinion is in contrast with J. Harmer (2007), who states that writer should focus on language use (grammar, vocabulary, linkers), punctuation, spelling, writing repetition of words and/or information and etc. By this means that in teaching writing, the teachers should pay attention to the various stages in any pieces of writing itself (Harmer, 2007:257).

Moreover, it same with the second respondent (TR-2), who assumes that the problems in implementing of genre-based approach depend by students proficiency itself. For example, the students can't feel enjoyed in using several genres in writing activities, it because by different genre it can be different in grammatical choices. TR-2 said as follows:

TR-2: "*Kesulitan yang dihadapi dalam mengajar menggunakan pendekatan berbasis genre, siswa biasanya tidak begitu memahami grammatical struktur dan bagaimana mereka menyusun kalimat yang baik dengan berdasarkan grammatical*" (interview with TR-2, 10/11/2016).

**Translation:** "The problems in teaching English based on genre approach, the students are not really known about grammatical structures, and how they organize the sentence based on grammatical pattern itself".

It is in line to K. Hyland (2007), who argues that in learning to write in English, the writer mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland, 2007:3). It means that writing in English language regarded an extension of grammar and vocabulary, reinforcing means language patterns through habit formation and measure students' ability to produce good formed sentences.

After reviewing the data obtained from the respondents, it can conclude that teacher faced several problems in teaching writing based on genre approach, since genre based approach has shown pedagogical benefits

for the student, a genre-based approach also required the students to more familiar with grammatical movements, kinds of texts and reorganize the sentence, the term of students weakness in vocabulary mastery, grammatical pattern, spelling, punctuation and etc. makes the implementation of genre-based approach become uneasy for the teachers.

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two limitations of the genre approach. One is that it underestimates the skills required to produce content; and the other concern is that it neglects learners' self-sufficiency (Byram, 2004:236).

**Third, Solutions to Cope with the Problems.** The solutions of the problem in this case are based on the teachers' perspective. So, they are like the hopes form them to cope with the problems. They also become a suggestion for the related party for helping them to cope with the problem. Most of them thought the same solution.

The first respondent (TR-1) in this study opined that extra class is can be more appropriate for this situation. The obtained data about the statement are as follow:

TR-1: "*Harusnya diadakan tambahan pengajaran di luar jam pelajaran, seperti ikut les atau kursus dalam bahasa Inggris*" (interview with TR-1, 3/11/2016).

**Translation:** "In order to improve students proficiency, extra class is more appropriate".

Besides, the second respondent (TR-2) states that motivation or teachers role in teaching writing based on genre approach are more important. The obtained data as follow:

TR-2: "*Tentunya siswa harus selalu dimotivasi untuk mau belajar bahasa Inggris lebih giat dengan berbagai pengajaran berbasis genre agar mereka lebih bisa meningkatkan kemampuan bahasa Inggrisnya. Dan dengan tuntutan banyak dari pemerintah terhadap kemampuan bahasa Inggris, diharapkan adanya berbagai seminar dan pelatihan guru mengenai teknik-teknik pengajaran bahasa Inggris dengan mengikuti 'trend' dan isu-isu baru dalam dunia pendidikan bahasa Inggris*" (interview with TR-2, 10/11/2016).

**Translation:** "The teachers should motivate the students in order to increase their proficiency.

And, based on striving by the government, the teachers wished to get the comprehensive and sustainable training and workshop in implementing teaching writing based-genre, so that, they can follow the trend and issues in English teaching and can fully understand to implement the techniques in teaching English”.

All respondents of the study required the training to overcome the problem. It is in line with one of the solutions proposed by J. Harmer (2007). They all needed a comprehensive training done not only in one session. With respect to the first and second respondents', extra class, a motivation and teachers' role in classroom is more important in implementing a genre based approach in teaching writing.

J. Harmer (2007) measured out teachers act as controllers, prompter, participant, resource, and tutor. As controller, the teachers can give rhetorical instruction in writing improvement as prior knowledge for the students (Harmer, 2007:57). In this context, motivation, teachers' role and extra class is very beneficial in implementing genre-based approach in teaching writing, because that there are strong associations between them.

## CONCLUSION

As the completion of this research report of the topic “Teachers' Perspectives of the Process of Genre-Based Approach in Teaching Writing”, all of research questions of the study are clearly answered. Two teachers who become the respondents of this study had the same and different perspective about the implementation of Genre-Based Approach in teaching English writing. The same opinion is in the case of the coverage, and the different opinion is in the case of detail description.

Besides, the teachers also faced several problems in implementing genre-based approach in teaching writing. They had difficulties to assess a big number of students with several domains in limited creativity in their thinking. To cope with the problems, the teachers wished to get the comprehensive and sustainable training and workshop in implementing teaching writing based on genre approach, so that they can follow the trend

and issues in English teaching and can fully understand to implement the techniques in teaching English.

With respect to the findings, the main suggestion goes to the English teachers and the government. The teachers are suggested to apply an approach based genre in teaching English writing. The genre-based approach is relevant to Indonesian learners. In addition, the use of GBA (Genre-Based Approach) in the teaching of English provides the development of the teachers' teaching competency, and students' language proficiency. As the students learn the content of the text, their language skills are developed and the mastery of vocabulary and grammar also increased.

Another suggestion goes to the future researching of topic of genre-based approach in teaching writing. Since this study is not discussed as much as others, it would be a respected if future researcher can enlarge the study in investigating the implementation of genre-based approach not only in teaching writing, but also other aspects in English language teaching, such as in teaching listening, speaking, and reading.<sup>1</sup>

## References

- Ahn, H. (2012). “Teaching Writing Skill Based on Genre Approach to L2 Primary School Students: An Action Research” in *ELT Journal*, Volume 5(2), pp.2-16.
- Badger, R. & G. White. (2000). “Product, Process, and Genre: Approach to Teaching Writing in EAP” in *ELT Journal*, Volume 54(2), pp.153-160.
- Baratta, Alex. (2008). “Creative-Academic Writing”. Available online at: [https://www.researchgate.net/profile/Alex\\_Baratta/publication](https://www.researchgate.net/profile/Alex_Baratta/publication) [accessed in Bandung, Indonesia: November 11, 2016].
- Bawarshi, A.S. & M.J. Reiff. (2010). *Genre: An Introduction to History, Theory, Research and Pedagogy*. Indiana, USA [United States of America]: Parlor Press.
- Bhatia, V. (1993). *Analysing Genre: Language Use in Professional Settings*. Essex: Longman.
- Byram, M. (2004). “Genre and Genre-Based Teaching” in *The Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge.

---

<sup>1</sup>**Statement:** Herewith, I have declared that this paper is my original work; so, it is not product of plagiarism and not yet also be reviewed as well as published by other scholarly journals.



- Christie, F. (2005). *Language Education in the Primary Years*. Sydney: UNSW [University of New South Wales] Press.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: SAGE Publications, 3<sup>rd</sup> edition.
- Davit, A.J. (2004). "Writing Genre" in D. Blakesley [ed]. *Rhetorical Philosophy and Theory*. USA [United States of America]: Southern Illinois University.
- Dudley-Evans, T. & M.St. John. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Emilia, E. (2005). "A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia". *Unpublished Ph.D. Thesis*. Melbourne, Australia: University of Melbourne.
- Fraenkel, J.R., N.E. Wallen & H.H. Hyun. (2012). *How to Design and Evaluate Research in Education*. New York, USA [United States of America]: McGraw-Hill, 8<sup>th</sup> edition.
- Hammond, J. & B. Derewianka. (2001). "Genre" in R. Carter & D. Nunan [eds]. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, pp.186-193.
- Hancock, B. (2002). *An Introduction to Qualitative Research*. Nottingham University: Trent Focus Research.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow, UK [United Kingdom]: Longman Pearson Education Limited, 3<sup>rd</sup> edition.
- Hassani, M.T. & M.R. Hemmati. (2013). "The Effect of Genre-Based Instruction on ESP Learners' Reading Comprehension" in *Theory and Practice in Language Studies*, Volume 3(6), pp.1009-1020.
- Hyland, K. (2003). "Second Language Writing" in J.C. Richard [ed]. *General Principle for L2 Writing: Critical Analysis*. New York, NY: Cambridge University Press.
- Hyland, K. (2007). "Genre Pedagogy: Language, Literacy, and L2 Writing Instruction" in *Journal of Second Language Writing*, Volume 16(3), pp.148-164.
- Hyon, S. (1996). "Genre in Three Traditions: Implications for ESL" in *TESOL Quarterly*, Volume 30(4), pp.693-722.
- Interview with TR-1, an English Teacher from one of the Islamic Senior High Schools in Kawali, Ciamis, West Java, Indonesia, on 3 November 2016.
- Interview with TR-2, an English Teacher from one of the Islamic Senior High Schools in Kawali, Ciamis, West Java, Indonesia, on 10 November 2016.
- Kapp, R. & B. Bongi. (2005). "Using a Genre Approach to Teach Academic Writing to ESL Students in the Humanities" in A. Herrington & C. Moran [eds]. *Genre Across the Curriculum*. Logan, Utah: Utah State University Press.
- Kane, T.S. (2000). *The Oxford Essential Guide to Writing*. USA [United States of America]: Berkley Publishing Groups, Penguin Putnam Inc.
- Kim, Y. & J. Kim. (2005). "Teaching Korean University Writing Class: Balancing the Process and the Genre Approach" in *Asian EFL Journal*, Volume 7(2), pp.1-15.
- Luu, T.T. (2011). "Teaching Writing through Genre-Based Approach" in *BELT Journal*, Volume 2(1), pp.121-136.
- Malik, R.S. & F.A. Hamied. (2014). *Researcher Methods: A Guide for First Time Researcher*. Bandung: UPI [Universitas Pendidikan Indonesia] Press.
- Marsudiono. (2006). *Writing II: Material for Semester Two of the English Department Writing Series*. Ponorogo: Muhammadiyah University of Ponorogo.
- Miles, M.B. & A.M. Huberman. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*, USA [United States of America]: SAGE Publication, Inc., 2<sup>nd</sup> edition.
- Nugroho, T. & Hafrizon. (2009). *Introduction to Genre-Based Approach*. Jakarta, Indonesia: PPPPTK Bahasa.
- Rahman, M.M. (2011). "Genre-Based Writing Instruction: Implications in ESP Classroom" in *English for Specific Purposes World*, Volume 33(11), pp.1-9.
- Swales, J.M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK [United Kingdom]: Cambridge University Press.
- Taselin, Maria. (2010). *The Teaching of English Language Skills and English Language Components*. Malang: State University of Malang Press.
- Wahidi, R. (2009). "Genre of Text". Available online at: <http://rachmatwahidi.wordpress.com> [accessed in Bandung, Indonesia: November 11, 2016].
- Yin, R.K. (2003). *Case Study Research: Design and Method*. USA [United States of America]: SAGE Publication, Inc., 3<sup>rd</sup> edition.



**The English Teachers in Indonesia**  
(Source: <https://www.newsdeeply.com>, 9/10/2016)

The teachers also faced several problems in implementing genre-based approach in teaching writing. They had difficulties to assess a big number of students with several domains in limited creativity in their thinking. To cope with the problems, the teachers wished to get the comprehensive and sustainable training and workshop in implementing teaching writing based on genre approach, so that they can follow the trend and issues in English teaching and can fully understand to implement the techniques in teaching English.