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Author(s): Gustinefa

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Applying Genre – Based Approach to Teaching Descriptive Writing on Online Learning

Gustinefa *

Madrasah Aliyah Negeri Insan Cendekia Serpong, Tangerang, Indonesia

Abstract: This study concerns the implementation of the Genre Based Approach (GBA) in teaching English as an approach to improve students' writing skill, especially in Descriptive writing in online learning. Therefore, this study was offered to analyze the teacher's way in applying the GBA in teaching writing of a Descriptive Text in online learning and to find out whether the GBA can lead to students' improvement in writing skill in online learning. The study employed a qualitative research design, embracing characteristic of a case study. The data were obtained from thirty six students of social classes of MAN Insan Cendekia Serpong. The data was conducted by classroom observation, interview, and collection of students' texts which were analyzed using Systemic Functional Linguistics (SFL). Despite some limitations, the findings revealed that the teacher succeeded in applying the GBA based on the stages suggested by the GBA theorists and improving students' writing skill. The students learned to write at greater length, with a clear schematic structure and appropriate linguistic features, indicating students' improvement in constructing the text organization. Linguistically the text produced by the students were much better than their previous writing. For practical purposes, it is recommended that English teachers apply the GBA in variety of contents especially in writing class. It is also suggested that further research be run in larger classes with other text types in order to get more comprehensive picture of the implementation of the GBA in teaching writing.

Key Words: Genre Based Approach; Systemic Functional Linguistics; Descriptive Text; Online Learning.

Abstrak: Penelitian ini berkaitan dengan penerapan Genre Based Approach (GBA) dalam pengajaran bahasa Inggris sebagai pendekatan untuk meningkatkan keterampilan menulis siswa, khususnya dalam menulis Deskriptif dalam pembelajaran online. Oleh karena itu, penelitian ini berusaha untuk mengeksplorasi cara guru dalam menerapkan GBA dalam pengajaran menulis Teks Deskriptif dalam pembelajaran online dan untuk mengetahui apakah GBA dapat menyebabkan peningkatan keterampilan menulis siswa dalam pembelajaran online. Penelitian ini menggunakan desain penelitian kualitatif, dengan karakteristik studi kasus. Data diperoleh dari beberapa sumber, antara lain observasi kelas, wawancara, dan kumpulan teks siswa yang dianalisis menggunakan Linguistik Fungsional Sistemik (SFL). Meskipun ada beberapa keterbatasan, temuan mengungkapkan bahwa guru berhasil menerapkan GBA berdasarkan tahapan yang disarankan oleh para ahli teori GBA dan meningkatkan keterampilan menulis siswa. Para siswa belajar menulis lebih panjang, dengan struktur skema yang jelas dan fitur linguistik yang sesuai, menunjukkan

* **Corresponding author:** Gustinefa. Madrasah Aliyah Negeri Insan Cendekia Serpong. Sektor XI BSD, Jl. Cendekia, Serpong, Kec. Serpong, Kota Tangerang Selatan, Banten, Indonesia. Email: nefandtina.nefa@gmail.com

peningkatan siswa dalam membangun organisasi teks. Secara linguistik teks yang dihasilkan siswa jauh lebih baik dari tulisan mereka sebelumnya. Untuk tujuan praktis, disarankan agar guru bahasa Inggris menerapkan GBA dalam berbagai konten terutama di kelas menulis. Disarankan juga untuk penelitian lebih lanjut dilakukan di kelas yang lebih besar dengan jenis teks lain untuk mendapatkan gambaran yang lebih komprehensif tentang penerapan GBA dalam pengajaran menulis.

Kata Kunci: Genre Based Approach; Linguistik Fungsional Sistemik; Teks Deskriptif; Pembelajaran Online.

INTRODUCTION

Writing is not an easy task for EFL students, especially for Indonesian secondary school students. Their difficulty in writing mostly is caused by a lack of writing practice. The fact that writing is difficult for most Indonesian Secondary school students have been supported by Alwasilah in his previous research. Alwasilah (2007) asserts that writing is complicated for not only students but also teachers since they lack writing skills and have short of informed knowledge. Alwasilah also states that writing skills must be taught in the classroom through writing practices. However, many teachers tend to lecture the students by giving theories of writing including spelling, word formation, vocabulary, grammar, etc. instead of practicing how to write.

This condition was also found by the researcher herself who taught English for secondary school students whose text production indicated that most of them got serious difficulty in writing. Although they have learned descriptive text and have practiced constructing descriptive text when they were in Junior High School, their writing competencies didn't meet the target of the English curriculum in Indonesia. As stated in the curriculum, students have to be able to produce text (written and spoken) to communicate in English both spoken and written language by using an appropriate variety of language within transactional and monolog discourse (Depdiknas, 2003:7). The text types include Descriptive, Narrative, Recount, Report, News Item, Explanation, and Exposition (Puskur, 2003; Derewianka, 1990). Meanwhile, to achieve the goal of learning activity, a teacher has to own knowledge about all of the text types and how to teach them effectively because "a specific genre (text type) has its communicative purpose and some unique linguistic features" (Cope, B., and Kalantzis, M 1993).

Although many EFL teachers in Indonesia are well informed about the GBA, they felt that GBA wasn't easy to apply in teaching English because of students' weaknesses in some aspects of writing. This is supported by Adriansyah in his research involving English teachers in Ciamis, West Java. Adriansyah (2017) asserted Teachers faced several problems in teaching writing based on the genre approach since GBA required the students to be more familiar with grammatical movements, kinds of texts, and sentence organization. Therefore, the implementation of the GBA (in fact) made the teaching of English more difficult (particularly in teaching writing) for some EFL teachers in Indonesia. The situation above led to the researcher's interest in exploring the implementation of the GBA in writing, especially the Descriptive text.

This section will discuss the theory that underpins the study that is the GBA to the teaching of writing through an online classroom. The discussion will be focusing on the SFL Genre-based Approach in Language Education, particularly the definition of Genre, the basic principle of GBA, the genre-based approach to teaching writing skills. The second one is an

account of descriptive writing as the focus of the study and finally it is about an Online Learning Activity.

The SFL Genre-based Approach in Language Education in Indonesia Schools

The SFL-GBA to teaching writing has been developed mainly in Australia, based on SFL developed by Halliday (1994). In Indonesia, it has been implemented since the enactment of curriculum 2004. The 2004 English curriculum is designed based on the government regulation stating that language education (including English) is meant to develop reading and writing culture (Chapter III, Article 21, Point 2); and the competence for language subject should emphasize the ability to read and write (Chapter III, Article 25, Point 3) suitable for the levels of education. This regulation explicitly indicates that the Indonesian government has a great commitment to improve the literacy level for students as the key to learn any subject. This is why the 2004 English curriculum is designed based on competencies in which learners are expected to be able to communicate (written and spoken) in English as life skills. The concept of competence adopted in this curriculum is the one developed by Celce-Murcia et.al (1995) since it is pedagogically motivated or developed for language learning purposes. This model states that the final goal of the competence is communicative competence or discourse competence which indicates four sub-competencies, namely: linguistic, actional, socio-cultural, and strategic.

At the practical level, the goal of language education is to facilitate learners' ability to create or produce texts (written and spoken). The types of text (genres) developed in this curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc.), monologues, and essays of certain genres. The genre framework supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages. As Cope and Kalantziz (1993) stipulate that a genre approach to literacy teaching involves being explicit about the way language works to make meaning.

Genre Definition

Based on the cultural context, Martin as cited in Callaghan and Rothery (1993) defines genre as "a staged goal-oriented social process, purposeful activity achieved primarily through language", (see also Christie, 1993:154 and Kress 1988:35). According to Gibbons (2002:53) every genre has three elements of text; a specific social purpose, a particular overall structure (schematic structure), specific linguistic features, shared by members of the culture. Regarding social purpose (the first element), Gibbons also proposes that the social purpose is reflected in the way that the genre is structured. Thus, a genre is goal-oriented. The second element is an overall structure or text organization (Derewianka, 1990:76) or schematic structure (Hammond, 1992) or generic structure (Gerot and Wignell; 1994) is the structure or organization of text which consist of a distinctive beginning, middle, and end that enable people to achieve their purpose (Derewianka, 1990:7). Regarding the third element of the text, Gibbons (2002:53) proposes that every genre has particular linguistic features in common with, or very similar to another genre of the same type.

Basic Principles of the Genre-Based Approach

There are some basic principles of the genre-based approach (henceforth abbreviated to GBA), as cited in Emilia (2005), they are language learning as a social activity, explicit teaching, and apprenticeship teaching.

Genre Based Approach to teaching writing skills

GBA is considered as an influential tool to learn about writing, texts, and social communication if students can be given ownership of their writing, time, and support so they will experience widely with genre (Christie 1993, see also Oliver 1999). The model of the GBA to teaching writing involves four stages (Hammond, 1992): 1) Building Knowledge of Field (BKoF), 2) Modeling of Text (MoT), 3) Joint Construction of Text (JCot), and 4) Independent Construction of Text (ICoT).

Stage 1. Building Knowledge of Field

Building Knowledge of the Field is the first stage of the teaching-learning cycle. This stage is one of the most important stages in the cycle since it aims to make sure that students have enough background knowledge of the topic to be able to write about it (Gibbon, 2002:60), however, this stage is one of the most neglected in the introduction of classroom tasks and activities. Hammond (1992) also stipulates that the stage of Building Knowledge of Field enables learners to explore cultural similarities and differences, to practice grammatical patterns relevant to the topic, and to extend vocabulary which includes shared experiences and knowledge. Building Knowledge of the Field is usually related to introducing a topic to the students.

Stage 2. Modeling of Text

The second stage is the modeling of the text. In this stage, the teacher introduces the learners to a model of the genre. This stage aims to build up students' understanding of the purpose, overall structure, and language features of the particular text type the class is focusing on (Gibbon, 2002:64). There is an explicit on analyzing the genre through a model text related to a topic. The activity involved in this stage is discussing the social function and the purpose of a text, analyzing the characteristic schematic structure, and analyzing grammatical patterns (Hammond, 1992: 20-21).

Stage 3. Joint Construction of Text

The third stage is the Joint Construction of Text where the teacher and students or students with other students in a group create the text. Gibbon (2002:66) suggests that this is a time when there can be an explicit focus on grammar, but, unlike the traditional classroom, it occurs in functionally relevant ways- in the context of actual language use, and at the point of need. This is one of the important stages in the GBA which involves students' participation in a group to produce a text. Harmer (2004) also says that successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to other's minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating.

Stage 4. Independent Construction of Text

Independent Construction of Text is the final stage of the cycle when students write their texts (Gibbon, 2002:67). It has to be done after group or pair construction has shown that the learners have achieved control of the genre. In this stage, the teacher's role is to give consultation when individual learners need assistant or feedback. Further, the teacher has to give constructive comments to the learner's work when necessary. In this stage, as Derewianka's suggestion, activities can be shown as follows: a) guiding the students to choose a topic, b) giving a text model to let the students writing their drafts, c) giving comments and suggestions to make students' text accurately, d) doing one to one conference, e) editing or publishing the students' text.

Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, place, or others, (Gerot and Wignell, 1994). Descriptive writing attracts senses, so it tells how something looks, feels, smells, tastes, or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A descriptive text has two elements, they are Identification or General Statement and Description element (Derewianka, 1990; Butt et al., 2000; Gerot & Wignell, 1994). The identification element aims at introducing and identifying a specific participant (a person, thing, place, animal, or event) to be described in the descriptive text (Gerot & Wignell, 1994) while the second element (description) aims at describing the specific participant in text with details information about its characteristics, appearances, personality, habits or qualities (Gerot & Wignell, 1994).

Related to its linguistic features, Gerot and Wignell (1994), state that a descriptive text employs the following linguistic features: a). Focus on specific participants as the main character; b). Use present tense as dominant tenses; c) Use linking verbs or relational process frequently (is, are, has, have, belongs to) to classify and describe appearance or qualities and parts or functions of phenomena); d) Use action verbs, e) Use the mental verb or mental process when describing feelings; f) Use adjective and adverbs to add information to nouns and add information to verbs to provide a more detailed description about the topic; g) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in the embedded clause which functions as circumstances.

Online Learning

In the situation of pandemic covid-19, the role of networked communication in the language learning process is inevitable because most teaching and learning are held online. Online learning involves in-person interaction between teachers and students on regular basis. It is used as a blended learning technique along with other teaching strategies and is designed to be used in combination with a variety of other in-person teaching methods. It's a supplemental way of mixing things up in the classroom to provide a variety of learning opportunities for students. To increase student engagement teachers can use a variety of instructional resources and teaching methods to deliver content in multiple ways such as the use of live worksheets, google drive, google classroom, and online video conferences.

Google Drive

Google Drive is a free file sharing service, like a virtual cloud, that allows users to store and access files from almost any device. Both teachers and students need to make a Google account before they use this platform. The teacher can use the services within Google Drive to add other users to documents, which allows for collaboration. By creating a folder viewable and editable by students through the link given by the teacher, students can work collaboratively. They can make comments, give suggestions, or edit directly on the document rather than shuffling through stacks of papers and writing notes.

Online Video Conference

Video conferencing (teleconferencing) is an online technology that allows users in different locations to hold face-to-face meetings and can see and chat with each other so long as they have webcams and microphones. This technology is commonly used during the pandemic of covid-19 because most of the activities including teaching and learning are held from home. Among many video conference platforms, the researcher use zoom meeting for teaching online. The teacher can discuss the material or the students' work in live worksheets directly by using the share screen facility. One of the advantages of using this platform is that the researcher can record the meetings so that it can be watched again later to get thoroughly class observation to gain the data. Moreover, when collaborative work, students can be sent to breakout rooms to do group work.

METHOD

This study employed a qualitative research design in the form of a descriptive case study to answer two research questions; 1) How does teacher apply GBA in teaching descriptive writing in online learning? 2) Can the implementation of the GBA help students improve their skill in writing a Descriptive text in online learning? The research was conducted in MAN Insan Cendekia Serpong in August 2021 involving two social classes of the thirty six tenth grader and the English teacher (the researcher herself). To gain valid data, the study employed triangulation of data collection method in terms of online classroom observation, questionnaire, and the collection of students' text which would be analyzed by using Systemic Functional Grammar. The data from classroom observation were summarized and classified.

Sampling Procedures

Data from the questionnaire were summarized and classified according to the relevant research questions. Finally, the data from students' text were analyzed qualitatively to identify their schematic structure and linguistic feature, and they were also analyzed quantitatively in terms of frequency to see the tendency of linguistic feature occurrences in their text.

Materials and Apparatus

Data taken from the questionnaire. There were only six main questions asked in this questionnaire. Each related with the students' opinion toward the importance of information about the learning target on the first meeting, the advantages gained by students on the stage

of MoT, the benefit of JoT with the use of google doc (Google Drive) and the platform of zoom meeting for blended learning to improve students' writing skill.

Procedures

The observation was done to collect the data about the way teacher applied the GBA to teaching Descriptive writing in online learning. The observations were conducted for four meetings in two cycles. Each meeting lasted eighty minutes following the lesson periods in that school. The first and the second meeting were for the first cycle of the GBA curriculum. The second cycles were on the third and the fourth meetings. Regarding data from observation, two central themes will be delineated relevant to the research questions. These are to do with research question one; the way teacher implemented the GBA in teaching Descriptive Text and the second research question; the benefit of the GBA to students' writing skills. To answer the first research question, the researcher used recording of online learning activity. From the recording revealed the situation of online learning classroom where the teacher used four stages of the GBA. Before coming to the first stage of the GBA, teacher informed the students about the target of the learning activity and the agenda they would do for five meetings.

METHOD

Stage 1 The first stage is Building Knowledge of Field (BKoF).

In this stage, the teacher began the class by giving vocabulary games. By using an online whiteboard (whiteboard. fi) teacher stimulated students to find the adjectives based on the clue given by teachers. Students had to put their answers on their board. The winner was those who got the most correct answers. This activity stimulated students' interest, they were happy and enjoyed the game. After doing the vocabulary game, the teacher introduced the students to spoken text about Venice City taken from you tube. After watching the video, the discussion was carried out. Students were enthusiastic in discussion; they answered the questions dealing with social context and the purpose of that text.

Stage 2 Modeling of Text (MoT)

The activities done during the second stage were as follow:

Familiarizing students with the schematic structure of Descriptive Text.

To give more exposure to the model of descriptive text, the teacher presented a written text. The teacher presented the written text (Kilimanjaro Mountain) through sharing screen mode during the zoom meeting. She asked volunteer students to read aloud the text while others listening to the reader. After reading aloud, the teacher led students to find out the social function and the generic structure of the text. There were various answers delivered by students, but in general they were able to find out the generic structure of the text. The teacher also discussed particular information and new vocabularies found on the text.

Discussing the linguistic features of a descriptive text.

Through teacher's guidance students found out the linguistic feature of a descriptive text. It was dealing with the dominant tenses used in that text (simple present tense), the use

of linking verb (is, are and have/has), the adjectives and adverbs used to give information about particular noun and verb, and the use of passive voice.

Stage 3 Join Construction of Text (JCoT).

This stage was done in the second meeting. The lesson began with a vocabulary game; students were asked to participate in a game by using the online board. In that game, students drew a landmark of a certain place, other students had to guess the name of the place. When their guessing was correct, then the teacher asked the student whose picture was displayed to describe the place or the landmark by using at least three adjectives. The game lasted for 10 minutes as a warming up, then the teacher informed the students that they would do collaborative writing. Students were enthusiastic to work in a group. The group members were chosen by the teacher, each group consisted of three students. The teacher told the students to use the available template of descriptive text in google drive using the link that was shared by the teacher in the chat room. Each group had to construct a descriptive text collaboratively and proofread texts of other group when they finished their text. The teacher joined the breakout room respectively to make sure the group worked well, gave necessary help, and guide them on doing collaborative writing. Students seemed to understand and followed the teacher's explanation with enthusiasm. The teacher could monitor their works in google drive, and knew who contributed actively from the suggestions and corrections given to other groups' work. The teacher responded to the correct suggestions by giving emoji 👍 (thumb-up sign) and corrected any wrong suggestions delivered by students on their friend's text.

Stage 4 Modeling of Text (MoT)

Before coming to the text modeling, the teacher discussed some comments she gave on the students' text which were produced at the previous teaching cycle. Some comments were about text organization and linguistic feature of the texts. After giving comments to students' previous work teacher started the class with Modelling of Text. At this stage, teacher introduced two spoken texts; descriptive text about Paris and California. After listening to each monolog, students answered the questions related to the information they got from the text. The teacher played the audio three times for each, after playing the audio teacher asked some questions to the students. Since the speaker is a native speaker, some students got difficulty gaining the information and were able to answer the questions after they listened to the text three times. The teacher played the recording again and discussed their answers. This time, students easily mentioned the generic structure and the social function of the text.

Stage 5 Independent Construction of Text

This is the last stage of the curriculum cycle in the GBA where students produce a text individually. The teacher asked students to create their descriptive text individually and upload it in google drive through the link provided by the teacher. The last method of the data collection was students' written works which were collected at various stages during the program. Each student produced four descriptive texts. The first texts were produced at the prior teaching program, the second texts were produced collaboratively in group work (JCoT stage). The third text was produced independently, but with guidance from the teacher. And the last text was produced independently without the teacher's (during the ICoT stage).

DISCUSSION

The online class activities were recorded and the researcher's notes focused on what was said and done by both the teacher and the students in an "interactional setting" (Manion and Marrison, 2000:305, Emilia, 2005:79) dealing with the teaching of writing through GBA. The observation was carried out in the classroom to obtain the authentic data on the actual activities of what was said and done by the students and the teacher in the classroom. The observation data were analyzed based on the GBA stages. This analysis was focused on the teacher's way of teaching to know the way the teacher applied GBA in teaching descriptive writing. The model of the GBA is to be the basis of the analysis suggested by Feez (2002) and Gibbons (2002) which consists of four stages, including Building Knowledge of Field, Modeling, The Joint Construction, and the Independent Construction Stage.

Based on the observation data, the activities done by the teacher in the BKoF stage were in line with the GBA theory. The teacher introduced the learners to a model of genre, discussed the social function and the purpose of the text, analyzed the schematic structure and linguistic feature of the text (Hammond, 1992: 20-21). The aim of this stage was to build up students' understanding of the purpose, overall structure, and language features of the particularly text type the class is focusing on (Gibbon, 2002:64).

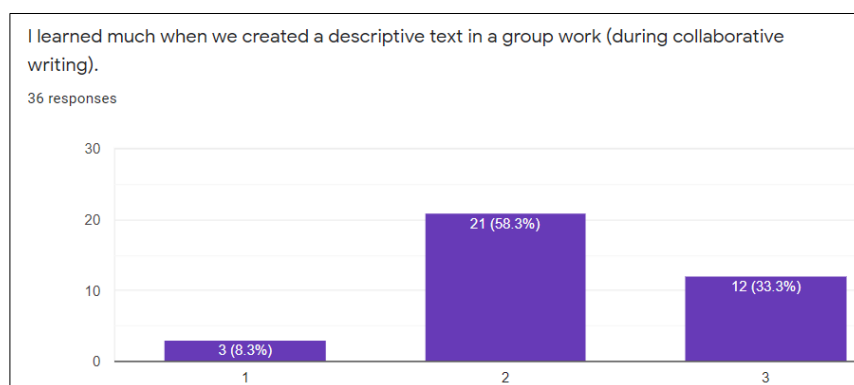


Figure 1 During Collaborative

The collaborative writing done in the second meeting was the third stage of the GBA (called JCoT). Based on the data presented in previous section, teacher had applied the GBA in line with the theories. Students created a descriptive text in a group work, they learned under the guidance of the teacher in apprenticeship (Cope and Kalantziz, 1993), with the students as an apprentice and the teacher in the authoritative role of expert on language system and function

To complete the analysis of observation data, here we come to the analysis of the last stage of the GBA (Independent Construction of Text). This stage was done at the second curriculum cycle which applied stages of the activity; BKoF, MoT and JCoT. The teacher skipped the JCoT stage because she thought that students had had experience in constructing a descriptive text collaboratively and this stage was not necessary to do in the second curriculum cycle. It showed that the "teaching cycle was flexible to do" (Gibbon, 2002) or was not a fixed, lock-step procedure (Callaghan, et.al 1993:182) depended on the situation and the students' need. It allowed the teacher to move with and enter the cycle in a way that best meets students' needs. Thus the teacher may return to any stage where necessary and spend as much as is needed on each step.

From the data analysis above, it can be considered that the teacher has applied the basic principle of the GBA to teaching writing. The activity involved four stages as suggested by the genre theorist.

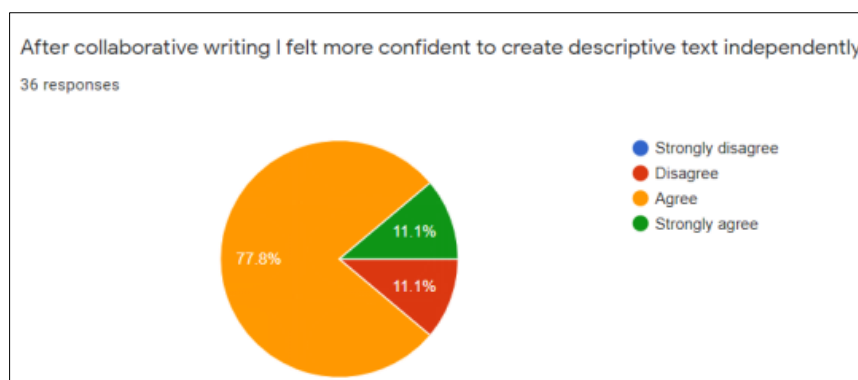


Figure 2 After Collaborative Writing

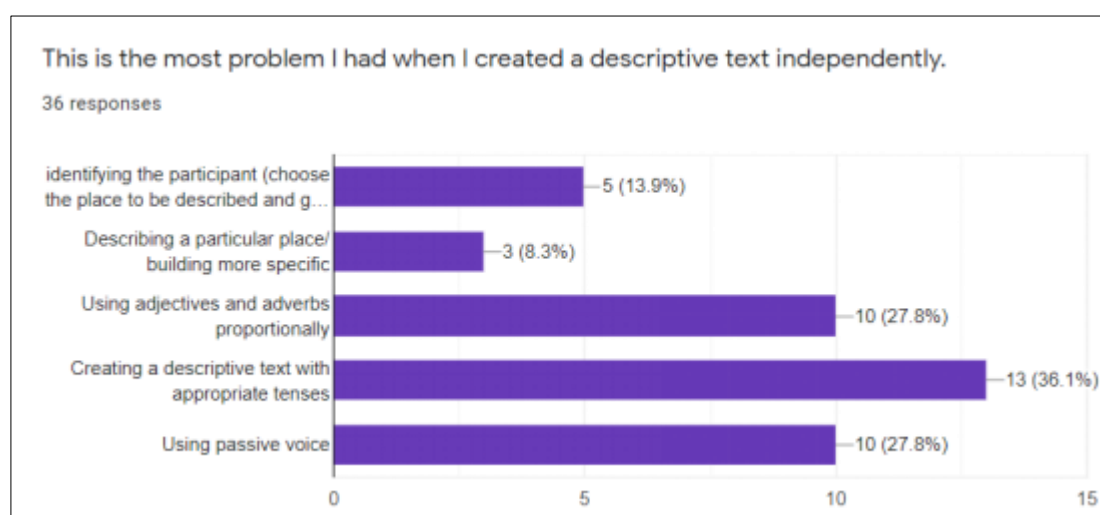


Figure 3 The Most Problem

The data from the questionnaire showed 97% students thought the information about the goal of the learning activity was important and helped them to focus on the target learning. It is in line with the principles of the GBA which is to do with explicit teaching. It is believed that if teachers are explicit about what is expected of students, learning will be more effective (Feez and Joyce, 1998:25). The second question was about the importance of the MoT for students to improve their writing skills. The data showed all of the students felt that this stage was important because through this stage they knew more about the features of descriptive text (social purpose, generic structure and linguistics features) and improve their vocabularies. To turn to the Modeling of Text 91,7% thought that this stage was important to do before teacher assigned students a descriptive text writing because they said that they after modeling of text they understood more how to write a descriptive text accordingly. Moreover, all of students agreed that it was important to learn generic structure and linguistics feature of the descriptive text before they create the text. Among others, 86% said that after modeling of text their vocabulary increased significantly. To turn to the Joint Construction Stage, 91% of students said that they learned much from a collaborative writing; the students understand and learn more about the lesson; vocabularies, grammar (Nidya), they can discuss the material and

correct the mistakes together (Nisrina). Other students seemed to be conscious of this stage. The JoT allowed them to involve in constructing a text together. It benefited them when they have to construct the text individually (Asla, Nanditha). A student (named Griffin) realized the importance of group work, he suggested the teacher increase the assignments in group work because he learned much from group work.

Despite the advantages of the JoT, some students (9%) said that their group works were not effective because of some reasons; sometimes the group work was not effective because of the internet connection problem (Adiyaksa), another problem was dealing with the tool (lap top) used by students. The dysfunctional microphone hindered them to discuss, so the other group member didn't do the job as it was distributed because of (Lathifah and Syauqi). To turn to the use of Google Drive in collaborative writing, 91% of students like working in Google Drive (google docs). They could collaborate their text without any lag and could see edit tracking when it was needed (Kanaya). Working in google drive enabled students to engage simultaneously apart from their distance. The activities could be done simultaneously, when students construct their text, the teacher or other group could give suggestions and corrections at the same time and at the same file. Working in google drive helped students to submit their tasks easily (Adiyaksa), and make the coordination process easier (Krishna), the documents were saved automatically as soon as the task was edited (Nisrina). It can be shared with a limitless number of people directly, no need to send to other applications (Ridho) and students could work together without joining a zoom meeting (Naurah), anyone who had the link could give correction and suggestion and could see our friends' text including the corrections, so we learned together (Nanditha). If we want to share our file to others, we don't need to download it (Syauqi).

Regarding the template of descriptive text provided by the teacher in google drive, students thought that it was very useful for them (97.3%). It guided them how to write a descriptive text with appropriate schematic structure. After writing practice using template, they felt more confident to create a descriptive text independently (Naurah). This is in line with Vygotsky's idea that to imitate, it is necessary to process the means of stepping from something one knows to something new. Imitation and instruction play a major role. They bring out the specific human qualities of the mind lead the child (student) to new developmental levels (Vygotsky, 1994 cited in Emilia: 251). Concerning the Independent Construction stage, some students thought the stage was means of developing their writing based on their experiences in the joint construction stage (Wira), and the stage enables them to explore more their ideas to construct the text (Adyafif) and made them more confident in writing (Komar, Rafli).

Based on the data from the questionnaire it can be concluded that the teaching program was useful and enjoyable. The students said that the program was good and the teacher taught well and used interesting methods (Asla, Nanditha, Reisa, Shellomitha, Nisrina), the class situation was democratic and the teaching program was enjoyable (Safa, Rizki, Asla, Krishna). To conclude the data from questionnaire, students said that the information about the learning target is important, as well as the stages of the GBA to writing skills. The data indicated that students' perceptions were generally positive on the teaching program. The students seemed to perceive every element of the program including the use of google drive were useful to help them develop their writing skills, especially in writing a descriptive text. Students' writing abilities were improved, evidenced by their confidence in writing, their capacity to write at length with clear stages.

Data taken from Students' Text

The document analysis was done mostly to students' writing in order to capture the students' development on their writing abilities. The students' texts were analyzed using basic principles of the Genre- based approach as suggested by the genre theorist. The students' written text analysis was important as to see the development of their writing skills as argued by Freebody (2003, cited in Emilia, 2005:79) that "in most cases, students' actual achievements can be gauged through their production of various kinds of texts." Sample of students' texts represented different level of achievement. Due to the time constrain, the analysis was only focused on the length of the text, the schematic structure and the linguistic features of a descriptive text. This section will offer analysis and interpretation from four students to capture their improvements as part of the teaching program in two cycles. Each student produced four texts; the first text was produced prior to teaching program, the second text was produced during Join Construction stage, and the third and the fourth text were produced at the stage of independent construction. The four students whose text would be analyzed are Nikeisha, Rafli, Asla, and Krishna (their name was respectively from the high achiever to low achiever).

Analysis of Nikeisha's text.

The Analysis of Generic Structure

Despite being the high achiever, Nikei seemed to be lack of information about the generic structure of a descriptive text. It can be seen from her first text. It consisted only one paragraph with 100 words. In this text the writer only identify the participant without giving more specific description of the participant. The improvement can be seen in the second text with the length of 300 words, it used appropriated generic structure. This text was produced collaboratively during the Joint Construction stage. Despite the grammar mistakes, the four paragraph in this text were well-organized. It began with the identification of the participant, followed by three other paragraphs the writer tried to describe specific participant by elaborating the information of particular place. The third text (225 words) and the fourth texts (360 words) were also constructed with appropriate generic structure proposed by the genre theorist; Identification and Description element. The identification element aims at introducing and identifying a specific participant (place) to be described in the second element (description) aims at describing the specific participant in text with detail information about its characteristics, appearances, personality, habits or qualities (Gerot & Wignell, 1994). Acknowledgements. The heading should be treated as a 1st level heading and should not be assigned a number.

Analysis of Linguistics Features

Regarding the linguistics feature of a descriptive text, Nikei' texts could be considered a well- constructed text. Each of her text focused on specific participants, used present tense as dominant tenses, used linking verbs or relational process, used action verbs, use adjective and adverbs (Gerot & Wignell, 1994). The length of text contributed to vary and increase the linguistics features. The improvement can be seen in the Table 1 below.

Table1. Data from Nikeisha's texts

Student Name	Text Number	Length of Text	Generic Structure	Linguistic Features					
				Specific Participant	Number of Linking Verbs	Number of Adjective	Number of Adverb	Number of Mental Process	Number of Passive
Nikeisha Tsani Akmila	1 (prior teaching program)	100 words	Identification ✓	X	1	2	2	0	2
			Description 1 X	✓					
			Description 2 X	✓					
			Description 3 X	✓					
	2 (IoT)	300 words	Identification ✓	✓	10	20	12	0	1
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						
	3 (ICoT)	225 words	Identification ✓	✓	12	11	2	2	3
			Description 1 ✓						
			Description 2 ✓						
			Description 3 X						
	4 (ICoT)	360 words	Identification ✓	✓	20	23	5	2	5
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						

Analysis of Asla's Text

Analysis of Generic Structure

The second text analysis was taken from Asla's descriptive texts as can be seen in Table 2. The first text showed that the writer didn't have enough knowledge to write descriptive a text based on the generic structure proposed by the genre theorists. This text consisted only one paragraph which identified the participant (Samarinda). There wasn't description of a particular place. Compare with his fourth text (use same participant with text 1), this text much in progress. The text was written in 325 words, after the identification, he made specific descriptions which were elaborated in three paragraphs. This text showed a lot of progress in his writing skills. From the table 2 we can see that the third text consisted of only 3 paragraphs but it the generic structure was accordingly.

Analysis of Linguistics Features

Looking at the linguistic features, Asla's texts were written accordingly. It used appropriate linguistic features such as the use of simple present tense, linking verb (is, are, has). Adjective and adverbs were used to add information to nouns and add information to verbs to provide a more detailed description about the topic. The progress of his writing can be seen in the Table 2.

Table 2 Data from Asla's texts

Student Name	Text Number	Length of Text	Generic Structure	Linguistic Features					
				Specific Participant	Number of Linking Verbs	Number of Adjective	Number of Adverb	Number of Mental Process	Number of Passive
M. Nur Asla	1 (prior teaching program)	110 words	Identification ✓	X	3	6	2	2	0
			Description 1 X	✓					
			Description 2 X	✓					
			Description 3 X	✓					
	2 (IoT)	380 words	Identification ✓	✓	19	13	8	0	8
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						
	3 (ICoT)	221 words	Identification ✓	✓	8	9	2	0	4
			Description 1 ✓						
			Description 2 ✓						
			Description 3 X						
	4 (ICoT)	325 words	Identification ✓	✓	13	15	2	0	3
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						

Analysis of M. Rafli's Text

Analysis of Generic Structure

From table 3 we can see that the three texts produced by Rafli (text 2, 3 and 4) have used correct generic structure. Only the first text didn't apply the correct generic structure of a descriptive text. The first text was created at the prior teaching program. The second text was produced in collaborative writing where the teacher provided template of the generic structure of a descriptive text in Google doc. Text 3 and 4 which were produced independently (without using template as it was in text 2) showed a lot of improvements either in length, the generic structure or the linguistic features.

Table 3 Data from Rafli's texts

Student Name	Text Number	Length of Text	Generic Structure	Linguistic Features					
				Specific Participant	Number of Linking Verbs	Number of Adjective	Number of Adverb	Number of Mental Process	Number of Passive
M. Rafli R	1 (prior teaching program)	64 words	Identification ✓	X	4	0	1	0	1
			Description 1 X	✓					
			Description 2 X	✓					
			Description 3 X	✓					
	2 (JoT)	259 words	Identification ✓	✓	7	9	3	0	5
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						
	3 (ICoT)	280 words	Identification ✓	✓	10	17	3	2	4
			Description 1 ✓						
			Description 2 ✓						
			Description 3 X						
	4 (ICoT)	326 words	Identification ✓	✓	13	12	1	1	3
			Description 1 ✓						
			Description 2 ✓						
			Description 3 ✓						

Analysis of Linguistics Features

The linguistic features elements increase remarkably from one text to another. After the joint construction stage, Rafli texts showed significant improvement not only in linguistic feature but also the way he created a coherence text. There were locigal links between paragraph of the text. The text organization was improved by grouping the information he would describe in the next paragraph by stating a thesis statement.

Analysis of Krishna's Text

Analysis of Generic Structure

The last text to be analyzed was Krishna's Text. Seen form his last text it could be concluded that Krishna didn't have enough information about how to create a descriptive text with generic structure proposed by the genre theorist. His first text (about Sidoarjo) was very short (50 words) with incomplete generic structure. This text only identified the participant (name of the place and its location) without giving further description of the specific participants. After collaborative writing, his writing skill improved. Significant improvement can be seen in his fourth text (270 words) and with correct generic structure.

Analysis of Linguistics Feature.

The improvement of Krishna's writing skills not only can be seen from the generic structure element. The linguistics features of the second text until the fourth text were improved. It can be seen from the increasing use of element of generic structure as showed in the Table 4.

Table 4 Data from Krishna's texts

Student Name	Text Number	Length of Text	Generic Structure	Linguistic Features					
				Specific Participant	Number of Linking Verbs	Number of Adjective	Number of Adverb	Number of Mental Process	Number of Passive
Krishna Satrya	1 (prior teaching program)	50 words	Identification	✓	3	6	2	2	0
			Description 1	X					
			Description 2	X					
			Description 3	X					
	2 (JoT)	250 words	Identification	✓	19	13	8	0	8
			Description 1	✓					
			Description 2	✓					
			Description 3	✓					
	3 (ICoT)	188 words	Identification	✓	8	9	2	0	4
			Description 1	✓					
			Description 2	✓					
			Description 3	X					
	4 (ICoT)	270 words	Identification	✓	13	15	2	0	3
			Description 1	✓					
			Description 2	✓					
			Description 3	✓					

CONCLUSION

This study sought to investigate how the teacher implements the GBA to teach Descriptive writing and how the GBA helps students improve their writing skill. From the finding presented in the previous section it can be concluded that the research has been completed since it has answered the two research problems. Regarding the first research problem, i.e. how the teacher applied the GBA in teaching Descriptive writing in online learning, it is found that the implementation of the GBA in teaching Descriptive writing was done successfully based on the stages suggested by the genre theorists. The teacher's success in implementing the approach was supported by some factors such as teacher's competency in implementing the approach comprehensively, the appropriate technique used by the teacher. Other aspect which supports the teacher's success in implementing the GBA were the teacher's ability to create a good online learning atmosphere and to perform positive attitude toward the students' responses during the learning and teaching process.

The second research question, e.g., the role of the GBA in improving students' writing ability has been answered through the data from students' text analysis and the data from questionnaire. The improvement made by students in writing Descriptive texts appears to be supported by some factors, such as student's motivation to learn something different from their usual learning activities, students' willingness to work in group, and students' enthusiasm of having opportunities to access knowledge from various sources such as the internet and other printed sources like book, pamphlet, brochure, etc.

Despite the successful implementation of the GBA and the improvement made by students in writing skill as mentioned above, there are some problems and limitation found by the researcher after the study. First, it was not easy to manage the time in conducting the research due to the limited time allocated for teaching Descriptive text. Second, since the class was an online learning, the problem of internet connections become crucial since the activities depended on the internet. Third, the analysis of this study was focused only on the

Experiential meaning and the element of a descriptive text based on the GBA theorist (generic structure and linguistic features).

Based on the findings of this study, there are some suggestions proposed. First, since the study merely concerned the Experiential meaning in analyzing the students' text, it is suggested that further research include other aspect in systemic functional linguistic (SFL), such as theme progression to see the cohesion of the text, transitivity process (material, mental, relational, and existential) to build a better picture of the application of SFL in teaching. Second, conveying ideas in the texts often needs variety of grammatical features, the lack of which causes writing problems. Thus, further research may investigate the best way to cope with the problem. Third, as the study was only focused on the implementation of the GBA to teach Descriptive writing, further research can investigate the effectiveness of the GBA to teach other text types.

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