

STUDENTS' PERCEPTION IN IMPLEMENTATION OF GENRE-BASED APPROACH CYCLE THROUGH PADLET

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Abstract

Genre-based approach strongly emphasizes the relationship between text genres and their genres context (Hyon, 1996). The previous research Dirgeyasa (2016), the result of research shows that in Indonesian education context, recently the word 'genre' seems to gain its most popular and hot issue to teaching and learning English, particularly writing skill. This narrative inquiry study focuses on investigating student's perception of implementation cycle of Genre Based Approach through Padlet which engaged technology media. The data collection is used open-ended interview of some students. The result of study found that almost all students felt helped by the implementation of the Genre Based Approach Cycle through Padlet used in learning to write, that engaged technology as students' new experience in writing learning. The implementation of Genre Based Approach through Padlet has implication in learning strategy and revolution media of learning in writing.

Keywords: *Genre Based Approach, Narrative Inquiry, Padlet, Students' Perception, Technology*

INTRODUCTION

Writing has an important role in human communication, because it is one of the communication skills that can be used to communicate with other people or to express our opinions in written form (Umami, 2014). Teaching writing requires students to write accurately, and to achieve this the teacher must use a method. Alan (2020) used Team Based Learning in discussion and writing classes, Team-Based Learning is active and structured learning pedagogy, it aims to improve students' preparation, interaction, and critical thinking. Also, Umami (2014) use information transfer in productive skills during teaching and learning to write, this aims to make students develop student ideas and be able to build their grammar,

idiom and vocabulary structures so that students can improve their ability to organize and formulate ideas into good writing

However, in this study researcher use Genre Based Approach, Genre Base Approach (GBA) is an approach commonly used in writing skill, this approach is not a type of text but learning that uses repeated and predictable patterns. The purpose of this approach is students be able to make text from the drafting stage until it is finished (Hammond and Derewianka, 2001). The genre approach used a clear direction to define the linguistic characteristics and rhetorical patterns specific to the discourse in which students seek to participate, and teaching the purposes, structures, and language

features of genres (Hyland, 2004, 2007). According to Graves (1994) learning how to write is a complex process that is usually taught by following a series of steps including brainstorming ideas, writing and editing drafts, and publishing for an audience, this process mainly relies on learners' intuitive understanding of language (Hyland, 2003); attention is given to correctness of spelling and grammar (Moore & Schleppegrell, 2014).

The genre-based approach developed in response to the weaknesses of the process approach. Further, in learning to understand generic texts, students begin to recognize generic patterns and related language features that they encounter in the text (L. Price & J. Price, 2002; Akiko, 2016). This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing. Its central belief is that "we do not just write, we write something to achieve some purpose" (Hyland, 2002; Irawansyah, 2016). In fact, many experts claim that genre as an approach to learning to write shows its typical processes, procedures, and steps (Dirgeyasa, 2016). The instructional framework in the genre-based approach utilized the stages of, modeling, joint construct, and independent construction (Callaghan et al., 2012; Gabriel, 2017).

According to (Permendikbud) no. 81A on the implementation of the 2013 Curriculum. Permendikbud mentions there are learning patterns that need to be changed. Among others, one-way learning patterns (teacher-student interaction) need to be changed to interactive learning, isolated learning patterns to networked learning, and passive learning patterns to active-seeking learning. To make interactive learning, Padlet Application has potential to use. Padlet is device neutral, as it works on all internet-enabled devices, including: PCs, laptops, tablets, smartphones. This means it can work

easily in any school that takes advantage of a variety of devices.

The previous research Dirgeyasa (2016), the result of research shows that in Indonesian education context, recently the word 'genre' seems to gain its most popular and hot issue to teaching and learning English, particularly writing skill. A genre-based approach to writing seems relevant for low-level student low competence and motivation. It actually guides students to write from very simple or dependent steps to a standalone step. However, Genre Based Approach is still implemented as conventional. Therefore, researcher involves Padlet as online instructional media to enhance the implementation of Genre Based Approach in writing learning. Moreover, researcher focuses on student's perception of its implementation. Student's perception is needed to involve whether the purpose of the research shows the significant result.

Writing

Writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for the others. Bell and Burnaby in Nadwiah (2002:16), point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At sentence level, these include control of content format, sentence structure, vocabulary, punctuation, spelling letter formation. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Writing means to produce a message into written language (Pram in Syarman, 2002:25). It involves an activity process to organize and formulate the ideas on the paper. So that reader can catch the writers' message.

According to Rivers and Temper (1987:20) who state that writing is an exciting, challenging skill that permits

students to indulge in fantasy, humour, fiction, or fact in language they have chosen to make their own, while drawing on all their inner resources of imagination and self-expression. From some experts' comments presented above, writing can be defined as a tool of communication to transfer messages or thoughts that are produced in written form in sequence of sentence in a particular order and linked together in certain ways. Through writing, people can connect the various components of the subject matter, their ideas, thoughts, and feelings to each other. Margareta in Hariston (1986:2) states that there are some reasons why writing is important; those reasons are, writing is a tool for discovery. We stimulate our thought process by the act of writing and into information and image we have in our unconscious mind. Writing generates new ideas by helping to make connection and see the relationship with other aspects. Writing helps us to organize our ideas and clarify concept by writing down ideas into coherent form. Writing helps us to absorb and process information. When we write about the topic, we learn it better. Write on a subject makes us be active learners rather than passive learners of information.

According to Dumais (1988:60) there are five kinds of writing; they are: (a.) Description is writing to show; it tries to present a picture. (b.) Narration is writing to tell story (c.) Exposition is nonfiction writing. The basic purpose is to tell about something, to inform or to explain. In the school or in the business world, it is a kind of writing you will do most (d.) Argumentation is writing process to convince. It attempts to support, defend or prove a point of view.

Genre Based Approach

Genre-based approach strongly emphasizes the relationship between text genres and their genres context (Hyon, 1996). It aims to help students become

effective participants at academic and professional environment and their wider community (Hammond and Derewianka, 2001). According to Flower & Hayes (1981), the step approach of writing be enlarged belonging the concept of the product approach (Jordan, 1997; Akiko, 2018). The step approach focuses on the writer, especially on the creative thinking that show the non-linear step when used by the writer. Although pervious approaches emphasize the from of language, the step approach focuses on writers and pay less attention to readers (Silvia, 1991) Genre-based approaches can also serve as a pedagogical framework as they provide a contextualized language learning experience by pulling together language, content and context (Hyland, 2007).

Regarding genre as a teaching and learning model, Firkins, Forey, and Sengupta (2007) describe in detail and more comprehensively how it is done. They use the term 'cyclic strategy' to define and teach writing stages through a genre-based approach. They also propose three stages to be followed and implemented during the teaching and learning process. The three stages are a) modeling a text, b) joint construction of a text, and c) independent construction of a text. They then, explain each stage having some practical steps to follow systematically. Digeryasa (2016) explain the stages of writing learning based on approach, such us;

The first is Modeling a text, in modeling a text there are four practical steps which must be implemented during the teaching and learning process. The four practical steps are: a) The teacher chooses a certain type of genre writing in order to develop the classroom activities. In this case, type of genre must match with the students needs and market needs where they will work later on. b) The teacher and the students discuss the text genre by modeling and deconstruction or even manipulating the text. c) The students are

directed and situated in order to know and understand the function of the text, the communicative purpose of the text. Take for example the genre procedure writing- the function of procedure and the purpose of writing procedure. d) The students then, study the vocabulary usages of a certain genre procedure, grammatical or structural patterns of procedure, and then the students practice the procedure if necessary.

Second is Joint construction, in joint construction stage the students start to do something more practical and operational dealing with writing. However, their work of genre writing is not writing at all because they modify and manipulate the text given. The students are still guided and helped by the teacher before they become really independent writer of a certain genre taught and learned. As a matter of fact, there are three practical steps how joint construction stage is developed and implemented. a) The students reconstruct the certain genre writing given. In this case, the student may revise and paraphrase the vocabulary usage, the grammatical patterns, and textual devices if necessary by their own words. b) The teacher continuously guides the students to discuss and order the students to remember so that they really understand well about the genre type given. c) Before going forward to stage three, the independent construction of a text., stage modeling text and joint construction are important to review.

Last is Independent construction of a text, by having prior understanding and experiences of stage one and stage two, the students are ordered to write a certain type of genre as what they have learned before. The student write a given genre type independently. In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical

patterns usage, relevant vocabulary usage, and textual devices as well.

With this model students can actually learn to write gradually and systematically. In line with student learning processes, a genre-based approach to teaching and learning to write, Weber (2001) states that teaching and learning models of writing help to increase students' awareness of specific areas of difficulty. For the optimization of the Genre Based Approach, researchers will use the Padlet application as a medium. related to technological advances, that education follows the technological revolution.

The Advantages of Padlet Classroom Application

The genre-based approach developed in response to the weaknesses of the process approach. In learning to understand generic texts, students begin to recognize generic patterns and related language features that they encounter in the text (L. Price & J. Price, 2002; Akiko, 2016). According to Issa (2018) the wheel consists of three phases. The first is the Modeling phase, where students are exposed to a number of targeted texts that model the genre in which they will write (Cope & Kalantzis, 1993). In the second phase, Joint Negotiation of Text, the students firstly prepare for writing a new text through discussion or taking notes, for instance (Cope & Kalantzis, 1993). Then they write this text under the guidance of their teacher. This phase is characterized by the feature of scaffolding that students get either from their teacher or from each other while constructing their texts (Hyland, 2007). After the joint construction of the class text, the students move to the last phase, Independent Construction of Text, where the teacher's guidance and group work decrease. Students work independently to create their own texts through more determined preparation in the determined genre,

drafting with final consultation from the teacher, editing critical evaluation of the work, and finally “exploiting the genre to present the other field” (Cope & Kalantzis, 1993, p. 11).

At the independent construction stage students will create text, and the text will be asked to be sent via the Padlet application. Padlet is a free online application that is illustrated as an online whiteboard. Padlet can be used by students and teachers to post notes on the same page. Notes posted by teachers and students can contain links, videos, pictures, and document files. Padlet is device neutral, as it works on all internet-enabled devices, including: PCs, laptops, tablets, smartphones. This means it can work easily in any school that takes advantage of a variety of devices. There is no software or application that needs to be downloaded or installed, so this application will be easy for students to use. Wall posts created on Padlet can be exported in several ways, including PDF or spreadsheets, or embedded in blogs, websites or other pages.

Founded in 2008, Padlet’s founder and CEO, Nitesh Goel proclaimed it “the easiest way to put stuff on the web.” The tool attracted users with a simple interface that allowed users to drag and drop files from their desktop and add links from the web onto a web-based canvas (called a “padlet”). It proved to be a versatile tool used by educators facilitate group projects as teachers and students alike could share notes, photos, videos and audio clips. The tool was available for free, and users could make as many padlets as they wanted. But no longer. When Padlet users logged in to their accounts this week, they saw a pop-up message announcing a cap on the number of padlets allowed under the free “Basic” plan. The cap number varies but regardless of how many padlets a user has, he or she can only make three more.

METHOD

In this study, researcher uses qualitative research, and narrative inquiry to design an appropriate with this research related to phenomenon that must be interpreted based on respondent’s experienced. Narrative inquiry is a way of doing research that focuses on the stories we tell about our lives. Another, Kramp (2004) said that stories assist humans to make life experiences meaningful. Stories preserve our memories, stories are not merely a list of merely of facts about the things we do them with, where and when we do them. They also embody our understanding of those events as well as express our feelings about them. Experiences become narratives when we tell them to an audience and narrative become part of narrative inquiry when they are examined for research purpose or generated to report the findings of an inquiry (Barkhuizen, 2016).

RESULTS AND DISCUSSION

Results

The researcher has several findings that is obtained from five main points of number questions interview. The five main questions are such as; (1) Student’s perception about the Building Knowledge and the Modelling stage of the text in Genre Based Approach Cycle through Padlet; (2) Student’s perception about the Join Construct and the Individual Construct stage of the text in Genre Based Approach Cycle through Padlet; (3) Student’s obstacles when learning use Genre Based Approach Cycle through Padlet; (4) Student’s feeling after learning use the Genre Based Approach Cycle through Padlet; (5) Student’s perception about Padlet application. Based on the result from the interview 3 of 28 students, the finding is:

How the student’s perception about the Building Knowledge and the Modelling stage of the text in Genre Based Approach Cycle through Padlet?

Respondent 1:

“The stages given are very helpful because we can know detail information of text, also help for knowing how to use the correct grammatical.”

Respondent 2:

“This stage also really helps me to understand the text quickly, because it is explained in detail.”

Respondents 3:

“Because the explanation of the text was done slowly, we became able to understand well what was being explained.”

How the student’s perception about the Join Construct and the Individual Construct stage of the text in Genre Based Approach Cycle through Padlet?

Respondent 1:

“This stage makes me did not have any experience of difficulties, because I am already understood about the material.”

Respondent 2:

“I can understand what was being said well.”

Respondent 3:

“I don't have any difficulties when I am assigned to make text, starting from the stage of making supporting details, supporting sentences, until it is finished.”

What student’s obstacles when learning use Genre Based Approach Cycle through Padlet?

Respondent 1:

“I do not find other difficulties.”

Respondent 2:

“I have a little difficulty when making the outlines in groups, this was because there were too many ideas proposed so that they had difficulty deciding on a topic.”

Respondent 3:

“I do not find other difficulty; I can follow all the stages given well.”

How student’s feeling after learning use the Genre Based Approach Cycle through Padlet?

Respondent 1:

“I do not feel it difficult when creating text, after learning to use a genre-based cycle approach.”

Respondent 2:

“At previously I am only knews text in general and always thought that making text was very difficult. However, after learning using a genre-based approach cycle student feel it easy to know the text in detail.”

Respondent 3:

“I think that making a text is not as difficult as what I previously thought. After using all the stages are given, I feel comfortable”

How the student’s perception about Padlet application?

Respondent 1:

“The application made learning activities easier, because make me became more flexible when collecting assignments.”

Respondent 2:

“The Padlet application was very simple, there is no software or application that needs to be downloaded or installed”

Respondent 3:

“The use of this application encourages me to learn to use technology, because technology is really needed for learning so that when I am work, I am able to know how to use technology properly.”

From these data, the points used in the interview to find out the students' perception about the implementation of GBA cycle through Padlet were found in the interview session. Almost all students felt helped by the implementation of the Genre Based Approach Cycle through Padlet used in learning to write. The Padlet application used also does not make it difficult for students, because the application is easy to use and very simple.

Discussion

The process approach is centered on the author's thinking and focuses on the importance of iterative thinking. The genre-based approach developed in

response to the weaknesses of the process approach. In learning to understand generic texts, students begin to recognize generic patterns and related language features that they encounter in the text (L. Price & J. Price, 2002; Akiko, 2017). The implementation of the Genre Based Approach Cycle through Padlet makes it easier for student to learn to write. At the Building Knowledge stage, students can understand and distinguish parts of the general structure of the text. In addition, students can also distinguish the form of paragraph patterns such as topic sentences, supporting sentences, and supporting details. Students can also understand the language features in the text, and know how to use the simple present tense, adjective modifier noun, action verb, and specific participant. In the next stage, Modelling Text stage, students can analyse a text and determine the general structure, paragraph patterns, and language features of the text. In the last stage of Join Construct and the Individual Construct, students are able to present a descriptive text in accordance with the general structure, paragraph patterns, and language features in the descriptive text. In addition, students are also able to develop the outline into sentences and paragraphs according to paragraph patterns, general structure and language features. These stages enable students to understand a text in detail and be able to present the text well. Students are required to post every step on Padlet wall when they develop a text. The finding students think that Padlet help them to interact with teacher in free time outside classroom.

Students experience a few obstacles during the process of determining the topic in groups. The reasons is too many people who provide opinions, students compete to give opinions so that the topics used can match their wishes. However, this obstacle is not too worrying because in the end students can handle it by themselves by conducting deliberations to determine

which topic to use. The implementation of the Genre Based Approach through Padlet has a lot of influence on students. Students have big difference in learning to write, the cycle is used to make it easier for students to understand a text in detail. In the genre approach, clear instruction is used to explain the specific linguistic characteristics and rhetorical patterns in which students seek to participate, and to teach the aims, structures, and language features of the genre (Hyland, 2004, 2007). At the time of presenting the text, students did not experience difficulties, because they already knew what components should be in a text, and how to process them step by step.

The Padlet Application does not indicate which work is attributable to which student, the teacher may want to ask the student to initialize his contribution for credit task. If you allow all students to post to the wall or make comments, the teacher can discuss internet safety and etiquette and establish specific classroom rules and consequences. As students said this application also helps them to learn using technology, they can keep up with the times. In this day, technology is really needed, it can't even be separated from learning process.

CONCLUSION

Based on the finding and discussion that have been presented, the researcher concluded that the students' perception about the implementation of Genre Based Approach cycle through Padlet showed that students' good results were greatly helped by the use of the Genre Based Approach Cycle. The stages of Building Knowledge, Modelling, Join Construct and the Individual Construct of the text, make it easier for students to understand and present a text. The stages used make students able to follow the learning well, because it is more structured at the time of delivery so that students have no difficulty when learning takes

place. Using the Padlet application also does not make it difficult for students, because Padlet is easy to use and does not require money.

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