

THE IMPLEMENTATION OF THE STAGE OF JOINT CONSTRUCTION OF THE TEXT BASED ON THE GENRE-BASED APPROACH IN TEACHING WRITING AT SMP NEGERI 1 SUTERA PESISIR SELATAN

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Abstract

This research was aimed to describe how the English teachers apply the stage of joint construction of the text based on Genre-based Approach in teaching writing. The design of this research was descriptive. The population of this research was English teachers at SMP Negeri 1 Sutera Pesisir Selatan. In selecting sample, the researcher used total sampling technique. The result of data analysis showed one English teacher who acted as scribe using whiteboard while class jointly constructs a text. The findings showed that the teachers drew students' attention to the stages of the writing process, in preparing to write and drafting process, some of the teachers used pictures to invite students' idea to be able to write the text in group or in peer, one teacher who prepared skeleton text with minimal clues, the teacher prepared information gap activities to construct text by thinking about the difficulties which may happened when the students wrote the text, the teachers edited the draft of the student's text by asking one group to write their text, two teachers who compared the students text with the model. The findings also showed the teacher asked the learners to prepare the text by doing correction again to their text and presenting it by reading it front of the class. The researcher suggests the teacher to do more activities in Joint Construction of the Text. The next researcher is suggested to widen the classes and observed more than four texts.

Key words: Implementation, Stage, Joint Construction of the Text, Genre-based Approach, Writing

A. Introduction

One of the ways to improve the quality of education is by changing the curriculum. The newest curriculum in Indonesia is called as School-based Curriculum. It is the improvement of the previous curriculum, CBC (Competency-based Curriculum). School-based

curriculum is known as Kurikulum Tingkat Satuan Pendidikan. KTSP is an operational curriculum that is arranged by each educational unit (Sutrisno, 2008). It means that schools have full responsibility in determining plans of teaching, preparing the materials, teaching instruments, and evaluating for the need of teaching

learning process. All teachers have a duty to develop their own syllabus based on the needs, situation, and condition of their school.

According to Depdiknas (2006), the scopes of the teaching English include four aspects in junior high school, (1) discourse competence, (2) the ability to understand and create different kinds of text, (3) supported competences, and (4) developing positive attitudes. The discourse competence is an ability to understand and produce oral or written text which is integrated in four basic skills in English. The students also must have the ability to understand and create different kinds of text, such as, short functional text, monolog, and text in form of narrative, descriptive, procedure, recount and report. Besides, there are also supported competences that have to be mastered by the students, namely; linguistic competence, socio cultural competence, strategic competence and grammatical competence. Finally, the teachers have responsibility in developing students' positive attitudes while the learning process occurs. It is one of the affective aspects which involved in teaching learning process.

In order to achieve the competencies required in KTSP, some approaches may be used. Two of them that are suggested to

be used are communicative language teaching and genre-based approach. Today, most of the teaching of English in Indonesia is applying the genre based approach. When the teachers apply it in teaching English, they have to apply several steps which are known as teaching learning cycle. The four basic skills will be integrated automatically if this cycle has been applied in the classroom.

B. Research Method

This research was a descriptive research because it described the implementation of the stage of joint construction of the text based on genre-based approach in teaching writing at SMP Negeri 1 Sutera. Gay (1987: 189) expresses that a descriptive study determines and reports the ways thing are. It is told about something that occurs in the field. Further, Gay (1987: 189) adds that there are two reasons why people use the descriptive method. First, a high percentage of reported research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems. Since it was a descriptive research, the data were collected through observation and interview.

Gay (1987: 101) expresses that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. Gay (1987: 102) states that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.

The population of this research was SMP Negeri 1 Sutera, Pesisir Selatan in academic year of 2012/2013. The researcher took four English teachers as a sample. The sample was chosen by total sampling technique.

The instruments that were used to get the data in this research were observation and interview. Gay (1987: 189) supports that the descriptive data are usually collect by using questionnaire, surveys, interviews and observation. The observation was used to get the data in this research. The reason was to get the accurate data about the implementation of the joint construction stage in the classroom. The sheet contained of several activities that had to be done in joint construction of the text stage. This observation was done to get the accurate data about the implementation of joint construction stage. This observation was done on June 25th until June 29th 2013.

The second instrumentation was an interview. The interview was done in order to get more depth information about the teachers' knowledge in implementing genre-based approach and how to put it into English classroom. This interview was done on June 25th until June 29th 2013.

An observation was conducted during the teaching-learning process in order to see the activities which were done by the teachers in joint construction of the text stage. The activities were observed by using observation sheet which will be used as the guidance. The sheet contained of seven activities which derived from Feez and Joyce (1998) theory because they give more detail explanation about the joint construction activities. An interview was conducted after observation. The function of the interview was as supporting data got from the observation. Also, it was conducted in order to get more depth and complete data. There were two main questions that were asked to the teachers in the interview. First, it was about the activities which be done or not by the teachers in the stage of joint construction of the text. Second, the question was about the difficulties which be found by the English teachers in implementing this stage. In this case, the researcher used the mother tongue or Indonesian language in

order to avoid misunderstanding and misinterpreting between the researcher and the teachers.

C. Findings and Discussion

Findings

Teachers did not do all activities in the stage of joint construction of the text. Teacher A did 5 activities in the stage of joint construction for teaching the two kinds of text. And teacher B and D did 4 activities in the stage of joint construction of the text for teaching both texts. On the other hand, teacher C did all activities in teaching text 1 and 6 activities in teaching text 2 in this stage.

The first activity was done by giving several questions and explaining the model again to the students. Then, the teachers drew the students' attention to the stages of the writing process by providing some pictures and topics, and giving direct correction to the students' work. After that, the teacher prepared information gap activities to construct the text by thinking about the difficulties that may happened. The third activity was done by giving a skeleton text with series of picture and minimal clues and later asked the students to create their own text as a whole. Next, the teachers edited the draft of the students' text by asking one student to

write their work on the whiteboard and later it would be discussed together with whole class. Then, the teacher and the students compared the students' text with the model by identifying and classifying each characteristics of the text. Finally, the teacher asked the students to prepare the text by doing correction again to their text and presenting it in front of the class.

The interview was done in order to get more depth data about the implementation of the stage of joint construction of the text in teaching writing. First, the researcher asked about the activities which were not done in the stage of joint construction by the teachers. And second, the researcher asked about the difficulties which were found by the teachers in implementing the activities in the stage of joint construction. In the interview session, first, the researcher asked the teacher about the activities which were not done. There were two activities which were not done by the teacher in the stage of joint construction. The researcher also conducted the interview for teacher B. The researcher also asked two questions to teacher B. The first question was about the activities which were not done by the teacher. The second question which was asked to the teacher was about the problem that was

faced in implementing the stage of joint construction. Similarly with teacher A, teacher B had the same reason. She said that, there were no sufficient times for implementing the stage of joint construction of the text in teaching writing. The researcher also asked two main questions in the interview session to teacher C. The first question was about the activities that were not done by the teacher in implementing the stage of joint construction of the text. Based on the teacher C's class observation's form, it can be seen that there was just one activity that was not done by her. It was preparing skeleton text with minimal clues in teaching text 2. The researcher also asked two main questions in the interview session to teacher D. The first question was about the activities that were not done by the teacher in implementing the stage of joint construction of the text. Based on the teacher D's class observation's form, it can be seen that there were four activities that were not done by her. The first one was act as scribe/prompt using blackboard while class jointly constructs. The next activity which was not done by the teacher was preparing skeleton text with minimal clues and then later asked the students to complete the text. When this question was asked to her, she argued that there was no

appropriate source which could support this activity.

Discussion

In stage act as scribe / prompt using whiteboard while class jointly constructs a text (referring to model), there were three teachers who did not act as scribe used model on the blackboard when the students made mistake in constructing the text and there was one teacher who did this activity. In stage Draw learners' attention to the stages of the writing process in preparing to write activity there were two teachers used pictures in brainstorming, in drafting activity the teachers asked the students to write the text in peer or group, in revising activity teachers revised the student's work, in proof-reading activity teachers giving directly correction. In stage prepare skeleton text with minimal clues and ask the learners to complete the text, there was only one teacher who prepared skeleton text with minimal clues for the students. In stage prepare information gap activities to construct a text, the teachers thinking about possibilities of difficulties faced by students in constructing the text. In stage edit a draft text with whole class or in group, the teachers asking one student to write his/her text on the whiteboard as the model for discussion. In stage compare the draft to the model, there were two teachers

who did this activity, they asked the students to compare their own text with the model by themselves. In stage learners prepare the text to present to whole class for discussion, the students check again about their text after following several steps in the writing process.

D. Conclusions and Suggestions

Conclusions

After interpreting the result of data analysis, it can be concluded as follows:

1. Only one English teacher who acted as scribe using whiteboard while class jointly constructs a text. She did this activity by discussing and explaining again the model on the whiteboard to the students.
2. The teachers drew students' attention to the stages of the writing process. In preparing to write and drafting process, some of the teachers used pictures to invite students' idea in order to be able to write the text in group or in peer. The others provided the students by several topics and asked them to create their own text based on the topic chosen. In revising process, the teachers gave help to the students only if asked or needed by them. And in proof-reading process, the teachers asked the students to correct their own text by themselves in group or in peer. The teachers gave direct correction if she found another mistake from the students in writing the text. However, some of the teachers missed one stage in teaching learning process.
3. Only one teacher who prepared skeleton text with minimal clues. She did this activity by giving skeleton text with minimal clues and asked the students to develop the text in group. In another meeting, she did this activity by providing the students with series of picture which completed by several clues.
4. The teacher prepared information gap activities to construct the text by thinking about the difficulties which may happened when the students wrote the text. In writing process, she reminded the students about the characteristics of each text in order to avoid the mistakes in structuring the text.
5. The teachers edited the draft of the student's text by asking one group to write their text on the whiteboard as the model for discussion.

6. Only two teachers who compared the students' text with the model. They did this activity by identifying the students' text and the model and classifying the paragraphs based on each characteristic.
7. The teacher asked the learners to prepare the text by doing correction again to their text and presenting it by reading it in front of the class.

Suggestions

Based on the conclusions above, the researcher would like to propose several suggestions as follow:

1. Act as scribe / prompt using OHT or whiteboard while class jointly constructs a text, teachers must give more models of text in the beginning of teaching learning process.
2. Draw learners' attention to the stages of the writing process, teachers should give discussion more about the lesson before starting the teaching learning process.
3. Prepare skeleton text with minimal clues and learners complete the text, teachers should give more incomplete text to the students until the students understand about it.
4. Prepare information gap activities to construct text, teachers share more information about the text with the students to construct the text.
5. Edit a draft text with whole class or in groups, teachers must ask more about students' ideas for the better result.
6. Compare a draft text to the model, teachers must give much time to the students in teaching learning process.
7. Learners prepare the text to present to whole class for discussion, teachers should give more chance to the students to present in front of class.
8. Based on the data analysis and the findings, the researcher also suggests for the next researcher has to widen the classes that will be observed, not only four classes, but more than that. This research was limited on writing skill only and only observed four texts, they were; descriptive, procedure, recount and narrative text. It is hoped that for the next researcher to look for the four basic

competencies and observe all types of the texts.

E. References

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