

**THE USE OF GENRE-BASED APPROACH INSTRUCTION TO  
IMPROVE STUDENTS' ABILITY IN WRITING**



By:

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#### ABSTRAK

**PHATTHAYA DOUANGMALA:** *Penggunaan Pendekatan Berbasis Genre Untuk Meningkatkan Kemampuan Mahasiswa Dalam Menulis*, Tesis, Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2018

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk meningkatkan kemampuan mahasiswa dalam menulis melalui penerapan pendekatan berbasis genre pada mahasiswa tahun pertama di Departemen Bahasa Asing, Fakultas Pendidikan, Universitas Nasional Laos tahun ajaran 2017/2018.

Penelitian terdiri atas dua siklus dengan jumlah tatap muka sebanyak enam pertemuan. Penelitian ini dilakukan melalui kerja sama antara peneliti, dosen bahasa Inggris dan mahasiswa tahun pertama di kelas 1E. Data diperoleh melalui pengamatan proses belajar-mengajar, melakukan wawancara, mengambil foto, dan menganalisis hasil menulis mahasiswa dengan berpatokan pada rubrik penilaian. Data hasil observasi, wawancara, dan analisis tulisan kemudian dianalisis secara kualitatif. Adapun validitas dalam penelitian diperoleh dengan menerapkan validitas demokratis, validitas dialogis, validitas katalitik, validitas proses, dan validitas hasil.

Hasil penelitian menunjukkan bahwa penerapan pendekatan berbasis genre mampu meningkatkan keterampilan menulis mahasiswa. Masalah mahasiswa dalam menulis dapat dikurangi dengan menerapkan tahap-tahap dalam pendekatan berbasis genre. Fase membangun pengetahuan (*building knowledge of the field stage*) dan fase pemodelan serta dekonstruksi teks (*modeling and deconstructing of the text stages*) dapat meningkatkan kosakata dan pengetahuan mahasiswa tentang topik dan konteks teks. Kedua fase ini juga dapat meningkatkan pengetahuan dan kemampuan mahasiswa terkait jenis dan struktur teks serta fitur bahasa. Fase pembangunan bersama (*Joint Construction stages*) dan konstruksi bebas (*independent construction stage*) terhadap teks dapat meningkatkan kemampuan mahasiswa dalam mengeksplorasi ide dan mengembangkannya menjadi teks yang baik. Kemampuan menulis mahasiswa juga menunjukkan peningkatan dari siklus I ke siklus II.

Kata Kunci: *pendekatan berbasis genre, EFL menulis, kesadaran genre, kompetensi menulisan*



## ABSTRACT

**PHATTHAYA DOUANGMALA:** *The Use of Genre-Based Approach Instruction to Improve students' Ability in Writing*, Thesis, Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2018

The current research is an action research aiming at improving the students' ability in writing through the implementation of the Genre-based Approach for first year students at Department of Foreign Languages, Faculty of Education, National University of Laos in academic year 2017/2018.

The study consisted of two cycles carried out through six meetings in total. It was done in collaboration with the English teacher and first year students in class 1E. The data were obtained by observing the teaching and learning process, interviewing the students, taking photographs, and analyzing the result of students' writing performances. The data were in the form of classroom observation vignettes, interview transcripts, and analysis of students' writing performance using the checklist writing rubric. The data from the observation, interviews, and students' writings were analyzed qualitatively. The validity was obtained by applying democratic, dialogic, catalytic, process, and outcome validity.

The findings of the research showed that the implementation of the genre-based approach was able to improve students' writing skills. Students' problems in writing could be diminished by implementing the stages of the genre-based approach. The building knowledge of the field and the modeling and deconstructing of the text stages improved the students' vocabulary and knowledge on the topic and context of the text, and their knowledge and ability on the text type including the text structure and language features. The joint construction and the independent construction of the text stages improved the students' ability in exploring ideas and developing them into a good text. The students' writing performance also indicated improvement in the students' writing skill in both cycle I and II.

Key Words: *genre-based approach instruction, EFL writing, genre awareness, writing competency*



### DECLARATION OF AUTHENTICITY

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Would like to certify that the work in this thesis has not been previously submitted for a degree nor has it been submitted as part of requirements for a degree in another college or university. Any help that I have received to finish this study and the preparation of this thesis has been acknowledged. To add, I also would like to certify that sources of information and literature used in this work are indicated in this thesis.

Yogyakarta, June 22<sup>th</sup>, 2018

Declarator,

A handwritten signature in black ink, appearing to read 'Phatthaya', with a stylized flourish at the end.

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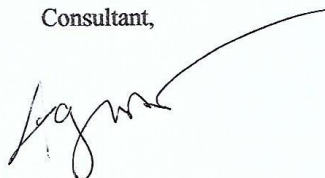
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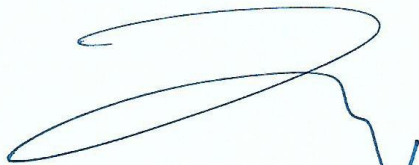
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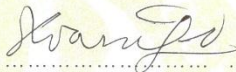
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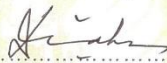
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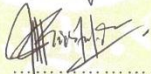
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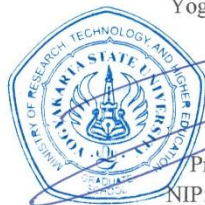
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Finally, I wish that this thesis brings many benefits to the field and readers. Thus, I realized that it is far from perfection. Therefore, any criticism, ideas, and suggestions are highly appreciated and welcomed in order to improve the quality of this humble work.

Yogyakarta, July 2<sup>nd</sup> ,2018

Researcher  
PHATTHAYA DOUANGMALA

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Writing as one of the productives language is considered as an important skill to be learnt by students at all levels. It is one of the most difficult skills, due to the fact that it is more complex than the other skills. Whereas, in the writing process requires good language ability in order to express the ideas, the knowledge of grammatical structures, the use of vocabulary properly, and also the consistency of the effort of expression the ideas and the constant use of eyes, hands and brain are required (Sattayatham and Ratanapinyowong, 2008).

In this worldwide trend, people tend to use texts/blogs, or post information, announcements and reactions in social network or e-mail to their friends, colleagues and the like. Therefore, people in academic contexts are under pressure to pay more serious attention to their writing proficiency. Nunan (2003) states that writing is mental work for creating idea, thinking about how to express the idea and organizing them into statements, and as well as paragraphs that will be explicit to a reader. In addition, Brown (2001) identifies writing as a thinking process. He claims that writing can be planned and given with an unlimited number of revisions before its release. Writing provides many benefits to all people, no matter if they are sales people, progammers, or designers. The reason is simple: clear writing is a sign of clear thinking. It uses to express the way of the ideas, feelings, goals, etc. For instance, people will communicate with clarity, eliminate stress, and be more productive. In particular, it is used

extensively in the field of study and work, namely the business fields, expounding work tasks, communication, education, and also job applications. All of these fields are required writing skills to communicate in order to comprehend with each other.

According to Hyland (2003), for producing effective writing task, the competence in variety of components is required, such as Grammatical competence (the competence in grammar, lexis and language system knowledge); Discourse competence (the competence in genre and rhetorical pattern); Sociolinguistic competence (the competence in using appropriate language in different contexts); and Strategic competence (the competence in using various communicative strategies). Moreover, writing itself has been identified as one of the essential skills in the world that is more than ever driven by text and numerical data (Huy, 2015).

As stated above, writing seems obviously to be very necessary and must be learnt. Moreover, writing is extensively used in order to help people to communicate with each other as well as to understand one another, and written communication is interminably to develop and become a significance skill in global communication. Despite the more liberal attitude toward such ideals and rules as correctness or accuracy, and greater stress on meaning or communicative purposes, academics are still expected to honor and master these rules and model communicative competence, which makes much of grammatical and discourse competence, along with sociolinguistic and strategic competence.

In National University of Laos (NUOL), the English program is one of the programs that NUOL pays attention to serve. English writing is one subject in the

curriculum of Foreign Language Department in National University of Laos (NOUL). Students learn writing skill in the first year, second year and the third year. The first year students learn the basic writing skill such as how to use punctuations in writing, how to connect ideas between sentences to other sentence, which means that they learn the basic rules of writing to produce the paragraphs and short-essyas. Second year students practice essays writing and comparative writing in paragraphs. Third year students have more practice in essays writing effectiveness in the way of academic writing in order to train to write their final report in the final year of studying (NUOL, 2013).

However, there are still a lot of NUOL students in Department of Foreign Languages, especially first year students who are not able to perform English writing effectively due to some problems that students have encountered when they are asked to write. According to local study in Laos, Thongma (2013) identifies the most of the problems are affected students' writing is: firstly, English rules are very complicated and they differ from student's native language (L1) such as native grammar transfers and English grammar. In other words, the students are influenced by their mother tongues on their performance in the development of a given target language. Secondly, students lack the ability in choosing vocabularies properly and using the correct tenses while writing. It considers a big deal in teaching and learning process because it examines the learning results. As Weigle (2002) states, without linguistic knowledge regards grammar and vocabulary, it is clearly impossible for L2 student to produce writing in a second language effectively. Last but not least, the text books which are

used by teachers are not interesting and appropriate with students' needs, and mostly the text books are focusing on language rather than content.

To improve students' English writing ability, practicing is required. Not only practice can allow them to produce effective writing compositions, but the experiences and the communicative approaches used in writing process are also essential (Myles, 2002; Hyland, 2003). In this study, the researcher believes that one of effective ways to improve student's writing ability is through implementing the Genre-based approach instruction for language learning and teaching. Previous studies have reported to reveal the successes in the use Genre-based approach (Weber, 2001; Chaisiri, 2010; Flowerdew, 2000). The teaching of writing through implementation of the genre-based approach is worth considering. The students can produce the effective writing with topics given that the students pass through the genre analysis approach. The approach could provide the opportunity to have cognitive control over the textual organization (Weber, 2001; Flowerdew, 2000).

Thongma (2013) indicated, regardless writing difficulties, many approaches are considered to teaching writing in Lao context, namely the Traditional Approach and Situational Language Teaching. The Traditional Approach and Situational Language Teaching emphasized on written and spoken language teaching in the beginning. The target language is the language of the classroom. New language points are introduced and practiced situationally. However, the research for investigating the Lao student's practice of English is generally scanty, and there are limited studies which assess the

effectiveness of enhancement the writing classes in EFL context through implementation the Genre-Based Approach.

Knowing these realities, there is a need to find ways that might improve learning and teaching writing for Lao students, especially the first year students in order to encourage and improve their writing effectively and productively in the future. This study is partly motivated by the realities mentioned above. Thus, it aims at scrutinizing the rhetorical structure of writing by first year students who are studying English in a Bachelor's degree level at NUOL. The study attempts to explore the writing enhancement and development in writing by applying Genre-based approach for instruction.

## **B. Identification of Problems**

Based on the observations and interviews with ten students, it was indicated that there were some problems related to the teaching and learning process, it was stemmed from diverse aspects, such as the environment surrounding in the classroom, the teacher, and as well as the students. Those problems were sum up according to the classroom observations conducted on February 9<sup>th</sup>, 2018 and discussions with the English teacher. The problems are listed below.

- 1) Students have difficulties in terms of expressing their ideas with coherence, cohesion and mechanics, and the use of vocabularies properly and the correct tenses while writing.
- 2) Students lack good English ability, particularly in writing skills. They do not master linguistic features, especially vocabulary mastery and grammatical features.

- 3) Teachers use English language fewer than Lao language during teaching and explaining the lessons in the classroom. Besides, teachers also lack teaching and learning materials that are appropriate for students' needs. In addition, they need to design the activities to make students more interested and pay more attention to the writing class.

### **C. Delimitation of Problems**

As mentioned in the background of the research and identification of the problems above, this study aimed at the practicable and feasible problems related to the teaching and learning standard. It was emphasizing for attempting to improve students' ability in writing skills through the use of the Genre-Based Approach (GBA). One more thing of the researcher's interesting in the writing fields, the other consideration in choosing the field of study is the feasibility and possibility of the research. To consider about the time and university curriculum basis, as well as the essential of writing for Lao students, it is obtainable yet essential to conduct an action research on improving students' language ability in the area of writing. Taking the Genre-Based Approach as the main approach also means that the researcher could be controlled towards the classroom activities and its organization, and as well as the explanation in the previous discussion, also contribute to solve the problems.

### **D. Formulation of Problems**

This study was conducted in order to answer these questions:

- 1) What are the outcomes of the implementation the Genre-Based Approach to enhance students' writing skills?

- 2) How does teaching of writing through implementation the Genre-Based Approach to enhance students' ability in writing skill?
- 3) What kind of writing materials and activities based on Genre-based approach are appropriate for teaching and learning in order to improve student's writing?

#### **E. Objectives of the Study**

To overcome the problems formulated above, in this research focuses on:

- 1) To improve first year students' writing ability through implementation the Genre-based approach for instruction writing subject.
- 2) To reveal whether implementing the Genre-based approach instruction is improve students' ability or not in order to improve their writing skills.
- 3) To reveal the types of English writing materials and activities based on the Gene-based approach which is appropriate with the first year students in order to enhance their writing effectively and productively.

#### **F. Significance of the Study**

##### **1. Theoretical Significance**

The significance of theory in this research could be the references for the teacher in order to improve students' ability in writing skill. It is advantaged for the school and university in terms of the improvement of quality of students, especially in the skill that concerns in writing area. Moreover, this study was contributed the strengths of the use of the genre-based approach to encourage the students to think the plan, and work of the whole text level in order to enhance their writing effectively.

In addition, in this study, the researcher hopes that the theoretical will be able to provide the sufficiency of significant to advantage the learning and teaching improved by the researcher and could be the main key to encourage the improvement of students' ability in writing skills.

## **2. Practical Significance**

The outcome of this study are expected to supply some advantages by following:

To English language teachers, the results of this study could be given the new insights in the field of English language teaching. It is expected that this research provide some general pictures of the effectiveness of practising in English language teaching and that teachers could be encouraged to do an action research in order to improve their quality of teaching.

To the participants of the study, the implementation of this study provided them a new experience, as well as to enrich their knowledge in terms of learning the new approach of writing.

To me as the researcher, to conduct this study was a priceless experience as I am a student that endeavors to be an English teacher. This study provided me a better comprehension on how to conduct an action research and more importantly on how to improve my quality in teaching. For other researchers, this study could be a reference in order to conduct further research in the field of English language teaching.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discuss the theoretical in literature review emphasized the important of the Genre-based approach in teaching and learning in order to improve writing skills, review of relevant studies, and the conceptual framework of the study

#### **A. Theoretical Review**

##### **1. Nature of writing**

Writing is a way of human symbolizes to communication of language and emotion through the inscription or recording, signs and symbols. In most languages, writing is a complement of speech or spoken language. Hammer (2004) states that writing is not a language but a form of technology that developed as tools by the human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

The objectives of writing was contributed to the various of writing forms. A writing work was focusing on inform an announcement will be different from a piece of written to advertise. In other words, who writes to whom also determines the writing product. For instance, a pieces of writing which is sent to communicate with friends through phone, text and messages will be significantly different from a piece of article that written for academic-scientific journals.

As the example demomstrated above, the theories of the relationship between text and context are diverged with each other, it is determined that a text is bound

with a certain context (Emillia, 2010). According to Halliday (1985), the context have two different types, i.e. context of situation which refers to the immediate environment of language, and context of culture which refers to a broader background with which the text needs to be comprehended. Moreover, Notion (2009) suggests that a text cannot be separated from the context. Without context, a text is meaningless. On that statement, it is supposed to keep in mind that context is needed to produce a text—that context is needed in writing.

Writing has been instrumental in keeping history, maintaining the culture, dissemination of knowledge through the media and formation of legal systems. It seems utterance in written form that is truly advantage and powerful to all people. The different forms of written texts are produced and used in several ways (Harmer, 2004). In addition, writing is extensively used in higher education and students must be able to achieve this skill and it is a big challenge for both native and non-native students (Muslim, 2014).

As we knows that writing is a complex skill and it is considered one of the most difficult skills to learn, it is not an easy task to achieve or master, because the writers have to think about the mechanics and elements of writing (Flynn & Stainthorp, 2006). Furthermore, as Chen (2003) states, in a foreign language, writing frequently acquaint with the significant for stimulating the students at all phases, especially in paragraph and essay writing because in this movement writing is customarily extended. Writing in general and essay in particular form problems to EFL students. In many cases, students essentially still lack of the competency and

proficiency translating words, phrases, and sentences from their first language(L1) to target language or second language (L2).

The demanding task of teachers are to seek of method for stimulating in a significant way the passive knowledge the students' process in terms of improvement the writing skill as well as to assist the students become more proficient while working to eliminate some of their minimum requirement mistakes. In order to understand the L1 intervention in the process of EFL writing, it would be a better approach in order to help teachers for knowing students' difficulties in learning English or foreign language. Furthermore, it will also assist in the selection of appropriate teaching approaches and strategies to favor EFL students learn English writing skills better.

## **2. Characteristics of Writing**

The written form of language has different characteristics in nature. According to Brown (2001), there are seven aspects that make written language different from spoken language.

### **1) Permanence**

Written language is permanent unlike spoken language. While spoken language is bound to time, written language is not. Spoken language is about here and now. Once spoken, the vocabularies are easily forgotten over the time. Nonetheless, written language is permanent as people could be read it again and again. In fact, written form of language lasts for centuries and it often being a proof of the civilization and history of the humankind.

## **2) Processing Time**

It takes long time in order to develop and improve the writing skill. It is not a skill that can be mastered overnight. To provide the amount of time allocated for teaching and learning writing at the school, it implies that a teacher cannot hope for his/her students to be a good writer in just a few days.

## **3) Distance**

Distance means the nature of the relation between the writer and the audience. To performace an effective of writing, a writer is supposed to be able to predict the audiences' general knowledge, cultural, as well as literacy schemata, specific subject matter knowledge, and the language used (Brown, 2001).

## **4) Orthography**

A piece of writing is conveyed through symbols. It implies that in the first place the students have to learn the symbols prior to writing. This is fundamental method when the target language has distinct symbols between students' native language.

## **5) Complexity**

Written language is more complex with longer clauses and subordination, while spoken language tends to be short. Therefore, leraning the structure of language is a vital aspect in writing.

## **6) Vocabulary**

The choice of vocabulary affects the written language greatly as written language places a heavier demand on vocabulary use than does speaking (Brown, 2001).

## **7) Formality**

For foreign and second language learners, the level of formality in written form is complex and difficult. It is because they have to learn the text types, namely descriptive, argumentative, and etc, not to mention new vocabulary and other linguistic features.

# **3. Processes of Writing**

## **a. Writing Process with Genre**

Writing is a production of the written word which produces a text but the text must be read and understood so that the communication can take place (Celce- Murcia and Olshtain, 2000: 142). Then, Grabe and Kaplan (1996: 4) distinguish two types of writing; writing involving the composition, and writing that does not involve composition. This distinction is very important because most of what is said in academic writing as writing is an activity that involves the activity of the composition. The composition includes activities of combining structural units of sentences into one larger unique, cohesive and coherent structure. The composition can also be further divided into activities of telling or retelling, and activities of transforming.

Because there is a difference between writing in the native language and writing in a foreign language, writing is a skill that is difficult for learners of English as a foreign language. A number of studies suggest that there are some differences and similarities between writing in the first language and foreign language. The similarities of the two languages will assist learners in the process of writing in English as a foreign language (Friedlander, 1990: 111). Polio (2003: 39) found that the texts were written in the foreign language and the writing process exposed by the learners show that the differences hinder or cause problems for learners. Grabe (2003: 23) reviewed several studies of the writing and the results showed that the difference between first language and second language makes writing difficult for second/foreign language learners.

To improve writing skills in a second/foreign language, experts suggest writing a few things. Grabe (2003: 245) argues that students should practice writing different types of genres that are relevant and they have to develop their awareness of the structure of the text they wrote. Hyland (2003) says that the genre-based approach has been proved that to improve their understanding of the genre, they should be exposed to different types of genre and structure. Moreover, Hyland (2007) argues that the generic structure of a genre should be taught explicitly to the author because of the structure of a particular genre may differ from one culture to another culture. According to Hyland (2003), learners need to know the patterns of lexicogrammar that are dominantly used in the stages of a

genre and he found that learning grammar will help students in understanding the features of a specific text.

Moreover, Hyland (2003) suggested six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. The teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using the creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise self-awareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression.

#### **b. Concept of Writing Process**

To produce a good writing is a challenging task for all language learners and even for native speakers. Grenville (2001, p. 9-165) proposed six processes of

writing which could be used for any types of writing, i.e. getting ideas or information, choosing ideas or information, outlining, drafting, revising and editing. The activities of getting the ideas or information could be done by employing brainstorming techniques namely listing, mind mapping or free writing (Chin, Koizumi, Reid, Wray, & Yamazaki, 2012, p. 5-7). Listing is an activity where all ideas were listed without rejecting any of them, even crazy ones, because those ideas might be turned out to be benefit later on. Mind mapping is an activity where an idea or concept is linked to related information by drawing lines. Finally, free writing is an activity of writing down all thoughts continuously without worrying about organisation or grammar. After all the ideas are written down, the list will be contained scrambled words, phrases, and sentences which will be confused students if they will not make a composition based on the list. Consequently, related ideas could be selected and the others, which definitely could not be used and eliminated. For that purpose, Grenville (2001, p. 49) suggests what is supposed to be considered to make this activity easy, i.e. to keep in mind about what area this writing will be used and what is the purpose of this writing. Based on this framework, only ideas related to the area and purpose of the writing are kept, making the list tidier.

Writing involves feeling, thinking, and communicating (Moore-Hart, 2010). It means that once the writer wrote something down, the writers have to consider the vocabulary used, think about the content, and attempt to express the ideas in order to communicate with their audience. Moreover, the writing process involves

a series of highly complex cognitive activities that take place in response to a rhetorical situation (Matsuda & Silva, 2010).

The writing process is not only a structure for how to write, but also a process to follow (Lunenburg & Lunenburg, 2014). Therefore, the writers have to follow step by step in order to have good and meaningful content when produce a piece of writing. As described by Don Grave, writing is thinking on paper and supported by Carroll and Wilson (1993) that writing and reading are ways into knowledge, learning and communication.

The purpose of writing is used in the wide-range aspects. It has contributed many different forms. Nation (2009) suggests that the process of writing includes seven subprocesses which are considering goals for the writer: providing a model for the reader, grouping and organizing ideas, turning ideas into written text, reviewing what has been written, and editing. Harmer (2004) suggested that there are four steps of the writing process: planning, drafting, editing/revising, and the final version

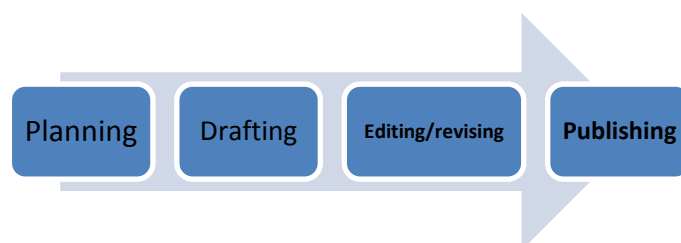


**Figure 1. The Writing Process (Source: Harmer, 2004: 5)**

Pre-writing is a commanded of introduction as a way to set the writer's mind for the ideas or as a way to focus an idea, then any pre-writing strategies become artificial or even detrimental for composing the process. Pre-writing strategies give advantages to the writer because they provided a heuristic; they are from the basis for inquiry that can lead the writer from the sample to the more complex and more sophisticated. Pre-writing is meant to be experienced, not ordered. As Hillocks (1987, p. 78) have been pointed out, "the focus of instruction with the greatest power is what I have called inquiry. This approach should not be constructed as discovery teaching in which students are presented with problems or tasks and set free to pursue them. On the contrary, the method involves using sets of data in a structured fashion to help students learn strategies for using the data in their writing". Thus, the result of the process is observed to be more effectively in order to increase quality of students' writing than study the models of paragraphs that illustrated the use of strategies.

**a) Brainstorming/Drafting**

Brainstorming is a collaborative pre-writing strategy. In fact, the classroom becomes a microcosm of brain, it is because this activity work the same way as the brain work with the connections that contributed among the students' neurons that make the connection in the students' brain. The purpose of brainstorming as with all pre-writing, it was unfettered the brain and to put the ideas down. As Rao (2007) mentioned that, brainstorming is a group list,

even the most uncommunicative students have been caught up and because it is totally noncritical, wonderful ideas often present themselves.

#### **b) While-writing/Revising and Editing**

When writers moved from pre-writing to writing, they take a chaos, fragments, the bits and pieces of prewriting and organize them. They take unstructured and give it structure. They are taken what emerges in pre-writing and gather it in a form. This writing stage was characterized through organization the details and elaboration on those details. These details were what Harmer (2004) called the “facts of writing”. During writing, the writers were taken the ideas which found in pre-writing and asked some questions in terms of those ideas. The questioning is both critical and selective. Besides that, the writers are capable of moving back and forth, to and from prewriting and post-writing, respectively, the important of understanding this movement to crucial writing process.

#### **c) Post-writing/Publication**

Post-writing is when writers polished what they have been written. Post-writing comprises correcting, revising, reformulating. Each of writing piece which is covered the details in subsequent chapters. In short, correcting is polish the grammar, during post-writing teacher teaches the grammatical while guiding students’ reentry into their writing to apply and check that grammar. Revising is refined sentences, teachers teach the appropriate sentence sense for the grade level while facilitating students’ reentry into their writing to apply

their sentences knowledge and check their writing sentences. Reformulating is perfect paragraphing, during this time teachers teach what students need to know and what they are supposed to be aware in terms of these larger segments of discourse. Once again, they shepherd students through applying the new knowledge and checking their paragraphs.

#### **4. Academic Writing**

Academic writing is conducted in diversity sets of forms and genres. This article provides a short summary of the full spectrum of critical and academic writing, and also the lists of genres of academic writing. It does not cover the variety of critical approaches that can be applied when one writes in terms of a subject. Nevertheless, as Harwood and Hadley (2004) and Hyland (2003) have pointed out, amount of variation that exists between different disciplines may be mean that the writers cannot refer to a single academic literacy. To write an academic form, the writer are supposed to concern in terms of a number of text types and genres, what they have in common the conversations that traditional academic writers follow had been a subject of debate. A lot of writers have called for conventions to be challenged. To write in these forms or styles is generally written in impersonal and dispassionate tone, targeted for a critical and informed audience, based on closely investigated knowledge and intended to reinforce or challenge a concepts or arguments. It is usually circulated within academic world, but the academic write is may also find an audience outside via journal, speeches, pamphlets and etc.

Academic writing uses authentic text and examples taken from a wide range of discipline. Academic writing differs from other types of writing such as journalistic or creative writing. In most forms of academic writing, a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is important to present our arguments in logical order and to arrive at conclusions.

However, academic writing can take many forms. The writers may be asked to write an essay, a report, a review or a reflective article. In academic writing, writers always interact with each other's texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this field. What the writers would mainly get is tips like never use the first or second person, be formal in his/her own languages, things and so on. The writers must give credit to those with whom that the writers are interacting and there are structured guidelines for referencing and citation. Also, in academic writing it is important that when a claim is made it is backed up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored (Borg & Burns 2008).

#### **a. Paragraph Writing**

According to Bailey (2011), a paragraph is a group of sentences about a topic. A typical paragraph begin with a topic which introduces the topics. The supporting sentences that follow support the ideas in the topic sentences with explanations, reason other detail. The concluding sentences bring the paragraph to an end. Moreover, paragraphs are the one of important part of academic writing.

Well-structured paragraphs help the reader understand the topic more easily by dividing up the argument into convenient sections.

#### **b. Essay Writing**

Based on Bailey (2011), writing an academic essay means the manners of a consistent set of the ideas into argument, because of essays are essentially linear, they provide one idea at a time they must present their ideas in order to makes most sense to a reader. Successfully structuring an essay means attending to the readers' logics. In recent times, essay became a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essay is often used by universities in selecting applications.

In education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Academic essays are usually more formal than literature ones. In additional, essays writing are frequently more discursive, sometimes begin with a short summary and analysis of what has previously been written on a topic, which is often called literature review.

### **5. Writing in EFL**

Writing is a skill that demands great effort and commitment. For this reason, it is often difficult for students to master this skill in a foreign language. József (2001) claims “writing is among the most complex human activities because it involves the development of a design idea, the capture of mental representations of knowledge,

and of experience with subjects.” Without doubt, writing is considered a challenging task even in one’s mother tongue.

According to Harmer (2004), being able to write is just as vital for “speakers” of a foreign language as it is for others who speak their native tongue. Despite the fact that writing is not learned naturally and needs to be systematically taught, it is essential for communication. For this reason, it constitutes a fundamental aspect of Teaching English as a Foreign Language (TEFL) courses.

According to Kroll (2003) argues “there is a demand today for teachers with a high level of pedagogical understanding and expertise in the different aspects of writing instruction, from curriculum development, to classroom pedagogy, to assessment.” Consequently, teachers should remain informed of these aspects of the teaching-learning process and acquire expertise in EFL writing instruction. One of the key problem area is the mother tongue influenced , which is the tendency of the learners to employ the rules of the native language since they do not know the structures of the target language (Alonso, 1997).

Based on three components of writing namely the content, the organization, and the language, it is equal to say that English writing was considered the most problematic difficulty for L2 writers caused their limited language proficiency or limited linguistic knowledge. Silva (1993) explains that the insufficiency of language knowledge lead to ineffective L2 writing on the account of the distinction between first and second language. Olsen (1999) identifies that some EFL writers cannot create writing work effectively due to the lack of syntactic and lexical competence,

which is the times make them confused with the systems of the target language they are learning.

Additionally, Weigle (2002) states that “since the constraints of limited second-language knowledge, writing in a form of second language may be hampered because of the need to focus on language rather than content” (p. 35). She also claims that without linguistic knowledge regards grammar and vocabulary, it is clearly impossible for L2 student to produce writing in a second language effectively. Hence, L2 students will be able to have more obstacles and difficulties in writing if both two languages have different in terms of the grammatical and vocabulary properties, which makes L2 students relied on their mother tongue when writing in a second language.

Based on Wang and Wen (2002) states that the L2 writers obviously get stuck when they are writing in the target language (TL) because their mother tongue majorly affects the use of the second language; consequently, the L2 writers might be able to combine the systems of the two languages in their L2 writing, which is called “language transfer or syntactic transfer”. This is considered as a problem of L2 writing as Fromkin et al. (2003) clarifies that L2 learners were so dependent on their L1 syntactic properties that they transferred some L1 grammatical rules in their L2 writing, eventually it was causing such errors.

The writers mostly have been through a majority of struggles to become mastered of writing skills and being able to create a piece of writing with high

quality and effectively. To be a good writer, they have to overcome difficulties and weaknesses. Westwood (2008) classified the areas of writers' weaknesses as follows:

1. Weak writers produce a much smaller amount of work than more proficient writers.
2. Weak writers spend little or no time thinking and planning before they start to write.
3. Weak writers are usually reluctant to revise, edit, and polish a first draft.
4. Weaker writers tend to be preoccupied with the mechanical aspects of writing.
5. Weaker writers have problems with spelling. (Westwood, 2008: 60)

The teacher is in charge of guiding writer-students to overcome the difficulties listed above. Therefore, the appropriate techniques and approaches of teaching writing need to be implemented to achieve the goal. To implement the "appropriate" teaching techniques and approaches, the teachers are supposed to first understand the principles of designing the techniques.

## **6. Coherence and Cohesion**

According to Feez and Joyce (1998), the text as "any stretch of language which is held together cohesively through meaning". It implies that a piece of writing could be unified as an entire in order to convey meanings, thus a text included rhetorical features called cohesion and coherence. According to Hinkel (2004), cohesion refers to "the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way". In other words, there are something to do with the connection between sentences and paragraphs that called

coherence. Furthermore, Hinkel (2004) identifies coherence as “organization of discourse with all elements present and fitting together logically.”

According to Hammer (2004), cohesion has two different types that make a text “stick together”, i.e. lexical cohesion and grammatical cohesion. Lexical cohesion was achieved with the repetition of words or sentences and lexical chains (the implementation of words in the same topic area). Grammatical cohesion, on the other hand, could be achieved in many different ways, i.e. pronoun and possessive reference, article reference, tense agreement, conjunctions, substitution, and ellipsis. To connect sentences together is cohesion, but a text sometimes needs to be coherent to make it more sense. According to Hammer (2004), coherence could be achieved through the way that the writer sequences the information. The way information is sequenced is related to the type of genre being written, because the different types of genre have different writing structures. Therefore, teaching writing through implementation of the Genre-Based Approach is supposed to take into account cohesion and coherence.

## **7. Importance of Writing**

Learning writing is an important element and skill for students. There are some reasons associated with this statement that contribute to writing capability becoming very essential as what Barras (2005) states:

- 1) Writing assists to recall

Writing plays as an assistance to remembering. By taking notes, people could be made information safe and permanent, thus they will be able to access the information anytime without being afraid of being lost.

## 2) Writing assists to think

Writing plays as an assistance to thinking. People could be taken a note of advantage thoughts or ideas as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

## 3) Writing assists to communicate

Recently, writing seems to be the only possible way to communicate with anyone out of earshot. Even nowadays, it has been devices (telephone, radio, internet, etc.) according to that, writing makes possibility to communicate orally with people in distance, the importance of writing is still there. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

Writing has necessary in terms of its own product which it has its specific purposes. According to Nunan (1993), the writing product and the written language were used for in the field of action such as the public signs, the product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals; for information such as newspapers, current affairs magazines,

advertisements, political pamphlets; and also for entertainment namely comic strips, fiction books, poetry and drama, newspaper features, film subtitles.

Those statements mentioned above were the examples of written languages, beginning with the simplest (public sign) until the more complex (newspapers), that can not separable from human life nowadays and certainly, all forms have done with writing skill.

In addition, the essential of writing skill could also be seems from the perception of the students towards the future in their work. The students have to provide and spend their life with the society and inevitably that require writing to apply for a particular job. In this case, the students needed to write an application letter. Moreover, they required also to create other kinds of written texts in doing their job. This situation is supported by Harmer (2004) by saying “. . . as societies have been grew up larger and more industrialized, the requirement for citizens to be able to write and read became vital in order for bureaucratic organization to be successful.” This means that the writing capability is vital for all people who were involved in an organization. Each individual who needs to contribute their career field in a company needs to be able to write to complete with others not only when applying for a particular position but also when doing his job. On top of that, Barras (2005) put a further emphasis on the importance of writing ability, in relation to future jobs. This is according to the considerations that in the world of work, their writing, in some occasions, is the only way people are judged, i.e. for instance when writing business letters to people who have never been met.

## **8. Teaching Writing**

The world-wide is required for English writing, it has contributed a big supplication for language teaching methodology, materials, and resources. In the 1990s, the traditional language teaching approaches was focusing on grammatical competence have spread all around the world (Richards, 2006). Nonetheless, the communicative competence was later argued to be more needed in order to make learners be able to use language appropriately. Communicative Language Teaching then turned to be a solution in language teaching methodology. It was a method in language teaching which helps students to practice using English. In other words, Communicative Language Teaching carried a concept of learning by doing. In the communicative approach, grammar was no longer applied as the central focus on language teaching and learning, and some aspects of language used were determined to design in the syllabus. These aspects were considered in syllabus design as to focus on the development of learners' communicative competence. Van Ek and Alexander (1980) provided ten aspects of language used to be considered in the syllabus design by following:

1. the purpose of the learning
2. the setting in which they will use the target language
3. their social role in the target language
4. the events they will participate
5. the language function
6. the topics or concepts involved
7. the discourse and rhetorical skills
8. the varieties of the target language
9. the grammatical content that will be needed
10. the lexical content that will be needed.

The English teaching was manifested in the four main skills—listening, speaking, reading, and writing. It means that to learn English, learner are required to sharpen their skills in these four aspects. However, among these four skills, learners automatically learn receptive skills before productive skills. Donald and Kneale (2001:14) stated:

“Language teachers conventionally distinguish between four aspects of language which are mastered by means of the four skills: listening, speaking, reading, and writing. Listening might be taught as primarily ‘passive’, ‘receptive’ or ‘input’ skills, whilst speaking and writing are their active ‘productive’ or ‘output’ counterparts.”

For this reason, in the field of teaching and learning, to be mastered of reading skill absolutely precedes the mastery of writing skill. Consequencetly, students were supposed to be taught how to read first before they begin learning how to write. In fact, the teaching and learning of four skills could not be completely separated. To support these statements, Brown (2001) claims that:

“Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking, and writing skills.”

Therefore, the learning of writing could not be separated from the learning of other skills, especially reading skill. Reading is the foundation of writing. For that reason, reading and writing skills were often put together as one package known as the written cycle. Accordingly, to teaching writing skill was integrated with reading skill as well, as framed in the Genre-Based Approach.

### **a. The Micro skills of writing**

To be mastered of writing is measured by the mastery of smaller skills, referred by Brown (2001) as mikro skills. The following micro skills of writing proposed by Brown (2001) were taken as a guideline in order to decide what learners need to actually perform in mastering the writing skill.

- a) Produce graphemes and orthographic patterns of English
- b) Produce writing at an efficient rate of speed to suit the purpose
- c) Produce an acceptable core of words and use appropriate word order patterns
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules
- e) Express a particular meaning in different grammatical forms
- f) Use cohesive devices in written discourse
- g) Use the rhetorical forms and conventions of written discourse
- h) Appropriately accomplish the communicative functions of written texts according to form and purpose
- i) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- j) Distinguish between literal and implied meanings when writing.
- k) Correctly convey culturally specific references in the context of the written text.
- l) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. (Brown, 2001)

The teacher, as a performer that directly faces and deals with the students, therefore need to take into account the micro skills of writing mentioned above. The implication in teaching and learning process is that the teacher needs to plan and designs tasks and activities to help students master and finally be able to perform those micro skills of writing. Therefore, the teaching and learning activities should assist students to be able to perform those micro skills.

In order to help the students to master the micro skills of writing, Brown (2001) set four principles for designing writing techniques. They are:

1) Focusing on goal or main idea in writing

Writing is an activity that is moved by a clear purpose to reach a certain goal. Therefore, the teacher should make sure that the students know what they want to write.

2) Balancing process and product

Writing is a composing process. It requires multiple drafts before an effective product is created. The teachers should make sure that students are carefully led through appropriate stages in the process of composing.

3) Accounting for literary background

Teachers should help students to understand that there are differences between students' native language and the target language.

4) Connecting for writing and reading

Students were learning to write by carefully observing what is already written. By reading a variety of relevant types of text, students could be gained more essentail of comprehension about how they should write and about the subject matter that may become the topic of their writing.

Brown (2001) also suggests that reading should be taught before writing. For that reason, reading and writing skills are put together as one package known as the written cycle. Such notion is applied in the Genre-Based Approach that puts

reading as a way to grasp the knowledge of the field to later be manifested in writing products.

#### **b. Approaches of teaching writing**

Teaching writing was not a single particular side activity. Like the teaching of other skills, there was a number sides of teaching writing from which teachers could be generated their perception on how the process of teaching writing is. Teachers could be made a decision which sides to approach the teaching that better to encourage the students learn to enhance and develop their writing ability.

The common approach in writing consisted of two approaches which see writing as product and process (Brown, 2001). In the previous approach, the final product of writing was concerned of writing teachers. The teaching of writing provides a great emphasis on students' performance in the form of writing that has to encounter with three general points that consisting of prescribed English rhetorical style, language structures, and conventional organization. Brown says that the final product was assessed based on criteria of content, organization, vocabulary use, grammatical use, and mechanic.

In the current approach to writing, writing had viewed as a process; writing was a thinking process (Brown, 2001). This approach focused on the process within which there are some steps that students have to go through before they come to the final product. It means that students were given the opportunities and time to contribute the revision on their writing work before it is published through the process that contains strategies of prewriting, drafting, and rewriting.

There are six approaches of teaching writing from which teachers could be based their teaching on. There are language structures, text functions, creative expression, composing processes, content, and genre and contexts of writing (Hyland, 2003).

### **1) Language Structures Approach**

Language structure is considered as a writing approach as a product. The approach focuses on the grammatical features, it means that the activities within the approach was meant to be encouraged the students to develop their knowledge and ability in the structure of language. Students were anticipated and expected to be able to produce good formed of sentences by testing learner's ability. In other words, students were reinforced with language patterns through writing. Some activities that students deal with in this approach included manipulating sentences, filling gaps in a text and completing sentences with appropriate parts of speech, and transforming tenses or pronouns.

The purpose of writing in this approach was the ability to illustrate the accuracy and clear exposition in the writing. Therefore, these two points come as the measurement of a good in writing ability. Students were considered good writers if they have mastered in linguistic knowledge, the ability to use the vocabulary properly, and a mastery of syntactic patterns and cohesive device, and be able to put them into a writing piece. On the other hand, the meaning or the actual communicative content is of secondary importance which will not be

covered unless the teachers are ensured that students have done the main focus of the approach.

## **2) Text functions Approach**

The connection between structures and meaning which is come from the ideas called a text function approach. It was awared that thr language forms consisted of the particular communicative functions. In this approach, teachers could be selected some particular structures that bring appropriate functions to student needs, to achieve the purpoase of writing for communication. The approach focuses on aiding students to develop effective paragraphs through the creation of topic sentences and develop different types of paragraphs. Instruction components in this approach consist of activities of applying the particular language forms in order to express particular meanings or functions and developing an outline into an essay based on the example texts.

## **3) Creative Expression Approach**

Creative expression approach is a based form of principle that sees teaching of writing as educating students' expressive abilities, encouraging them to seek their own voices to produce writing task that is effective and spontaneous (Hyland, 2003). It means that writing was encouraging students to express their opinion to be outstanding and costly. Students were guided to situations in which they are able to express their own point of views on particular topics. Thus, the ability of expression brings the purpose of the

learning. Since students' writing is expected to be spontaneous and effectively, their individual creativity in expressing ideas is highly valued.

This approach drives students as the main focus on learning. Students were illustrated where the learning deviates. It implies that because the classroom is organized around students' personal opinions and experiences. Indeed, the topics of students' writing were taken from their environment and students are free to improve their writing with the given topics based on their own opinions and views on the topics. Students have been worked and dealt with their comprehension, experiences and knowledge to contribute the writing. Nevertheless, this writing approach views students' expressive ability as the main goal, it has not merely mean that there were no other goals to be achieved by conducting creative expression writing classroom. In order to express what they have in mind enables students to recognize their social position and as well as to improve their literacy and creativity.

#### **4) Process writing Approach**

Process writing is an approach to teaching writing in which approach takes fundamental of cognitive processes as its central. Students' awareness of metacognitive of their process will be able to improve. It views writing as a thinking process in which there were some stages that students are supposed to go through to reach to their final work.

According to Hyland (2003), the approach considered as an essential approach for students to be able to plan, define a rhetorical problem, and

propose and evaluate solutions. Students could be expected to reflect the strategies that they employed in their writing. Consequently, in order to improve and develop the students' ability in writing becomes the priority work of teachers.

### **5) Content Approach**

Content approach of writing focused on the substantive content in terms of the the topics that students are going to write. The classroom was organized based on topics which were selected from students' interests, thus the students mostly have adequate of knowledge based on the given topics. Therefore, it was expected that students could be written meaningfully.

In addition, the teachers' role was to support as supplying the activities to enhance their students' point of view of those topics. Even the topics were based on the students' interests or even students could be selected themselves, but not all students have the same level of knowledge and information in terms of those given topics. There were some activities that frequently occurred in classrooms teaching and learning such as orientation included extensive reading and brainstorming tasks to generate ideas.

### **6) Genre and Contexts of writing approach**

According to Hyland (2003), the genre is the ways of socially recognized by using language for particular purposes. There were conventions of socially acceptable about its message organization, within a genre that enable readers to comprehend the goal of a particular genre. Readers could be seen the

difference between the genres through their organizations because each genre has its typical organization and its own purpose.

The genre approach to teaching writing is based on a belief that there were some purposes to achieve in writing. Writing is not only gathering words on a piece of paper but also conveying messages that contained the writer's intentions. In addition, this approach was recognized some aspects of language used which do not appear in other orientations or discourse and contextual aspects namely the functional, structural, and processional. In other words, writing could be seen as a means of communication that communicates writers and readers.

Classroom teaching that applied this approach focuses on empowering the students to contribute the purposeful prose and coherent of a particular genre. The activities were meant to encourage students to be aware in terms of the conventions of genres and apply them to write texts and to get things done, as well as to tell a story. They were gathered into a cycle including the primarily four stages; contextualizing, modeling, negotiating, and constructing.

According to the expounding above, writing could be approached in a variety approaches that depends on what teachers believe. Teachers could be made a choice and decision on approaches that best facilitate and appropriate with their students in the classroom.

## **9. The roles of teachers to teaching writing**

According to Richards and Rodgers (2006), learner roles were closely linked to the functional of the teacher. Teacher roles were similarly related ultimately both to assumptions about language teaching and language learning. They also identified that some methods were totally teachers' dependent, while others teachers' point of views as an instigator to make thing change, advice or guide for their students. In general, the role of the teacher to teaching writing is to provide the correct models, forms and feedback for learners.

Obviously, the assistance of teacher was an essential part of the teaching and learning process, particularly in writing. In the process of writing, teachers were supposed to show the way to their students, particularly during the drafting process. Teachers are supposed to provide the opportunities to the students to share their ideas with friends. In order to develop and improve the students' writing effectively, teachers are also supposed to regularly provide feedback and comments in terms of the students' writing works. Brown (2000) states that writing students were supposed to be encouraged to read and understand texts deeply, and the role of teacher must be one of facilitator and coach which offers the advantages feedback and guidelines for making commentary more effectively.

According to Harmer (2004), to guide the students to be a better in writing, the teachers are supposed to provide a number of crucial tasks to perform. The teachers should be performed and guided those tasks to students before, during and after students' writing works are supposed to demonstrate, motivate and provoke, support,

respond, and evaluate. Nonetheless, Harmer have been improved and explained more about the roles of a teacher in teaching writing to be more effective in learning language. Here are the roles of teachers as provided by Harmer (2001&2007).

### **1) Motivator**

The first role of teacher in teaching writing is motivating students. Teachers are supposed to create the right conditions to originate their ideas, persuading students of the usefulness of the activities, and encourage them to contribute as much attempt as possible for maximum advantages. This may require effort and process-writing sequences.

### **2) Resource**

As the resource, the teacher should be ready to provide all the information and language that is necessary. Teachers should be available and prepared to support the students' work, offering advice and suggestions in a constructive and perceptive way.

### **3) Feedback Provider**

The last role of the teacher is feedback provider. Teachers are supposed to reciprocate and encourage the content of students' product and offer corrections to the students' work.

## **B. Genre-based Approach in Learning and Teaching Writing**

### **1. What is "Genre"?**

The genre has been long considered and recognized as a word that refers to different literary discourse such as sonnets, tragedies, and romances (Nunan, 1993).

However, the term 'genre' now has shifted, in terms of what it is referred to. The genre is said to be different types of communicative events (Swales, 2004). When people are communicating with others in a specific situation, they have an intention or function that becomes the goal of their activity in that situation. This function, then, brings its own genre.

The genre, which is also known as a text, it is the use of language in specific contexts. Richards (2006) says that text or genre refers to structured sequences of language that are used in specific context in specific ways. People make text when they are communicating with others, which is different from each stage and depending on the context. The context and the way of people communicating are specific since differences in one or both points will bring different texts. For example, a conversational exchange with a friend is different from another one with a teacher on the phone. The differences among genres or texts could be in the form of, such as organization and content.

The previous definition is supported by Anderson and Anderson (2003) who say, "We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text." This statement offers the more specific description of text that a text can be in the form of both spoken and written. So, a letter or a conversation can be said that as text as it has a meaning in a whole.

Considering the definition of genre or text, Feez and Joyce (1998) provided a special emphasis on the meaning, that is, it has to come as a unified entire. They

define a text as any stretch of language which is held together cohesively through meaning. It brings an idea that the stretch of language can be short, having not to long, and can be in any form as long as it conveys a cohesive meaning. A clear example of a text is a word 'closed' on the door of a barber shop. Although it is only a word, the sign is a text because it carries a whole meaning.

Based on the explanation above, it can be concluded that genre or text is communicative events or languages applied which is occurred in a specific context. It bears a complete meaning or intention to convey. It has a function that comes with the goal of communication. Due to the fact that every genre has a different function or meaning, the genre is specific and it is different from others in terms of organization, content, and language features.

## **2. Genre-Based Approach**

The genre-based approach is an approach which is also known as text-based approach. It is an approach that uses texts as a means of learning a language. Richards (2006) says that the genre-based approach sees communicative competence as involving the mastery of different types of text. It means that some people is considered to have communicative competence when he/she can create different text types. It is because language is supposed to occur within texts and language is spoken in the form of texts. Learners are required to master different types of texts since every type has its own purpose which is specifically different from others.

The genre-based approach is an approach which is designed to encourage language learning as a social process (Feez & Joyce, 1998). The process of learning

with the genre-based approach includes joint construction and scaffolding in which students and the teacher work together. At the stage, students are provided with opportunities to interact with other students through activities, and also consult with the teacher through guidance that given. The collaboration should be occurred among students, as long as between students and the teacher.

The genre-based approach is developed based on three assumptions on language learning (Feez & Joyce, 1998). They are:

- a. Learning language is a social activity.

Language learning is a social activity and is the outcome of collaboration between the teacher and the students and between the student and other students in the group. Language learning is learning to mean and to expand one's meaning potential (Halliday, 1992 as cited in Feez & Joyce, 1998). With this description, there are three outcomes of language learning; students learn a language, students learn through language, and language students learn about language.

- b. Learning happens more effectively if teachers are explicit about what students are expected.

This assumption is based on the principle of 'visible pedagogy' (Bernstein, 1990 as cited in Feez & Joyce, 1998). It means that what to be learned and what to be assessed should be clear for students. The teacher should let students know what competencies are expected from students to

have at the end of the instruction, so that students can have a clear idea of what they are going to do and perform the best of them.

- c. The process of learning language is a series of scaffolded developmental steps which address different aspects of language.

According to Feez & Joyce (1998), greatly influences this assumption there are two levels of development that, in any given area of skills, knowledge or understanding, each learner has:

- A level of independent performance: at this level, students are given activities that are possible to do independently. In other words, the teacher are supported and encourage the students to perform what they can already do as the starting point of the learning process so that students can be motivated to learn more.
- A level of potential performance: this level is where students begin to develop their abilities. Students are provided with activities beyond their current reach which is created possible through social interaction and joint construction with more capable others. In addition, this is the stage in which the teacher shares his/her contributions to help students reduce the gap between what they have been able to do and what they have not, also known as a zone of proximal development, that is an area in which students can develop their ability and in which the real learning happens.

It is proposed that learning is collaboration between teacher and student that must involve language in the form of a dialogue between teacher and student. In this case, the terms of scaffolding are used to describe the teacher's role in the learning collaboration.

### **3. Genre- Based Approach to Teaching Writing**

Writing process is seen as an extremely to deal with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. In the teaching English language field, Dudley-Evans (2002; 227) identifies three stages in the genre-based approach to writing. First, a model of a particular genre is introduced and analyzed. Then, carry out exercises which manipulate relevant language forms and finally produce a short text.

The Genre-based approach views writing as essentially concerned with knowledge of a language, and as being tied closely to a social purpose, while the development of writing is mainly viewed as the analysis and imitation of the contribution in the form of texts provided by the teacher. According to Gee (1997: 27), the process approach basically represents a reaction against the product-based approach whereas the genre-based approach represented a reaction to the so-called the progressivist curriculum. In addition, Kamler (1995: 9) argues that the genre-based approach because of its limit focus on language and text and its lack of attention to the instructional and disciplinary contexts in which texts are constructed.

Swales (2004: 83) pointed out how rhetorical instruction plays a role as pivotal in writing improvement as prior knowledge. In this context, the genre-based approach

is really useful because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them. According to Kay and Dudley-Evans (2002: 234), there is no doubt that writing tasks can be more demanding than other language skills, thus students at the low level of proficiency absolutely need something that they can depend on since they have limited exposure to English writing.

#### **4. The Use of Genre-Based Approach in Instruction**

The genre-based approach instruction has come to be an important part of ethnographic research in the writing classroom. Hyland (2007), stated the genre-based approach have as a goal the creation of “a conscious understanding of target genres and the ways language creates meanings in context” (p. 151). When used effectively, it can be seen as a more pointed version of ethnography in which students identify a community that they will be asked to join or are hoping to join in the future, and they look closely at the frameworks present in the written genres of that community (Hyland, 2007).

However, according to Belcher (2013), the genre-based approach has the potential to point the majority of focus on the formal features of the genre, more specifically on researched essays rather than how to raise an understanding of the genre characteristics (p. 438). The goal of the genre-based approach then becomes instilling greater genre awareness in students, which will allow them to approach writing situations and determine how to succeed in those situations by following or disobeying the rules (Belcher, 2013). The genre-based approach in teaching writing should help students become more autonomous writers who have agency

and use that agency to accomplish goals with the strength of voice. Indeed, the current direction of L2 writing seems to be moving toward a focus on learner autonomy, which will lead students to pay greater attention to the processes involved in writing and how those processes can be applied to the world outside of the classroom.

The genre-based approach consists of the awareness of the particular cultures utilize different genres, which means that L2 students may not have the schema necessary for most academic writing in the English language. This knowledge, then, urges teachers to go further in writing instruction and challenge students to explore the specific contexts in which the genre is most often used. Such exploration allows students to see not only how texts are structured within the student's chosen discourse community but also to investigate why they are written as they are (Hyland, 2007). In order to be successful writers, the learners must understand the patterns and expected characteristics of the writing task that he/she is approaching. This awareness is developed throughout the genre-based writing class.

## **5. Implementing of the Genre-Based Approach**

All the previous principles that mentioned are gathered in the teaching and learning cycle of the genre-based approach. They are integrated into the stages of the genre-based cycle. According to Feez and Joyce (1998), there are five stages that the teacher and students go through to achieve the objectives of the learning and teaching, that is, mastery of a text type.

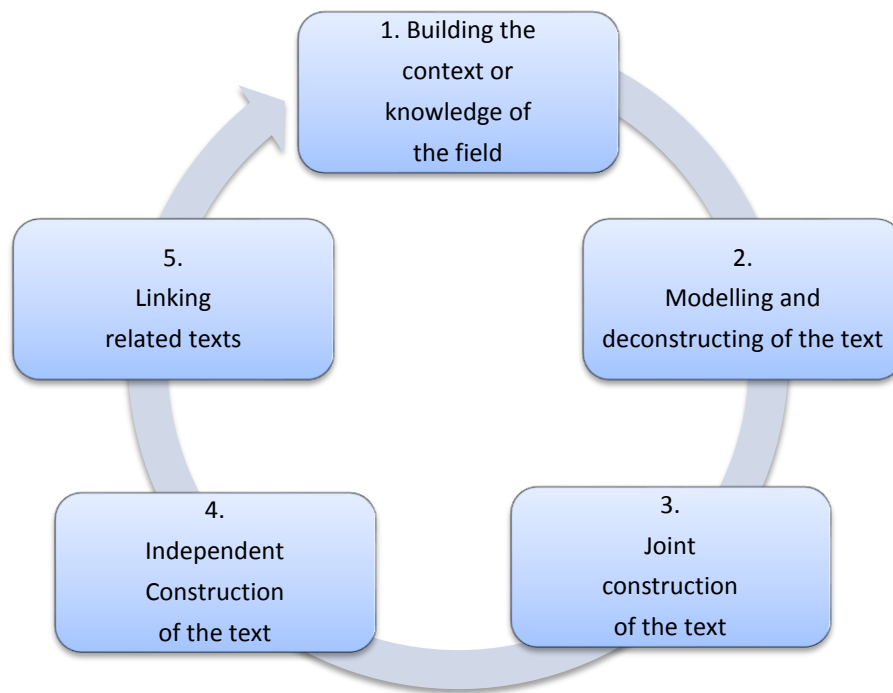


**Figure 2 Stage of the Cycle of Teaching and Learning (Feez and Joyce, 1998)**

### **1) Building the Context or Knowledge of the Field**

This stage aims to build students' background knowledge about the topic they are going to write in terms of content and vocabulary. In this stage, the teacher identifies what the field is, what part of the field will be explored, what the students already know about it, what experiences and activities will be part of the exploration, and how the information from the activities will be recorded and organized. Since the aim of this stage is to build students' background knowledge of the context, it is important for

students to master vocabulary related to the context. Thus, in this stage the teacher needs to guide the students to master the vocabulary. If necessary, tasks for vocabulary mastery need to be given repeatedly.

In *Text Based Syllabus Design*, Feez and Joyce (1998) stated that in this stage, students:

- a) are introduced to the social context of an authentic model of the text type being studied
- b) explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves
- c) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

In the implementation, Building the Context phase can be implemented through various activities. According to Feez and Joyce (1998), there are various activities a teacher can do to build the knowledge of the field. The activities include:

- a) presenting the context through pictures, audio-visual material, realia, excursions, field-trips, guest speakers etc.
- b) establishing the social purpose through discussions or surveys, etc.
- c) cross-cultural activities
- d) related research activities
- e) comparing the model text with other texts of the same genre or contrasting type, e.g. comparing a job interview with a complex spoke exchange involving close friends, a work colleague or a stranger in service encounter
- f) During the BKOF stage, teachers should create activities which help students to comprehend the content of the text, including the roles of the people involved, the purposes of the text, the function of the text, and the type of situation.
- g) Comprehension activities may vary from simple (find information concerning the „what“ to more complex (inferential questions). The

questions may be multiple choice in their form, completion, or essay, depending on the level of learning (Feez and Joyce, 1998).

Those are activities a teacher can propose to introduce students to the context or, using Feez and Joyce terms, “to build the knowledge of the field”. The teaching and learning process, accordingly, are supposed to include those activities or at least some of them.

## **2) Modeling and Deconstructing the Text**

The modeling and deconstruction of the text stage involves analyses and discussions about how and why the texts presented in the previous stage are organized to make meaning. Deconstruction allows students to analyze the representatives of a text, its generic structures, and linguistic features. Feez and Joyce (1998) stated that in this stage the students “investigate the structural patterns and language features of the model text; and compare the model with other examples of the text-type.” Meanwhile, the teacher should use diagnostic assessment “to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature”; conduct modeling and deconstructing activities at the whole text level, the clause level, and expression level; and use various techniques for dealing with grammar and text structures.

Feez and Joyce (1998) suggested activities that can be carried out at each level of language. They are described in the following table.

**Table 1. Development of Activities by Feez and Joyce (1998)**

| Level of language | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text-level        | <ul style="list-style-type: none"><li>• presentation activities using devices such as OHTs, LBDs, charts, big books, board work etc</li><li>• sorting, matching and labeling activities e.g.</li><li>• sorting sets of texts, sequencing jumbled stages, labeling stages etc.</li><li>• activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference e.g.</li><li>• semantic maps, vocabulary networks, cloze, transparency overlays etc.</li></ul> |
| Clause-level      | <ul style="list-style-type: none"><li>• presentation and practice activities relating to the grammatical features of the text</li></ul>                                                                                                                                                                                                                                                                                                                                                                |
| Expression level  | <ul style="list-style-type: none"><li>• oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type</li></ul>                                                                                                                                                                                                                                                                                                                                 |

Developing tasks in smaller activities such as those mentioned above help students to learn more easily as they completed simple tasks one after another. This concept of task development known as „scaffolding“ provides tasks in smaller “chunks”. Naturally, smaller tasks are easier to complete and it also gives another benefit—as students complete each task, they will gain confidence or a sense of achievement, which will boost their self esteem.

### **3) Joint Construction of the Text**

In this stage, the teacher's role is to provide a chance for the students to practice writing in groups and apply their critical thinking skills in working in groups. Meanwhile, the students are to jointly construct a new text while being guided by the teacher. Feez and Joyce (1998) stated that in this stage students begin to contribute to the construction of whole examples of the text-type, and the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

The activities at this stage may include the following activities:

- teacher questioning, discussing and editing whole class construction, then scribing onto board or OHT
- skeleton texts
- jigsaw and information gap activities
- small group construction of texts
- Dictogloss
- self-assessment and peer assessment activities (Feez and Joyce, 1998).

### **4) Independent Construction of the Text**

Through independent constructions, students are given a chance to individually practice the production skills they have acquired from the previous stages. In writing, students individually construct a new text of the same genre in several sessions to give them opportunities to revise their own drafts (Emilia, 2010). What needs to be underlined is that it will be very difficult to have students construct a new text by learning in one teaching

session only, especially when their vocabulary and grammar are limited (Emilia, 2010). Feez and Joyce (1998) stated that in this stage, students work independently with the text; and their performances are used to assess their achievement.

### **5) Linking to Related Texts**

The last stage is the time when students link what has been learned to other related texts. They should investigate how what they have learned in the previous stages can be related to other texts in the same contexts. Activities for this stage can include: comparing the use of the text-type across different fields, researching other text-types used in the same field, role-playing what happens if the same text-type is used by people with different roles and relationship, comparing spoken and written models of the same text-type, and researching how a key language feature used in this text-type is used in other text-types (Feez & Joyce, 1998).

After all, students need to go through a cycle of all the stages to be able to have comprehension on a type of text. Students are led step-by-step, thus at the end, students are expected to comprehend the text types in English. Since the mastery of text types is involved in communicative competence, at this stage students' competence in communication is developed.

### **C. Review of Relevant Studies**

A number of studies in improving students' writing ability had been carried out by several researchers through implementing the Genre-based approaches in order to

improve students' ability and encourage the area of writing in teaching and learning activities.

The study was conducted by Troyan (2013, 2014) implemented a genre-based approach to writing the description of a touristic landmark with elementary school students (age 10-11) in a Spanish class during a unit on the city of Segovia (in Spain). He first identified the stages and the linguistic features to describe historical monuments in Spanish as: (1) the title of the text includes the nominal group; (2) the hook entices the reader and is realized through the material process and an actor (i.e., the castle) and appreciation of the actor (e.g., the tallest); (3) historical facts are realized through either mental or material processes; (4) architectural facts are realized through the use of material processes (5) the invitation to visit is realized through the use of a command. Then, informed by this analysis, Troyan's suggestion that the genre-based interactive approach model, which integrated TLC of the Sydney school into the interactive approach for the three modes of communication (i.e., interpersonal, interpretive, and presentational) (Shrum & Glisan, 2010). Before this integration of the two approaches, the interactive approach comprised of five stages that led students on tasks in different modes of communication, ignoring the type of text used that students' produced in each task. This new model addresses this short coming by its focus on genre and is comprised of five stages.

In addition, the study that conducted by Trinh Quoc Lap and Nguyen Thanh Truc (2014) introduced a simple model for developing complete lesson units or cycles around text types or genres to be taught, and has as its ultimate aims helping learners to do

things with language independently through mastery of text types and genres (Lap and Truc, 2014: p73). Each cycle has as its central focus a chosen text type or genre, and consists of a fixed sequence of stages. Descriptions of the cycle vary in small ways, but four phases essential for developing control of a genre. According to Lap and Truc the curriculum cycle is implemented, namely: Context Exploration, Text Exploration based on Model Text, Joint Construction of a Text, and Individual Application. Moreover, in their research, they found that informal feedback from the students and instructor involved has been very positive. From the student: First, the use of model text and the teaching of particular grammatical features as very helpful in knowing how to go about writing text of similar genres. Second, specific learning units have help them in writing their graduation essays, showing their ability to transfer their learning to other context. The instructor, on the other hand, appreciated the consistency of the pedagogical cycle, which at the same time allowed for a variety of task and activities.

From those researches, it can be concluded that the Genre-based approach is suitable for improving the teaching and learning writing process, because it is based on the result of the student needs and considers students' interest. But, the set of the methods of instruction and materials need to be edited based on the Genre-based approach in order to be more interesting in terms of teaching and learning writing.

#### **D. Conceptual Framework**

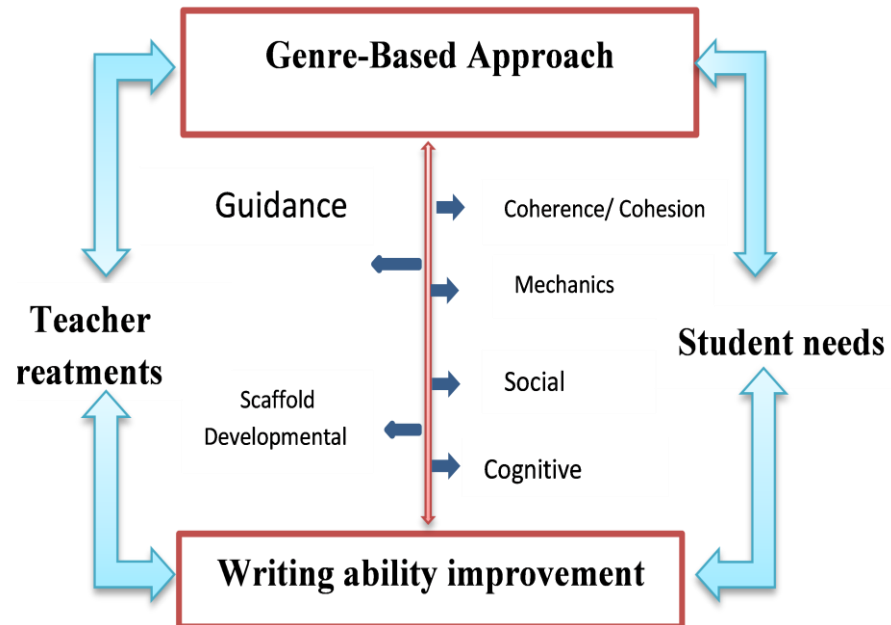
The learning of English in the classroom should be interactive. Language is a means of communication so that in learning a language, there should be interactions in the process. Students should be actively involved so that they can really experience

learning. In this case, the classroom needs to be organized and designed to provide students with the enormous opportunities to improve their ability in English, particularly in writing.

The formula of providing students with opportunities can be achieved by implementing an appropriate method or approach to language learning to the classroom. In this study, the genre-based approach is a choice. There are several principles of the approach that allowed students to work on and deal with their own work, and also with the guidance of the teacher which is diminished as the next stage going further. That is, the process of learning language is a set of scaffolded developmental steps which address different aspects of language. The approach authorizes learners to be active and guided step by step by the teacher until finally, it comes to their turn to work independently without the teacher's guidance.

The genre-based approach is an appropriate method to be implemented in class E1 majoring in English language, Department of Foreign Languages, Faculty of Education, National University of Laos, in which most of the students lack of the ability in English writing and need tight guidance from the teacher. With the implementation of a genre-based approach to class E1, it is expected that they can experience a real learning of English. Students are expected to be more engaged and involved in the classroom instruction and at last their writing skill can be improved.

**Figure 3: Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The pervious chapter discussed the literature review. This chapter discusses the methodology used in research. The purpose of this study is to improve the writing skill of first year students in Department of Foreign Languages, National University of Laos through implementing Genre-based approach. This chapter highlights the type of research, research setting, the sample, data collection techniques, research validity, and data analysis.

#### **A. Type of Research**

This study was qualitative research. To conduct this study, the researcher used action research that used qualitative approach and observation which meant that the data were analyzed qualitatively. Action research is a kind of research that is conducted in the classroom by a teacher or a group of teachers with the purpose of improving the effectiveness of teaching and learning process. According to Lodico, et al (2010) says that action research is a type of research that aims to make a new change of enactment in an education setting. The point saying that action research is an effort to make changes is also supported by Nunan (1993) as cited by McKay (2008) through his three major characteristics of action research: carried out by practitioners, collaborative and aimed at changing things. This research was conducted to improve the students' writing skill by implementing the genre-based approach.

The research study was conducted by the researcher in collaboration with the English teacher as a team. The researcher uses the Kemmis and Taggart model of action

research as cited in Burns (1999) including the steps of planning action, implementation of action, observation, and reflection. As illustrate in the figure below:

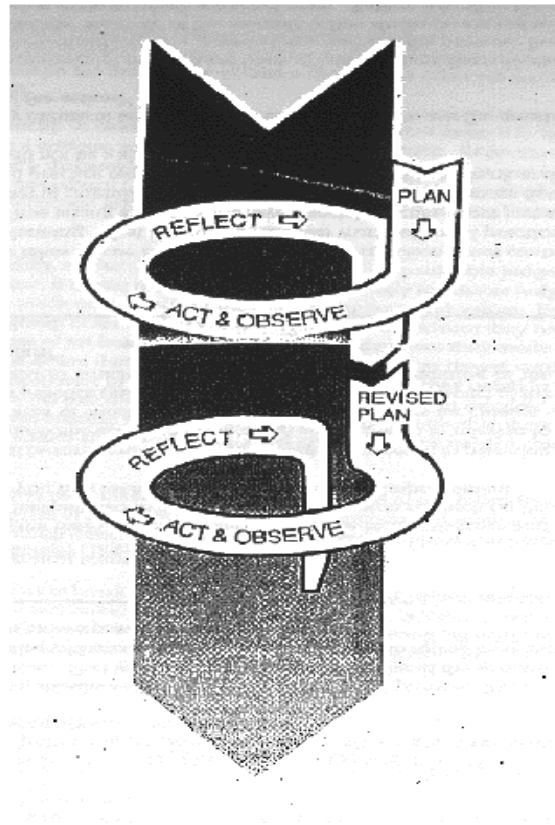


**Figure 3 Action Research Cycles by Kemmis and Taggart (1998)**

- 1) **Designing Planned Action:** the cycle begins with a set of planning actions in order to get optimal result. This plan will be employed during the research in every cycle and will be revised based on the improvement of the students.
- 2) **Implementation of the Action:** this step is implementation of the action. It means that the researcher implemented the plan, which is made in the

previous step in the field of research. In this case the implementation is in the form of treatment, which is given to the students in every cycle.

**3) Observation:** the observation is done during the research in purpose of getting the data to show students' condition while research is conducted.

**4) Reflection:** this step is assessing the result of the action for the purpose of revising and implementing it in the next cycle.

The researcher collected information on the obstacles and what was lack from the English teaching and learning process in relation to the teaching and learning of writing. Then, problem identification was done before the plan of actions was made. Next, the team was carried out the actions. During the implementation, the researcher was observed the process of teaching and learning. Then, the researcher evaluated and reflected on the actions. The results were used as the consideration for generating some further actions to make changes in the English teaching and learning process.

## **B. Time and Setting of the Research**

### **1. Place of the Research**

This research was conducted in class E1 majoring in English language academic year 2017/2018, Department of Foreign Languages, Faculty of Education, National University of Laos. It is located in Dongdok villiage, Xaythanee District, Vientian capital.

## **2. Schedule of the Research**

This research was conducted from 22<sup>th</sup> February to 29<sup>th</sup> March 2018. As what was allowed by the English writing teacher, the researcher carried out once a week during writing class. The class was on Thursday at 12:45 to 14:30 pm.

### **C. Participants in the Research**

The participants of this study were 38 first year students majoring in English Language. There are 26 female and 12 male. There was only one class from this academic year 2017/2018 at Department of Foreign Languages, faculty of Education, National University of Laos. Thus, the student's participation in this research were 38 first year students from class E1 majoring in English at Department of Foreign Languages, Faculty of Education, National University of Laos. The reason in using all of the students in class 1E as research participation that because the number of the students had equal and the chance of being selected.

Moreover, the reason why the researcher chose to conduct the research in the Department of Foreign languages was most of the students were less able and had inefficient outcomes for English writing ability. It appeared in each student's learning report that their language learning, and also their performance in writing subject, was quite low, even though they had learned English for at least two to three years.

## **D. Data Collection Technique and Instruments**

### **1. Instruments for Collecting Data**

In this study, the researcher used three methods in order to collect the data, which is appropriate with the classroom environment and the students' condition. There are classroom observation, interview, and analyzing of student's writing performance by using the writing checklist rubric. These techniques were applied to support this action research study.

#### **a. Classroom Observation**

In the Class Observation, the research was observed the teaching and learning process in class E1 and taken notes on what happened in the classroom, particularly those details related to behavior in learning writing that indicated by the students in the classroom, the action performed by teacher, and the problems occurred during the teaching and learning processes. The data was used for the basic consideration in the next actions.

#### **b. Semi-structured Interview**

A semi-structured interview was conducted in this research with ten first year students in class E1 who majoring in English language in order to get the data in details about the students' comprehension and improvement after the action implementation, what components of writing through applying Genre-based approach they like/dislike, and how they feel writing time could be improved.

In order to avoid bias, the researcher used the evidence, not the emotions to assess the students and treated them as consultants. The students tended to relax when they answer the questions.

### **c. Writing checklist Rubric**

An analysis of student's writing works was employed as one of methods in order to conduct the data in this study. Analysis of student's writing is intended to help the teacher and the researcher about and better understand the student's ability and needs in order to enhance and develop learning materials and instruction. Therefore, students' text analyses also constitute one of the most important sources of target situation data in devising an L2 (EFL) writing syllabus later (Hyland, 2003). Moreover, students' text, for example short-essays are also of a valuable source to evaluate students' ability of learning writing. In addition, texts analysis is also important, as in students' texts can be seen the values and beliefs of the students about issues discussed (Lemke, 2002).

To examine the student's ability in learning writing through implementing the Genre-based approach, the researcher collected and analyzed student's writing short-essays as learning activity, the topic was given by teacher based on the lesson that have been taught in every meetings. The pieces of writing works that produced by students were analyzed based on the writing checklist rubrics adopted from the State College Area School District's Writing Assessment Rubrics (2003).

## **2. Data Collection Technique**

This research was aimed to improve students' ability in creating written languages. The data of this research is qualitative. The qualitative data was obtained through interviews with students, classroom observation of teaching-learning process in the class E1 and analyzing of student's writing works. The data collected was in the form of opinions and expectations of individuals involved in the research.

## **E. Procedure of the Research**

The research was done in two cycles. Each cycle comprises of activities including reconnaissance, planning, action and observation, and reflection from Kemmis and Taggart model.

### **1. Reconnaissance**

The first step in conducting this research is deciding the thematic concern. The researcher first observed the classroom situation and identified the problems concerning the writing skill occurring during the instruction, as well as the possible causes of the problems. The researcher have consulted with the teacher and the students to make sure of the causes and enquires information about them from the perspective of both the teacher and the students. Then, the researcher selected the major problems in the classroom that impacted the students' writing skill and consulted them to the teacher.

## **2. Planning**

The researcher was created plans of actions with the collaborator providing assistance through suggestions and comments. The plans aimed at improving the students' writing skill through the genre-based approach. The genre-based approach was applied as the approach in the teaching and learning process.

## **3. The Actions and Observations**

The researcher along with the collaborator implemented the actions. The actions were implemented in two cycles or six meetings. During the implementation of the actions, the researcher was acted as the teacher while the collaborator observed the process of teaching and learning. Besides, the researcher did some discussions with the collaborator and interviews with the students after all the action cycles had been done. The results of the interviews was used in the reflection for sum up the implementation of the actions.

## **4. Reflections**

The researcher and the English teacher have discussions in terms of the future actions and the significance of the actions which is implemented towards students' performance. The results of the observations were discussed with the English teacher to enquire whether changes need to the plans.

## **F. Validity of the Instruments**

In terms of the validity of the instruments, the researcher employs the concept of Burns (1999) about criteria fulfillment of the research validity that are divided into five

points; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. How the criteria were fulfilled are explained as follows:

### **1. Democratic Validity**

Democratic validity is related to stake holders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The researcher, the collaborator, and the students were given the same opportunities to express their ideas, opinions and suggestions. It was made feasible by doing discussions with the collaborators and participants of the research. The results of the discussion were used to evaluate the implemented actions.

### **2. Outcome Validity**

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. This validity is fulfilled with some indicators showing the improvement on the students' writing skill, as well as their attitude towards English.

### **3. Process Validity**

Process validity is related to the criterion of the research dependability. The research was conducted by doing classroom observations, experiencing the teaching process, taking field notes on what happened in the classroom, having interviews with students, and having discussions with the collaborators.

#### **4. Catalytic Validity**

Catalytic validity refers to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. In the research, changes that happened to both sides of students and teacher were taken into account so that it was expected that both students and teacher will be more aware of their social roles in the classroom.

#### **G. Data Analysis Technique**

In analyzing the qualitative data, the researcher followed Miles and Huberman (1994). According to them, in qualitative data analysis consists of three ways in order to analyze the data, there are data reduction, data display and drawing and verifying conclusions. After collecting, the data were selected, simplified and transformed the field notes and interview transcripts. Then, in the data display, the data were organized and demonstrated in the structure of vignettes and interview transcripts, and analyzing of students' writing work as a document analyze. After that, the researcher and collaborator made the conclusion based on the data were obtained from collecting data process.

## **CHAPTER IV**

### **RESEARCH PROCESS, FINDINGS AND DISCUSSION**

This chapter presents the process and the findings of the research. The findings' interpretations are demonstrated in the form of qualitative data. The process of the research consists of two cycles, namely Cycle I and II, and in each cycle comprises of four procedures of planning, action, observation and reflection. The details of this chapter are displayed below:

#### **A. Reconnaissance**

In this stage of conducting the data included some techniques conducted to seek for field problems. The research began with a classroom observation in which aimed at collecting the information concerning the teaching and learning process in writing class of class 1E, Department of Foreign Languages, Faculty of Education, National University of Laos. After finishing all the action cycles, the research is continued to interview ten students to get some output after implementing the genre-based approach in teaching and learning writing.

##### **1. Identification of the field problems**

The first step of conducting the research was a classroom observation. It was in a format of vignette describing the teaching and learning writing process of class 1E. The vignette is presented below.

## Classroom Observation vignette

February 9<sup>th</sup>, 2018

### Class 1E

1. The researcher entered the classroom several minutes after the English teacher. The English teacher introduced the researcher to the students and informed them that the researcher planned to do an observation.
2. The researcher took a seat in the back row and observed the teaching and learning process.
3. The classroom was quite big, clean and neat. There were 45 individual seats and one desk for the teacher. In addition, the classroom was decorated with some paper flowers, quotations, Lao motto, pictures, and some flower pots in the corners of the classroom. The environment surrounding the classroom was very nice because there were some big trees outside the classroom that made the class quite shady.
4. In the classroom, there were only some facilities including a whiteboard and 4 fans, there was no LCD, a speaker, or a projector for supporting learning and teaching. Nonetheless, the English teacher brought the laptop and the materials that will be supported in her lesson by her own.
5. The English teacher started the class and reviewed the previous lesson by asking the students some questions to remind them in terms of the lesson that have been taught. In the previous lesson, the class discussed the structures of the narrative paragraph.
6. The students were very active to answer the teacher's questions. They made the competition to answer those questions. After the teacher got the right answer from the students then she gave them a score for each student who was answered correctly as a gift. The students were very happy.
7. The English teacher started the new lesson. The class continued to discuss the narrative paragraph under titled "An incident", led by the English teacher. The material came from the textbook, the English teacher asked students to open the text book and read that paragraph together with the teacher.
8. Every student had their own. The teacher started to discuss by reading the paragraph out loud and translated it. Some students were listening and repeat after the teacher, but some students were using mobile phone for checking the dictionary and some others student were busy with their own business like chatting, playing with their mobile phones and doing other noisy activities.
9. The English teacher asked students some question related to the text had been read. The students give the response to the teacher's questions in Lao and English, mostly the students answer the teacher's question by using Lao because they found difficulties expressing their idea by using English and also the teacher delivered the lesson by using Lao very often, instead of English.

10. The English teacher asked one student to read a part of the narrative paragraph and find the topic sentence of it. The students refused it but the English teacher insisted so that student finally read the passage.
11. The students made some pronunciation mistakes and the English teacher directly corrected. The English teacher spoke in Lao very often when she corrected and explained, instead of using English.
12. The English teacher and students discussed the text. The students were silent most of the time while the teacher kept explaining and occasionally delivered questions, as well as occasionally reminded the students who got bored, starting to make noise.
13. The English teacher gave the quiz as the discussion ended. The students should answer questions following the recently discussed text. The English teacher told students that it should be submitted and she gave the score.
14. The English teacher distributed a piece of paper to each student. Some students began to do the quiz but some others preferred talking with the friends nearby and making noise. The English teacher reminded Ss by asking them to answer the question. However, the students did not keep making noise. Instead of doing the English teacher's instruction, when the English teacher reminded the students to be quiet but before they were silent, some of Ss often made fun of English teacher's reminder.
15. The English teacher collected the quiz distributed to students. Some students moved around the class to discuss the right answers from their mates and made noise. Mostly, students found the questions difficult and made mistakes in expressing their ideas in writing, in terms of both grammar and diction.
16. Some students explained again English teacher that the quiz was not easy. The English teacher told students about the text and questioned the students how they could find the quiz difficult since the English teacher thought that the text was short and simple.
17. The English teacher and the students discussed the content of the text. In response to student's complaint, The English teacher tried to provide students with more explanation by reading a passage from the book related to the text type being discussed.
18. However, the students did not really pay attention. Instead, some students moved around and and talked their friends. Around 5 minutes before the class ended, The English teacher realized it and reminded the students about the homework. The English teacher ended the class.

From the observation, it was found that there were some problems in the teaching and learning process in class 1E, Faculty of Education, NUOL. Giving the fact, the researcher and the collaborator (the English teacher) identified the problems that impacted the teaching and learning process. Those problems could be demonstrated in the table below:

**Table 2 Identifying the field of problems in class 1E/FOE**

| No | Problems                                                                                            | Code |
|----|-----------------------------------------------------------------------------------------------------|------|
| 1  | The students did not pay more attention to the teacher                                              | S    |
| 2  | The students regularly lost their focus and concentration                                           | S    |
| 3  | The students often made noise during the teaching and learning process                              | S    |
| 4  | Most of the students lack the ability in using vocabulary properly                                  | S    |
| 5  | The students had low mastery of English grammar                                                     | S    |
| 6  | The students had limited vocabulary mastery                                                         | S    |
| 7  | Most of the students had difficulties in spelling English words                                     | S    |
| 8  | Most of the students had difficulties in respond to the teacher's questions                         | S    |
| 9  | The students found difficulties in exploring and thinking about the ideas and the topic for writing | S    |
| 10 | The students got influenced from their mother tongue                                                | S    |
| 11 | The students were not participated in classroom activities                                          | S    |
| 12 | The teacher lack classroom management and controlling                                               | T    |

|    |                                                                                    |      |
|----|------------------------------------------------------------------------------------|------|
| 13 | The teacher lack the materials to support learning and teaching                    | T    |
| 14 | The teacher focused more on English content rather than context                    | Meth |
| 15 | The teacher followed too much in the textbook                                      | Meth |
| 16 | The teacher was dominant in the classroom                                          | T    |
| 17 | The teaching techniques were not varied                                            | M    |
| 18 | The English spoke and used more Lao instead of English                             | Meth |
| 19 | The students had difference levels of English competency                           | S    |
| 20 | The materials lack visual aids                                                     | Meth |
| 21 | The classroom was lack the facilities to support the learning and teaching process | M    |
| 22 | The students were bored during the teaching and learning process                   | S    |

**S:** students    **T:** teacher    **M:** materials    **Meth:** Method

## 2. Selecting the problem to be solved

As the researcher has been stated in the previous chapter that the research aimed at improving the students' ability of writing skills through implementation the genre-based approach in learning and teaching process, the researcher decided to solve the problems according to the feasibility and practical level. The field problem containing in the research has been demonstrated in table 3 below:

**Table 3 The field problems to be solved in class 1E/FOE**

| No. | Problems to solve                                                                                   | Code |
|-----|-----------------------------------------------------------------------------------------------------|------|
| 1   | The students did not pay more attention to the teacher                                              | S    |
| 2   | The students regularly lost their focus and concentration                                           | S    |
| 3   | The students were bored during the teaching and learning process                                    | S    |
| 4   | Most of the students lack of the ability in using vocabulary properly                               | S    |
| 5   | The students had low mastery of English grammar                                                     | S    |
| 6   | The students had limited vocabulary mastery                                                         | S    |
| 7   | Most of the students had difficulties in spelling English words                                     | S    |
| 8   | Most of the students had difficulties in respond to the teacher's questions                         | S    |
| 9   | The students found difficulties in exploring and thinking about the ideas and the topic for writing | S    |
| 10  | The students got influenced from their mother tongue                                                | S    |
| 11  | The students were not participated in classroom activities                                          | S    |
| 12  | The teacher lack of classroom management and controlling                                            | T    |
| 13  | The teacher lack of the materials to support learning and teaching                                  | T    |
| 14  | The teacher focused more on English content rather than context                                     | Meth |
| 15  | The teacher followed too much in the textbook                                                       | Meth |
| 16  | The teaching technique were not varied                                                              | Meth |

|    |                                                          |      |
|----|----------------------------------------------------------|------|
| 17 | The teacher spoke and used more Lao instead of English   | Meth |
| 18 | The students had difference levels of English competency | S    |
| 19 | The materials lack visual aids                           | M    |

**S:** students    **T:** teacher    **M:** materials    **Meth:** Method

After identifying the field problems based on the level of feasibility and practicable, the discussion moved to analyzing the possible main causes of the problems. This step required to be extended out in order to obtain an obvious point of view of the causes from which suitable actions towards the problems could be obtained. The researcher consulted some point of view with the English teacher and came out with the same ideas of the causes of problems. The results of the main causes were:

- a. Lack of facilities and media for supporting learning and teaching process of writing.
- b. Lack of appropriate materials and activities for teaching and learning process of writing.
- c. Ineffective and uninteresting techniques and method in the teaching and learning process of writing.
- d. Lack of classroom controlling and managing.

## **B. Report of Cycle I**

### **1. Planning Stage**

#### **a. The concept of the course grid and the lesson plan**

##### **1) Designing the course grid**

According to the findings and some attempts of formulating the field problems for teaching and learning, the researcher and the English teacher as a collaborator continued the discussion on the plan for cycle I. The researcher and the collaborator identified the standard of competency and the basic competence for the second semester of class 1E/FOE, NUOL. After that, the researcher and the collaborator design the course-grid for the cycle by considering the standard of competency and the basic competence, also the university syllabus. The standard competency was 4 (expressing the meaning of short functional texts and in the form of narrative paragraph, descriptive paragraph, writing a letter to interact with the others involves with paragraphs and essays writing in daily context) and the basic competence was 4.2 ( expressing the meaning and rhetorical steps in paragraph and essays writing by using accurate, fluent, and acceptable in order to performance written language coherence and cohesion in the daily context in the form of narrative paragraph, descriptive paragraph, writing a letter interact with others involves with paragraphs and essays writing). These were employed as the underlying consideration of designing the course-grid. After discussion, the English teacher and the collaborator finally decided to

focus on one main unit first in this cycle, it was narrative paragraph followed the textbook.

After deciding the topic to discuss and to teach in the classroom, the researcher and the collaborator discussed how the materials were taught. Since the main concern in this research was to improve students' writing skills through implementing the Genre-based approach. The researcher and the collaborator agreed to employ the genre-based approach in the teaching and learning process of writing. Due to the curriculum of the University in 2013, teaching English, as well as teaching English writing was still using the traditional approach. The genre-based approach was a new trend and a new approach to teaching and learning for Lao teachers and students. It was because the genre-based approach concerns itself not only with the product and the process of writing but also with the structure and inherent pattern of the text and its communicative purpose (Wennerstrom, 2003). In contrast, the curriculum of the University in 2013, the teaching of writing was applying the traditional approach. Writing used to be taught in the process of building a fixed structure and began with the smallest components such as an individual letter, spelling individual words, the writing of individual sentences and finally composition. These individual components were taught separately and often in terms of the rules. In other words, the curriculum focused more on the language structure rather than the language used.

In order to employ the Genre-based approach improving students' writing skills, the approach consisted of five stages of learning; building knowledge of

the field, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking to related texts.

## **2) Making lesson plans**

As the course grid had been set up, the researcher designed the instruction by making the lesson plans. The lesson plan consisted of the information about the series of classroom activities, communicative and educative aims, learning objective and method, the principle of tasks and activities designed, time allocation and classroom management, as well as the competencies that students needed to achieve. The lesson plan served as a teachers' guideline for teaching and learning process. In this case, the lesson plan helped the researcher administer the class systematically and smoothly. Thus, the students' writing skills, as well as the teaching and learning process could be improved.

### **b. The concept of actions plans**

The learning topics for the first cycle were prepared after the researcher and the English teacher had considered what situation or context was appropriate with the students' level and competency. In order to improve students' writing skills through implementing the Genre-based approach, the researcher needed also to focus on learning a language writing in a narrative paragraph, thus the topics discussed in the classroom were related with the students' daily life, the ideas in the real life situation and experiences. By following the textbook, the researcher found the interesting topics related to learning writing, for example thinking about the topic, organizing the main idea of the topic, recognizing the topic sentences, choosing the supporting details and so on. These are very useful and necessary

topics for the students at the starting point of learning paragraph and essay writing. The 8 topics in the table below had been taught in 3 meetings for 270 minutes of learning and teaching the first cycle.

**Table 4 Learning and teaching topics of reserach cycle I**

| Meeting   | Learning and teaching topics                                                           |
|-----------|----------------------------------------------------------------------------------------|
| Meeting 1 | 1. Thinking about the topic<br>2. Starting and supporting a main idea                  |
| Meeting 2 | 3. Organizing ideas<br>4. Recognizing topic sentence<br>5. Choosing supporting detials |
| Meeting 3 | 6. Grammar for writing<br>7. Forming gerunds<br>8. Writing topic sentence with Gerunds |

The learning and teaching topics and the activities in the first cycle comprised the common and important components in learning paragraph and essay writing, in which the beginners in learning English writing should be aware and experienced. Nonetheless, learning and teaching topics were related to the vocabulary and grammatical aspects. Most of the students in class 1E were the slow and moderate learners in learning English writing. According to the researchers' observation for a meeting, the researcher thought that these learning topics are suitable for them as the first year students in order to learn English writing. Future more, the researcher

also employed some games in some meetings related to the topics discussed in both for fun and for the target language practice purpose.

In addition, the researcher designed the plans of action in the course grid and the lesson plans in order to solve the problems that had been identified. The plans were aimed to improve students' writing skill and designed to improve for some expectations including:

1. Students were actively involved in classroom activities.
2. Students paid attention during the learning process.
3. Students were cooperative and the class was conducive.
4. Students could use appropriate word order or pattern.
5. Students improved their vocabulary mastery.
6. Students could use vocabulary properly.
7. Students could write with control over grammar.
8. Students could apply the conventions of the text type in their writing.
9. Students could develop and accomplish the communicative function of a text type.
10. Materials and activities were more varied and had visual aids.

Based on the discussion with the collaborator, it was agreed that the class implemented the genre-based approach. In addition, there were also some strategies included in the implementation of the approach to help the students improving their writing skill. Those were providing the students with a handout on new materials as

a brief guideline, displaying the materials through the chart and computer, and applying rules of conduct. The plan of the implementation of the genre-based approach in the teaching and learning process was schemed and demonstrated in the next stage below.

## **2. The implementation stage**

### **a. The teaching component of the cycle I**

#### **1) Building knowledge of the text**

In this stage, the researcher planned to originate students' background knowledge of the topic through discussions. The topics in the first cycle consisted of the topic about the jobs and describing something, it was a kind of free writing. The researcher let students choose their own topic based on what they were familiar and experienced in their real-life situations. At this time, the researcher designed the lesson to the students and provided some pictures, but due to the classroom facility, there were no any facilities such as LCD projectors or Overhead projectors available. Therefore, the researcher used the only computer in order to display those pictures through the computer screen to help the students generate the ideas and knowledge that they had already have in terms of the topic discussed.

Even though in the classroom there were no any facilities available in order to support the learning and teaching process, the researcher attempted to present the lesson via paper charts and the computer instead. The benefit it offered. Based on classroom observation, to use paper charts and the computer as

the visual aids provided a lot of benefits, as well as it saved time in learning and teaching process. In this case, since in the classroom there were no facilities proved such as LCD projectors or Overhead projectors, thus the computer works more or less the same as OHPs. Therefore, the researcher designed to use the computer to display the materials, even it was a little bit hard to show the materials all over, but they also had been included in the handout. This action was taken as an attention getter through which the students could have visual aids. In the discussion, the researcher involved all students so that no individual in the classroom was left behind in terms of discussing the knowledge of the topic.

After that, the researcher provided the model texts which followed the textbook in order to discuss with the students. Those model of the texts might be improved the students' background knowledge. The researcher distributed the handout included the text to each student. The handout served as a guideline and the task activities in learning and teaching practice. It consisted of the materials about narrative and descriptive paragraph writing and also the structures, as well as the activities that followed the materials. The text discussion was done through the question and answer sessions. The students were provided time to learn the input text. However, to provide the students with adequate vocabularies needed to comprehend the model text and to enhance their vocabulary mastery, there were some activities in terms of the vocabulary competence, such as finding the meaning of some words, making the sentences with the words

provided in the column, and so on. In order to make sure that the students had comprehended with the text, the researcher provided some tasks related to the text. The tasks were consistent with both content and context of the text.

## **2) Modeling and Deconstructing of the Text**

Since the students had clear ideas about the text, in terms of the content and the context, the class moved to the discussion of the generic structure and the language characteristics of the text type being the focus on. The researcher explained the paragraph components and structures in details. Then, learning activities throughout the first cycle mostly it was undertaken by having the students practice writing with the topics both provided and chosen by themselves, as well as completing and matching the criteria. The students were worked in pairs and in a small group, and also with the researcher. The activities aimed at enhancing the students' comprehension of the general information of the text types through practicing, and as well as the improvement of their ability in writing skills.

The students were provided a short explanation and some practices on the commonly found language characteristics and the structure of paragraph writing in order to write a narrative. In narrative paragraph writing, the researcher explained the thinking about the topic, connectives, how to organizing the main idea, and also the supporting details. Besides, the form of gerund were also explained. In terms of the grammatically, the researcher have been explained in very details. Then, the researcher provided the tasks for

students to practice. Based on the observation and the interview, the students were weak on grammar, they found difficulties in composing the sentence with tenses, as well as the verb form of gerund. Nonetheless, during the instruction, the researcher paid more attention on this basis grammatical in writing, as well as provided more activities in order to practice and contribute students' understanding about the grammar. Yet, the students still needed more tasks and explanation to increase their comprehension and ability in the grammatical feature. In doing the tasks, the students were put in pairs with an expectation of development of cooperation among the students in the classroom. During the activities in this cycle, the researcher moved around the classroom to help and provide the students who found the difficulties with more explanation and to make sure that the students understood the learning activities.

In addition, the researcher asked the students to present their works in front of the classroom by both individually and in the pairs. This practicing was employed the students more chances to practice their speaking skills and also the pronunciations. In this stage, the researcher aimed for the students to practice summarizing learning content and context, as well as writing to present their opinions.

### **3) Joint Construction of the text**

In this stage of the implementation the genre-based approach, the researcher planned to set the students to start their writing and developing their ideas. The organized the students to brainstorm the ideas of the topic about their

dream jobs as a basis of their writing. Since the students were going to write about a job, thus they had to brainstorm about the job position, the importance of the job, as well as the challenging of that job. After the students had the ideas, the students start to write, the researcher moved around the class in order to help and fix the incorrectness of vocabularies, spelling, grammatical form, and the inappropriateness of the text structure. After the students have finished their writing, the researcher asked some students to read their works to the class, the researcher noted some important and interesting sentences on the board in order to show other students about the sentence structure whether it was correct or incorrect.

In addition, the researcher provided some tasks for students to work in pairs and in small groups. The tasks were about completing sentences and answer the questions. During the process, the researcher moved around the class again in order to get involved with the students and encourage them to do the tasks. At the end of this cycle, the researcher gave feedback to the students in terms of their writing works.

#### **4) Independent Construction of the Text**

After the students had some practices in writing in the previous stage, thus, the students had to select one topic in the list of the jobs followed the textbook. The students had to develop and organize their own ideas related to that topic had been chosen. The students wrote the paragraph independently in this cycle. The researcher provided this task as homework and did not provide any help to

the students in order to examine their ability in writing. Instead, the researcher only encouraged the students to write and make sure that they worked. After that, the researcher collected their writing papers and gave feedback at the next meeting.

#### **5) Linking to Related Text**

At the end of the class, the researcher planned to lead the students noticing the key language feature about the text type in narrative writing that they have been done in the discussion. The researcher provided two paragraphs in different text types. The topic was about “Elementary school teacher” which was focused on the specific and general details. Then, the researcher led the students discussed and observed about the text type, structure, as well as the procedure in writing.

### **3. Actions and observations in cycle I**

The actions were carried out in three meetings on February 16th, 23th, and March 2nd, 2018. Each meeting consisted of 90 minutes, and the class ran from 12:45 to 14:15 PM.

The actions were focused on implementing the cycle in the genre-based approach and the principle of the genre-based, which were implicitly completed in the process. Nonetheless, there were also other plans of actions in cycle I. in conducting the actions planned, the researcher took the role as a teacher and the English teacher did as a collaborator. During the instruction, the collaborator help the researcher took notes and video of teaching and learning process in the whole

period of the meeting. The data in cycle I was collected through the classroom observations and the evaluation of students' writing work. More details of the process are presented below:

## **Meeting I**

### **Stage 1- Building knowledge of the field**

At the beginning of the class, the researcher was greeting the students and told them the reasons and the purposes of genre-based approach instruction. The students seemed unfamiliar with the genre-based approach because they had never heard before. Therefore, the researcher had to explain what genre-based approach is about. In the first meeting comprised two main learning topics: thinking about the topic and the stating supporting the main idea. The researcher started the teaching and learning by asking the question in order to warm up and to provide some enlightenment about what students were going to learn.

Firstly, the research started to ask students with common sentences in terms of their opinion of learning English. It was shown the reflection in the field note below:

=====

T: *"Everyone, what do you think about English, is it difficult or not?"*

S: *"Yes, yes"*, responded most of the class.

*(Vignette 2: February 16<sup>th</sup>, 2018 Meeting 1)*

*See Appendix C, page174*

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Then, the researcher started the lesson and added more questions about the topics were going to discuss.

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T: “*what is a main idea in a paragraph?*” the students kept silent at first then the researcher asked them again by using Lao language “*ພວກນ້ອງຄິດວ່າ Main idea ແມ່ນຫຍັງ?*”.

S1: “*Main idea ແມ່ນຄວາມຄິດຫລັກຢູ່ໃນ paragraph*” (main idea is about the idea that we are going to write in the paragraph)

S2: “*Main idea ແມ່ນສິ່ງທີ່ສຳຄັນໃນການພັນລະນາ*” (main ideas are the important details that we were described in a paragraph)

(Vignette 2: February 16<sup>th</sup>, 2018 Meeting 1)

*See Appendix C, page 164*

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This question was used flexibly depending on each students’ language skills. The researcher found that almost half of the students could not respond to her question. After got the answers from some students, the researcher explained and added more details about the main idea. The researcher wrote the definition of the main idea in the whiteboard, then move to the next stage.

The researcher explained to the students about the structure of a paragraph, there are three main structures that students should be remembered and followed when they write a paragraph. Then, the researcher showed the students the charts in terms of the structure and explained in each stage and gave the examples. During the explanation, the researcher found that the students had difficulties in order to understand all the details when the researcher used only English

explained to them without translating into the Lao language. After finished explaining, there were some students asked the researcher about the vocabularies and some sentences that they didn't know the meaning.

The initial activity was discussing the paragraph. The researcher led the students to read the paragraph followed the textbook on page 60. The researcher asked students to read and compare those paragraphs. The paragraphs were about “Elementary school teacher”. The researcher delivered some questions to the students randomly in order to encourage them and guide them to do the task. The researcher has explained the purpose of the task in Lao as the transcript below.

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T: ໃຫ້ຮູ້ວ່າກນ້ອງອ່ານ paragraph 2 paragraph ນີ້ໃຫ້ລະອຽດ, ແລ້ວປຽບທຽບວ່າ paragraph ໃດໃດ ເປັນ paragraph ທີ່ສະເພາະຈະຈົງແລະທົ່ວໄປ (please read the paragraph and compare, which one is more specific and which one is more general paragraph? Then, answer the questions below). (Vignette 2: February 16<sup>th</sup>, 2018 Meeting 1)

See Appendix C, page175

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The students started to read and answer the questions. After finishing reading, the researcher asked for the representative to answer the questions, the question was “Which paragraph you guys think that it has more specific information, paragraph A or B? Which paragraph better helps you understand the main idea? With such questions, the students looked so enthusiastic that they tried to give their voices to the class. They wanted to tell others about their opinion about those paragraphs. However, the students did it at the same time and made the class noisy, so the researcher could not hear clearly what they said, the

researcher pointed at students one by one to answer the questions, so their opinion could be clearly stated and the class got interactive. The students paid attention and actively participated in the discussion.

Then, the class moved to the next task, and work in pairs. The researcher explained the purpose of the task by using English and then translated into Lao language in order to make students easier to understand. “You can use these adjectives to tell your opinion about the job. Practice saying them and discuss their meaning with your partner.” Then, the researcher opened the laptop and showed some pictures of the adjective words followed by textbook to students. The researcher showed pictures of the adjectives on the screen. The researcher delivered some questions to the students randomly to encourage them such as, “Can you see the pictures clearly? “What pictures are they? What do you think about them?” The students answered the researcher in Lao and some answered in English. The researcher wrote them on the whiteboard. Mostly, the students’ problem was vocabulary, some of them mentioned in Lao words. The researcher helped them by giving the English word equivalences. The students’ enthusiasm was reflected in the field notes below.

=====

The researcher showed pictures of the adjectives on the screen “Can you see the pictures clearly? ພວກນ້ອງເຫັນຮູບພາບຊັດເຈນຫຼືບໍ່? “Yes” “What pictures are they? What do you think about them?” Some students answered in Lao and some others in English, they spoke in nearly simultaneously, “Exciting” “ຕື່ນເຕັ້ນ” and etc. The students were excited to guess the meaning of those pictures. Then, the researcher asked students to match those adjectives with the names of the jobs and express their opinion. (Vignette 2: February 16<sup>th</sup> Meeting 1), 2018

## Stage 2 - Modeling and Deconstructing of the Text

The researcher, then, distributed the handouts of the next task to the students. The class discussion continued on the sample text given. It started with discussing some words in the list coming before the text. In this activity, the students were asked to read and find the meaning of the words. They were excited to the activity since the words were new for them. Some of them opened the dictionary while some others asked their friends. In the end, the researcher discussed the words and asked a volunteer to read the text to their friends allowed in order to practice the pronunciation of the words. The situation was described below.

=====

While reading, the student made some pronunciation mistakes and the researcher directly corrected. Then, there was a student asked the researcher for a word meaning, “Miss, what is the meaning of *responsible*?” then, the researcher was directly replied by using Lao language “ແປວ່າໜ້າທີ່ຮັບຜິດຊອບ”. After that, the researcher gave the students chance to study the input text and answer the questions following the textbook. (Vignette 2: February 16<sup>th</sup>, 2018 Meeting 1)

*See Appendix C, page 177*

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After that, the researcher gives student chance to read and study the text. The researcher moved around making sure that all students studied the input of the text and answered the questions. The students were silent and looked focused on the activity. They also occasionally asked the researcher about the meaning of words in the text. The words asked were relatively common so that they were not included in the list before the text. It was evident that the students were enjoying

and eager to join in the activities. The classroom was full of sound and movement. There was a lively atmosphere.

However, some students seemed not to really understand the content of the text. They found difficulties in doing the exercises following the text. During the provided time to do the tasks, some students walked around the class to get the answers and some checked other pairs' work in front and the back of their chairs. In addition, not all students were actively involved. When questions were delivered, several students kept silent while the others competed to tell the class what they knew about the text. They did not take parts in classroom discussions and preferred playing with others of the same desk.

The researcher noticed the learning activities in this meeting were conducted for the students to have the chance to read and provided their own ideas in English with their friends by a variety of activities. Some students were asked to present in front of the class as well and they, at first, felt shy to step out from the seat but, finally, collaborated well. In addition, the researcher added some explanations about sentence construction to bring students more ideas on how to construct sentences, to notice supporting the main idea and the details in a paragraph until meeting I ended.

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After finishing reading and translating, the researcher asked student to find the main idea and the supporting details in the text. As a few students responded, the researcher started giving clues and discussed the questions together until the time was up. Then, the researcher gave students homework. The researcher prepared to close the meeting. *"Do you have any question so far?" "No"*. Then

the researcher closed the lesson, said goodbye and left the class. (Vignette 2: February 16<sup>th</sup>, 2018 Meeting 1

See AppendixC, page 177

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## **Meeting II**

Meeting II commenced with a review of the previously learned materials. After preparing the computer and the materials for teaching, the researcher then delivered some questions to check the students' memory and understanding about the structure of a paragraph, "*How many structure in a paragraph?*", "*What is a supporting detail and a main idea?*"

### **Stage 3 - Joint Construction of the Text**

Then, the activity moved to discussing the topic of a dream job. In this activity, the researcher expected the students to know more in terms of the writing structure in the different type of text. The researcher reviewed the lesson shortly, and presented some vocabulary related to the paragraph have been discussed, and then took them into the learning activities by telling them what topic to learn. The researcher distributed the handout to the students and told them to read carefully and find the topic sentence, supporting sentence and the concluding sentence in the paragraph and then answer the questions.

While students were practicing and answering the questions, the researcher walked around the class to observe and give suggestions to some students if they needed them. From the researchers' observation, the students were active and paid more attention to read the text and answer the question. The boys had paid less

attention to practice the language than the girls. They began to tease each other and spoke in Lao shortly after the researcher had them prepare and practice the language activity by reading the paragraph themselves. But, when the researcher walked directly to them they stopped joking and pretended to speak English. The researcher did not punish or get angry with them, but just told them to focus on their duties.

After finishing reading and answering the questions, then the researcher asked students to provide their answer one by one, the researcher wrote the answers got from the students on the board and then explained more by showing the details of a good narrative paragraph that the researcher took from the Internet in order to make students clear understood in terms of the structure of a paragraph before moving to the next part.

The researcher jumped into the next part of the lesson, it was about “Organizing Idea”. This term was aimed at enriching the students with ideas that they could use in the next activities. It was also intended to give the students some examples of good organizing the idea in a paragraph writing, so it helped them to bring enlightenment and encouraging them to produce the good paragraph writing. That the activity helped the students in finding ideas could be seen in the transcript below.

=====

After finishing explanation, the researcher asked the students whether they are understood or not. *“Is there any question about the Organizing the idea?” “Do you guys understood and got the point”* then, there were some students said *“Yes” and “No”*. The researcher asked the students who were not understand yet, in which part they did not understand. One student said by using English language *“I don’t understand some vocabulary, it was difficult, I cannot translate and don’t know how to use it”*. The researcher asked which vocabularies that student did not understand and started to explain and gave example how to use those vocabularies by writing down on the board. It was take some minutes to explain, but the researcher found the good thing that the students paid more attention to learn the new vocabularies, because they gave asking another words since in the first place they kept silent and did not ask that much about the new vocabularies. *Vignette 3, February 23th, 2018 Meeting 2*

*See Appendix C, page 179*

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It was acceptable with just this first step to see the students start to open their mouths in English. Many students tried to speak as much as they could whereas some students simply spoke for a few words. The researcher was thought that she must create more practical language activities for them to practice with an expectation that they were supposed to make progress in the following spirals.

The researcher contributed to the learning activities as usual by providing them with the practical vocabulary and sentences they needed for practice by themselves. To make sure that my students understood what the researcher expected them to do, the researcher contributed some questions related to the lesson in order to ask them first by answering the question and describing the characteristics of the language features and later the researcher had the class practice together. In general, all students collaborated well with the researcher.

After that the researcher asked the students do the next task, it was the individual activity. The researcher led the students to read the letter of Jenet, an Elementary school teacher. In this reading for answering activity aimed at showing the students the structure of a letter writing in order to narrate some situations or some experiences. The researcher gave the students some minutes to read the paragraph. The researcher moved around the class in order to help the students to read and translated the new vocabularies. The students paid attention to read and the class was a bit noisy because of the sound of student's reading.

#### **Stage 4 - Independent Construction of the text.**

After finishing reading and doing the exercise, the researcher proceeded with preparation for the students' individual writing. The students individually built the framework of their writing. The researcher gave the students an activity to practice to write a letter to their friends by telling their own experience of something that they have been through. They seemed to find difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did her instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. The students were active that they intensively proposed ideas to the text. However, there had been some problems proposed by the class in thinking about the topic stage, the students seemed to find difficulties in deciding their topic that they spent some minutes to do that.

The researcher made sure that all students had their topic to write by visiting them table-by-table. After they were ready with it, the researcher asked the students to start writing. Some students did the researcher's instruction, however, some did not. They seemed to find it difficult to develop and produce their writing work. As what they did before when they were asked to write, they waited for each other to write first while there were only a few students who started writing. Some even preferred to chat and play with their mates. It indicated in the transcript below.

=====

The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, “ມັນຍາກນະ ອາຈານ it was difficult ” The researcher replied, “ຍາກບ່ອນໃດນ້ອງ? what did make you difficult?” “ນ້ອງບໍ່ຮູ້ຈະພັນລະນາໃດໃດກ່ອນ I don't know what I should describe and start to write first” The researcher, then, came to them and gave some helps. Some students asked the researcher about the English words of some Lao language. *Vignette 3, February 23th, 2018 Meeting 2*

*See Appendix C, 180*

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During this period, some students often moved around the class, looking at others' work. They waited for others to start writing first. Due to the situation, the researcher came to them to find problems they found. It was known that they felt it difficult to develop ideas and expressing them in English. As the time was running out, the researcher gave help and suggestions about their task. The researcher also used the moment to encourage the students to start writing.

In the end, all the students' works were collected and the researcher randomly picked some of the students' works to display as an example, then the researcher gave feedbacks on some points of the works. Even though some of them made some mistakes in this task, but the researcher could notice most the students did it well they made good paragraph writing. The class continued to discuss students' writing works until the time was up, the researcher gave student homework, then closed the meeting and left the class.

#### **Stage 5 - Linking to Related Text**

At the end of the meeting, the researcher planned to lead the students to analyze and discuss two other text types and to compare them with the text type under focus, a narrative writing. However, it could not be done. The class was running out of time when the researcher and students were discussing and gave feedback in terms of the students' writing independently and this stage of the method was skipped.

### **Meeting III**

#### **Stage 1 - Building knowledge of field text**

Like that in meeting II, the researcher came to the class and greeted the students. After preparing the computer and the materials for teaching. Then, the researcher commended the class by checking the students' home works and readiness to continue to learn the new lesson.

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The researcher commenced the class “*How are you today?*” the students replied simultaneously “*I’m fine, thank you, and you?*” “*I’m good, thank you. And before we begin the lesson, let me check the home work first. Have you finished the homework from last week?*” “*Yes*” the class replied together. Then the researcher checked the home work and asked the representatives to read the question and gave the correct answers to the class. *Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3*

*See Appendix C, page 181*

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The researcher asked representatives to read the answer and the reason for it. They did it well, but some students made mistakes. Each time one student was delivering the answer, the researcher compared it to others’ so they could have the chance to contribute to the class and it happened for all numbers of the task. The students were excited and the class was active. On the other hand, not all students were engaged in the activity. While the class was discussing the questions, a student at the back row was busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and get silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave the additional explanation to the students.

The researcher then asked the students for their opinion about the text. This activity went on with other students. It happened for several times that the students could not answer or could only give insufficient information about what they just read. However, it also happened that the class could not provide the expected answers or misunderstood the task. So, the researcher completed and gave correction to their misunderstanding. This activity was aimed at checking the

students' understanding and stimulating discussions among the class members. In this way, the students were active and the class was interactive. The vignette below described the situation.

=====

After finishing the discussion for task no. 5 and 6 as the homework, the researcher delivered questions related to the context of the texts. "*What do you think the text is written for?*" As a few students responded, the researcher started giving clues and discussed the questions together. *Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3*

*See Appendix C, page182*

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The teaching and learning process proceeded by discussing the context of the text. The discussion began as the researcher delivered questions like "Where can you find this type of text? What do you think the text is written for?". At first, the students looked confused with the questions. They did not really catch the point of the questions. The researcher gave clarification on the questions so they got clearer for the students and told some clues to answer. The students began to speak and again, the students gave their voice at the same time so the researcher chose one student, and one after another, to speak and share ideas.

The researcher continued the class discussion. The learning topics were comprised of "Forming Gerunds", the learning content focused on grammar for writing, but attempted to use a communicative learning approach. The first period was initiated by explaining items of forming gerunds which the students will be used in the next writing session. The researcher showed the students chart by

tapping on the board, instead of using LCD because there is no LCD projector available in the classroom. Then, the researcher explained the lesson by pointing the charts and wrote the extra examples on the board. it seemed better to teach in this way because the researcher realized it saved time and clear information. To design the lesson, the researcher was not only followed the textbook, instead, the researcher took some resources from another guidebooks and internet that related to the lesson being teaching, in order to provide sufficient information and detail. It could be seen in the extract below.

=====

The researcher wrote the date and the title on the board. The researcher told the students that today's lesson is going to discuss about the grammar for writing, it was the "Forming Gerunds". The researcher putted the Charts about the meaning of the gerunds and its function on the board. Then, the researcher explained by pointing the charts. Teaching in this way was saved time in the part of writing on the board, due to there was no LCD in the class. Instead, the researcher was adapted by using the charts. The researcher took some resources from others book and some from internet to add more information to make clear for the students since in the textbook was only the basic details and the researcher thought that was not enough. *Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3*

*See Appendix C, page 182*

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## **Stage 2 - Modeling Construction of the Text**

The researcher, then, distributed a handout of materials to the students. The class discussion continued on the sample task of gerund given. It started with discussing some rules, the researcher described and gave examples of the form gerund in sentences for the students, then the whole class together discussed and

gave some idea to the researcher in terms of the sentences with the gerunds they had created to check their understanding. In the activity, the students have to complete the appropriate preposition and verb form of Gerunds into the blank space. They were excited to the activity since the structures and the vocabularies related to the activity were new for them. Some of them opened the dictionary while some others asked their friends. The researcher walked around the class to help and encourage students to do so. The researcher noticed and realized that the student's proficiency in the vocabularies was quite low because frequently the students made mistakes and used improper vocabulary. It could be seen in the extract below.

=====

The researcher noticed and realized that the student's proficiency about the vocabularies was quite low, because they could not do the task well if without the dictionary. Once, the researcher stopped at a student and took a look at the student's work. She saw some mistakes and she clarified them. Then, the researcher moved to other students. *Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3*

*See Appendix C, page 182*

=====

After the students finishing the activity, the researcher, then discussed the activity in order to check the students' comprehension about the gerunds and the words are given. In order to practice the words, the researcher asked the students to practice the pronunciation of the words by repeating after the researcher and then using those words to make the sentences with forming gerunds. After that, the researcher gave the students chance to read their works to the class. Then, the

researcher asked whether there were any difficulties in applying gerunds in making sentences. The whole class had the same answers as it showed in the extract below.

=====

The researcher asked students *“Do you have any question about how to apply gerunds so far?”* the students replied simultaneously *“No”*. Then, the researcher delivered the student to do the task no. 8, it was about the gerunds again. The researcher distributed the handout and told students that they should submit the task no.8 after the class end. (Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3)

*See Appendix C, page182*

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The researcher contributed to the learning activities as usual by providing the students the task and still focused on the forming gerunds with the practical vocabulary and sentences they needed for practice by themselves. To make sure that all the students understood what the researcher expected them to do, the researcher showed them first by describing the characteristics and features of the task given. In general, all students collaborated well with the researcher. Then, the researcher distributed the student handouts of learning activity. The activity was about completing the narrative text with verb forms of gerunds. In the text given, the researcher took the source from a website and the vocabularies used in the text were quite difficult. The researcher found that the vocabularies were one of the main problems that make the students wrote and performed the English not that really well. They were still lack of the ability to choose the vocabulary properly. It indicated that when they did the task that was not provided some vocabularies as

enlightenment for them to guess. Instead, they should think about the words by themselves, they took a lot of time to find the appropriate words and use the dictionary quite often.

While the students doing the activity, the researcher moved around the class making sure that all students worked. During this period, some students often moved around the class, looking at others' work. They waited for others to start answering first. Due to the situation, the researcher came to them to find problems they found. It was known that they felt it difficult to answer because they lacked the ideas and did not understand the content of the text. Then, the researcher did a favor in explaining and translating what students did not understand in the Lao language. As the time was running out, the researcher also used the moment to encourage the students to start answering. In the end, the researcher collected the task, and gave feedback and discussed the students' works by contributing some questions.

The class continued, the students read an explanation of a narrative paragraph in the task given and discussed it. One student read a part of it about the purpose of the text aloud and the others listened. After finished, the researcher assured that they understood by asking, "So, what is the purpose of a narrative paragraph in the task no.9?". Few students responded with unclear voice. The researcher asked two students respectively to tell the class what the purpose of a narrative paragraph in the task is. They did not answer it well so the researcher translated the explanation into Lao. The students were excited in telling the class

about it that they spoke simultaneously, indicating that they had had some ideas of the purpose of the text type. It could be seen in the extract below.

=====

After finishing the task no.9, the researcher collected the papers and delivered the question “*So, what is the purpose of a narrative paragraph in the task no.9?*” Few students responded with unclear voice. Then, the researcher asked two students respectively to tell the class what the purpose of a text is. They kept silent and the researcher explained and translated into Lao. Once again, the researcher asked them the same question but in Lao. The students answered it simultaneously. *Vignette 4: March 2<sup>nd</sup>, 2018, Meeting 3*

*See Appendix C, page183*

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Then, the researcher chose another student to read the generic structure of the text. The students read it aloud while the others paid attention to it. Often, other students corrected their friend who made mistakes in reading the explanation. Since reading alone did not really work in making them understand the structure of the text type, the researcher explained it to the students. The researcher explained the parts of the structure and what information each part contained. To certify that all students comprehension, the researcher reviewed what had been just explained by delivering questions to encourage discussion among the class.

In this unit, the students studied the language features of the text type. They learned about typical connectives of the narrative paragraph, the form of gerunds, the simple present, and the past tense. They also made sentences using the verb form of gerunds and completing cloze sentences using the appropriate word and some simple present and past tense. The students were active and concentrate the class was conducive to some noise from the students. Nonetheless, the class

progressed well. The researcher discussed with the students until the time was up, then gave the students homework in which the students were supposed to write a short essay about the job that they have been matched in the task no.2 since the second meeting by choosing one job depends on them. The researcher then ended the lesson, said goodbye and left the class.

#### **4. Reflections**

This section records the reflections on research cycle I. The reflective data were presented in two main sections: reflection on change and reflection on research. The implementation of the genre-based approach in Cycle I was not performed without any obstruction. Therefore, the researcher analyzed the data from the observations and students' writing works to evaluate the actions, finding out what was good and what was lack from the action.

##### **a. The reflection on Change**

##### **1) The animated or active classroom**

The implementation of the genre-based approach of the research cycle I succeeded in changing the classroom and learning atmosphere. The formerly passive students were improving to become active learners and began adjusting themselves to the new learning approach. The classroom atmosphere, after conducting the research activities, was obviously livelier than it used to be. The old picture of a silent and dormant classroom had disappeared. It was a positive change in order to implement the new approach to improve the students' language

learning proficiency. The students, at the moment, responded well to the new learning approach by collaborating in all the language activities. Most of the students were encouraged to take a risk in experiencing the language in a friendly atmosphere. The classroom, then, filled with the sounds of students practicing reading the text of the target language which was really different from the past.

This changing atmosphere was a good start in the researcher's effort to look for the most suitable learning activities in order to improve the students' writing ability though implementing the genre-based approach as a new approach that reflected all students' behavior in the class and also even though their writing skill was still at a basic level. In addition, the action offered convenience to the students. Basically, the students preferred learning in a quiet and focused classroom situation. The action could maintain the class focused, so that the students could learn the materials conveniently. It indicated in the transcript below.

=====

Then, the researcher opened the laptop and showed some picture about the adjective followed by textbook to students. The researcher showed pictures of the adjectives on the screen “Can you see the pictures clearly? *ພວກນ້ອງເຫັນຮູບພາບຊັດເຈນບໍ່?*” “Yes” “What pictures are they? What do you think about them?” Some students answered in Lao and some others in English, they spoke in nearly simultaneously, “Exciting” “*ຕື່ນເຕັ້ນ*” and etc. The students were excited to guess the meaning of those pictures and they seemed very happy and active with learning material. The classroom atmosphere was livelier than it used to be. Then, the researcher asked students to match those adjectives with the names of the jobs and express their opinion. *Vignette 2: February 16<sup>th</sup>, 2018. Meeting 1*

## 2) Good Collaboration

A record of classroom observation showed that most of the students seemed to enjoy the new changed atmosphere and also collaborated in most of the animated learning activities despite the fact that there were some students who were inactivated especially in the grammar-focused exercises. In general, it was quite the most lively classroom atmosphere the researcher has experienced. However, the researcher aware that this was just a new experience and new learning climate for the students which different from previously, thus it is usual to get quite a good response, feedback, and collaboration from the students. The important thing that the researcher has to do for the next cycle is to conduct learning activities that will comply with the students' needs and interests in order to keep getting good collaboration from them further in the future. The students' good collaboration was reflected from the extract below.

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...After finished reading, the researcher guided students to answer the questions in the task no.1. "Which paragraph you guys think it had more specific information, paragraph A or B?" then, there are some students answer *"I think paragraph A"* *"why?"* *"Because it was short and clear"*. *"How about the others?"* *"I think paragraph B"* *"why?"* *"Because it gave a lot of details"*. *"Okay, thank you for your answer, the correct number is B. as Mr. Sonephasit said it gave us more specific details."* Then, the researcher asked another questions *"Which paragraph better helps you understand the main idea?"* the students answer together *"Paragraph A"*. Vignette 2: February 16<sup>th</sup>, 2018, Meeting 1

... After finished matching and discussing, the researcher asked students to read the sentence in each jobs that they have written. *"Have you finished?"* *"Yes"* *"Can you read your sentence to your friends?"*. There were some students stood up and read his sentence and the researcher wrote those sentences on board. *"I would like to be a flight attendant, it is challenging."* *"Who else?"*. Another student *"Being a Firefighter is very dangerous"*. *"Being a journalist is exciting"*

The researcher said “*Good job, let’s gave a big applaud to your friends*”. The students gave a big applause. *Vignette 2: February 16<sup>th</sup>, 2018, Meeting 1*

*See Appendix C, page174 & 177*

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### **3) Students’ rote learning**

From the classroom observation, students preferred using the learning style they were used to. Most of them relied on rote learning to practice writing skills with peers. They always copied the sentences directly from the sample dialogues or texts without any adjusting and copied the work from each other. The students are not really good to create their own sentences and express their ideas to write, even though the researcher tried to help and encourage them to produce their own words to practice their writing and to do the work by themselves. However, this was just the beginning of researchers’ intention for change. The researcher hopes that it will be improved in the next cycle when the students are more familiar with the new learning activities and can realize the benefit of having the good writing skills. The researcher has to look for practical solutions to cope with this restrictive behavior of the students. The reflection was indicated in the transcript below.

=====

...after finishing reading and doing the exercise, the researcher proceeded with preparation for the students’ individual writing. The students individually built the framework of their writing. The researcher let the students wrote the letter to their friends by telling their own experience of something that they have been through. They seemed to find difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did her instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. Some

students began to write while some others did not. *Vignette 3: February 23th, 2018, Meeting 2*

*See Appendix C, page 180*

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#### **4) A communication problem**

Most of the students did not understand what the researcher had said in English to them even though she tried to repeat it and speak slowly. There were just a few students who could understand some words and could give responses directly to the researcher. This usually forced the researcher finally to speak Lao in order to proceed with the learning activities and to keep on working on teaching plan. The students rarely had an opportunity to learn English by authentic use of it. They were instructed mostly in the Lao language because the traditional grammar-translation method did not aim for communicative competence. In the next cycle, the researcher plans to serve more opportunities to practice students to listen and speak more English than Lao. It showed in the extract below.

=====

The researcher found that the students had difficulties in order to understand all the details when the researcher used only English explained to them without translating into Lao language. After finished explaining, there were some students asked the researcher about the vocabularies and some sentences that they didn't know the meaning. *Vignette 2: February 16<sup>th</sup>, 2018, Meeting 1*

*See Appendix C, page 177*

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### **b. Reflection on Research**

#### **1) Students' writing performance (analyzing the students' writing works)**

The outcome of research which aimed to improve students' writing ability through implementation the genre-based approach was not yet accomplished at the end of the first cycle. Over the past three meeting for the cycle I, the researcher has been conducted thirty-one writing assignments produced by each student. The writing was an assignment after finished a unit of learning lesson. These pieces of writing were written with free writing topic.

The written pieces were analyzed using rubrics checklist based on the State College Area School District's Writing Assessment Rubrics (*Appendix B*). On the rubrics, students' written compositions could be check as advanced, proficient, basic, or below basic. The expectations for each level designation vary slightly, in regard to the content of the narrative writing.

During the analyzing the students' writing works, the researcher identifies the students' writing was the consistent correlation between the topics selected the researcher also expected the student choice in the topic selection to influence the quality of students' writing. However, most of the students were not strong writers. Some students' writing works were identified as below basic. The students seem to struggle with the content of their pieces of writing as well as conventions. In addition to their weak writing skills, many of the students were not exhibit an interest or passion for their writing. They tend to complete their writing assignments quickly making careless mistakes and neglecting to add more than minimal detail.

## **2) Grammar-translation teaching focus**

Based on the instruction in the first cycle still had many sessions focused on grammatical knowledge. However, the students seem to need more practice on the grammatical aspect. According to the analyzing students' writing works, the students were lack of the ability in using the correct form of grammatical. Even though, the researcher intended to instruct the grammatical in the whole meeting for the first cycle in order to build the fundamental grammar because of these students' very poor in grammar aspect background. In addition, it appeared in the classroom observation and students' writing works analyzing that the students still faced difficulties with the grammar sessions though the researcher had tried to convert the grammar topics into animated learning activities. Therefore, in the next research cycle, in order to keep on the main purpose of the research project, the researcher is going to add more the teaching focused on grammar items and also give much more focus to the communication aspects.

### **3) The individual works' quality**

Most of the students, at the moment, can use English language only to a limited extent in their work. In addition, the researcher always found that they prefer to copy the work from the more able students rather than to complete it by themselves. Moreover, most of the students' writing work has been done hurriedly and is of low quality. It was noticeable many times that the work was completed a minute before it had to be submitted to the researcher. This behaviour needs to be improved in the followed cycles.

In summary, the reflection can be seen in Table 5 below. The reflection came out with some improvement and some problems that still occurred after the implementation of actions in Cycle I.

**Table 5 Reflection of Cycle I**

| Reflections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1 The students' participation was improved and the class was lively. However, some students still did not take part in the activities and preferred playing with their friends.</li> <li>2 The students' good collaboration with the instructor.</li> <li>3 The students' knowledge on the topic and text type and their vocabulary was improved.</li> <li>4 The students had been able to brainstorm their idea and their creative thinking was improved. However, only few of them could develop into a good text.</li> <li>5 The students began to gain control over the text structure and language features of their paragraph writing.</li> <li>6 The students' writing skills have been improved. Nonetheless, some students' writing skills were still below basic.</li> <li>7 The students seem to need more practices on the grammatical aspect.</li> </ol> |

**c. Change need be made for the next cycle**

There are some changes that need to be made for the next research cycle in order to create a more appropriate learning material for the students and to improve their learning writing outcomes. These changes respond to the students'

needs and will provide them with more practical activities to enhance their learning writing ability.

**1) To apply game for a lively atmosphere as well as create more necessary vocabulary**

The researcher will apply games to make a more enjoyable and active learning atmosphere and also to facilitate the language acquisition and interactive activities. The researcher hoped that students will have a positive attitude and they would like to learn more in English. Furthermore, another benefit of using games in the language classroom is that it can provide the students with more chances to review or even to build up the new vocabulary. The benefit of employing games in the second/foreign language classroom was presented by many educators and researchers.

According to Hansen (1994) stated that games are highly motivating and entertaining, and can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Moreover, Richard-Amato (1988) and Silvers (1982) agreed with using games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely". More support comes

from Zdybiewska (1994), who believes games to be a good way of practicing the language, for they provide a model of what learners will use the language for in real life in the future.

**2) To encourage students' responsibility and try to solve students' short attention span.**

Appropriate measures and encouragement should be given to students to reinforce their initiatives and responsibilities to learn and practice the English writing. The researcher has found in her English class that there were some students still not concentrate on the learning process. They were playing their phone, chitchat with their friends during the lesson. Besides, some students lack the effort to fulfill their work assignments. According to the classroom observation, there were many times that the students did not try to practice the task given as a drill and finally showed no intention of the further action. Therefore, to develop the proper practice for students, the researcher should act as a facilitator and helper to guide students to develop their effective learning writing and doing the task habits in the following cycle.

**C. Report of Cycle II**

**1. Planning stage**

Based on the reflection in Cycle I, there were some problems that occurred in the classroom, both in relation to the process and the students. Therefore, the researcher and the English teacher decided to revise actions. Before the researcher started implementing the genre-based approach instruction in cycle two, the reflections on the

first cycle were reviewed carefully and used as data to reformulate the learning activities. It was evident that the students preferred learning English in an animated classroom to learning as a passive learner. Moreover, the students also needed more chance to experience the language within a relaxed learning atmosphere with the more grammatical demands and a reasonable teacher's expectation of their language proficiency.

After some discussion, the researcher and the English teacher finally agreed to revise the plan by including additional strategies in order to build up the students' confidence in learning writing, providing more vocabulary learning activity and giving a game. The actions were planned for the sake of improvement of the students' ability in writing skill and the teaching and learning process. The main features to be focused on in the research cycle II were presented as follows:

- To apply game for a lively atmosphere as well as create more necessary vocabulary.
- To encourage students' responsibility and try to solve students' short attention span.

#### **a. The Concept of the Course Grid and Lesson Plans**

##### **1) Designing the Course Grid**

Based on the reflection in Cycle I, there were some problems that occurred in the classroom, both in relation to the process and the students. Therefore, the researcher and the English teacher decided to revise actions. Before the researcher started implementing the genre-based approach instruction in cycle two, the

reflections on the first cycle were reviewed carefully and used as data to reformulate the learning activities. It was evident that the students preferred learning English in an animated classroom to learning as a passive learner. Moreover, the students also needed more chance to experience the language within a relaxed learning atmosphere with the more grammatical demands and a reasonable teacher's expectation of their language proficiency.

After some discussion, the researcher and the English teacher finally agreed to revise the plan by including additional strategies in order to build up the students' confidence in learning writing, providing more vocabulary learning activity and giving a game. The actions were planned for the sake of improvement of the students' ability in writing skill and the teaching and learning process. The main features to be focused on in the research cycle II were presented as follows.

After the identification of the existing problems after the action implementation in Cycle I, the researcher and the collaborator worked collaboratively in designing the course grid for Cycle II. The competencies the students needed to achieve were the same. The standard competency was 4 (expressing the meaning of short functional text and in the form of narrative paragraph, descriptive paragraph, writing a letter to interact with the others involves with paragraphs and essays writing in daily context) and the basic competence was 4.2 ( expressing the meaning and rhetorical steps in paragraph and essays writing by using accurate, fluent, and acceptable in order to performance written language coherence and cohesion in daily context in the form

of narrative paragraph, descriptive paragraph, writing a letter interact with others involves with paragraphs and essays writing). But, the text type was changed to the descriptive paragraph in according to the new unit of the lesson.

After deciding what to teach in the classroom, the team discussed how the materials were taught. The researcher and the English teacher agreed to employ the genre-based approach in the teaching and learning process. It was because the main concern of the research was improving the students' writing skill through the genre-based approach. The approach comprised of five stages of learning; building knowledge of the field, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related texts.

## **2) Making Lesson Plans**

As the course grid had been set, the researcher designed the instruction by making a lesson plan. The lesson plan included of the information about the series of classroom activities, communicative and educative aims, learning objective and method, the principle of tasks and activities designed, time allocation and classroom management, as well as the competencies that students needed to achieve. The lesson plan served as a teachers' guideline of teaching and learning process. In this case, lesson plan helped the researcher administer the class systematically and smoothly. Thus, it could be improved the students' writing skills and also the teaching and learning process.

## **2. The Concept of Action Plans**

After designing the course grid and lesson plans, the researcher and the English teacher redesigned the plan of actions. To solve the existing problems including the facts that some students ignored the rules and entered the class late and that some students were still passive, the researcher and the English teacher put additional actions in the plan. The actions were aimed at improving students' writing skill through the genre-based approach.

Learning topics for the second cycle were prepared after the researcher and the English teacher had considered what situation or context was appropriate with the students' level and competency. In order to improve students' writing skills through implementing the Genre-based approach, in this cycle the researcher needed to focus on learning a language writing in the descriptive paragraph, thus the topics discussed in the classroom related with the students' environment, the ideas in a real-life situation and experiences. By following the textbook, the researcher found that the topics related to learning writing were still the same like a previous cycle, namely thinking about the topic, organizing the idea, recognizing the topic sentences, choosing the supporting details, and so on. These are very useful and necessary topics for the student at the starting point of learning paragraph and essay writing. The 7 topics in the table below had been taught in 3 meetings for 270 minutes of learning and teaching the second cycle.

**Table 6 learning and teaching topics of reserach cycle II**

| Meeting   | Learning and teaching topics                                                                         |
|-----------|------------------------------------------------------------------------------------------------------|
| Meeting 1 | 1. Thinking about the topic<br>2. Starting and supporting a main idea                                |
| Meeting 2 | 3. Organizing ideas<br>4. Recognizing topic sentence<br>5. Choosing supporting detials               |
| Meeting 3 | 6. Grammar for writing<br>7. The order of adjective in a series; adjective after verbs of perception |

### **3. The implementation stage**

#### **a. Teaching component of the cycle II**

##### **1) Building Knowledge of the text**

As in Cycle I, the researcher, at this stage, planned to fill the class with discussions. It was based on the finding in Cycle I that discussions offered the students more opportunities to participate in the classroom and share knowledge among the class members. The topic of the meeting was descriptive paragraph writing. It was chosen considering the availability of materials.

The activities in this cycle were more or less the same as those in the previous cycle. At the beginning of the cycle, the students discussed some pictures related to the topic and dug out ideas and their background knowledge. The pictures were displayed on the computer screen. Then, the researcher provided the students with a model text to read and also the adjective in series in terms of describing people. The text along with the whole materials contained in the handout distributed to the students. In addition, there was a page of vocabulary list coming with the handout.

After that, the researcher led the class to discuss the content and context of the text while making sure that there was no piece of information in the text that the students did not know. There was also a list of vocabularies before the text to equip the students in the text comprehension and improve their vocabulary mastery. The words in the vocabulary list were taken from the text. In addition, there were some exercises after the text in the form of questions to ensure their comprehension and generate their opinion about the topic.

## **2) Modelling and Deconstructing of the Text**

After talking about the content of the text in the knowledge building session, the students studied the generic structure and language characteristics of the text. Since the information was new for the students, the researcher planned to discuss and explain in detail about materials. The students had been quite good in the text structure and language features of the connectives and forming of the adjective in series. There were some exercises that were

expected to help them in understanding the concept of sentence construction. The students were set to do the tasks in the individual. At the end of each task, the researcher invited the students to discuss their works together. The researcher also used the moment for giving the students feedback.

### **3) Joint Construction of the Text**

In this stage, the researcher applied the game. The game was about pretending to be an interviewer of one TV game show. The researcher arranged the students to work in the group of 5. One student was an interviewer, one was an interviewee, and the rest of the students were the audiences. This game aimed students to practice their speaking skill, as well as their vocabulary acquisition.

In addition, the students began to construct a descriptive paragraph. As what they did in Cycle I, the researcher asked them to brainstorm ideas of the characteristic of what they are going to describe on the topic. Then, they decided some characteristics as the topic of the descriptive and building the framework of the paragraph. After the framework was ready, the class wrote a descriptive paragraph in the individual. Each student was assigned to write a part of the text. In the end, the researcher displayed the students' work on the board by writing down the important point and also the incorrect sentences and gave them feedback. During this process, the researcher regularly moved around the class to provide guidance and help for students.

#### **4) Independent Construction of the Text**

After the students had some practices in writing in the previous stage, they then wrote a descriptive paragraph independently, like what they did in Cycle I, there was be a slight difference in the activity. In Cycle II, the students were not independently free to select their own topic for their writing descriptive. Therefore, the researcher planned to predetermine the topic but, still, let the students build their own framework. The topic was “A chocoholic” provided by the researcher. According to the topic provided, the students were also free to decide the causes of the problem and its solution that they wanted to include in the writing. However, the finding showed that the students found difficulties in deciding what to write of their writing that the stuck sometimes. During the students’ writing, the researcher planned to no longer provide helps for students. Instead, the researcher only encouraged them to write and make sure that they worked.

#### **5) Linking to Related Texts**

In this stage, the researcher provided the same activity as that was planned in the same stage in Cycle I, which was failed to be conducted. The researcher led the students to observe the key language features of a descriptive paragraph that were used in other text types. The researcher planned to give an example of another text type, procedure and the students were to observe and discuss how they were different in terms of the language features.

#### **4. Actions and observations in cycle II**

As Cycle I, it consisted of three meetings in Cycle II. They were conducted on March 9th, 16th, and 23rd, 2018. Each meeting consisted of 90 minutes, and the class ran from 12:45 to 14:15 PM.

The actions were aimed at employing the cycle in the genre-based approach, which were implicitly completed in the process. The researcher took the role as a teacher and the English teacher did as a collaborator. During the instruction, the collaborator helped the researcher took notes and video of teaching and learning process in the whole period of the meeting. The data in cycle II were collected through the classroom observations, interviews and the evaluation of students' writing work. More details of the process are presented below:

#### **Meeting IV**

##### **Stage 1 - Building Knowledge of the Field**

After greeting and asking the students' condition, the researcher reviewed the previous lesson by asking some questions to remind the students in terms of the form of gerunds and some important points that the students should be kept in mind. The situation was reflected in the extract below.

=====

*T: What did we discuss in the previous meeting?*

*S: Gerunds (replied the students simultaneously)*

*T: what is the meaning of Gerund?*

*S1: Gerund is a verb form of -ING*

S2: *Gerund is a verb following*  
Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4

See Appendix C, page 185

=====

The researcher distributed a handout of the materials and continued the class with conducting discussions. The first was discussing some pictures about the topic of the meeting, descriptive paragraph. As the researcher displayed the pictures on the computer screen, she invited the students to the discussion by delivering questions to the class. The students were interested that they began to fill the class with their voice. The pictures were given to introduce the topic so they could have some ideas when they were reading the input text. The situation was reflected in the extract below.

=====

The researcher began the new lesson. She wrote the date and the title on the board and told the students “*Today’s lesson, we are going to study the Unit 5, it is about describing people*”. The researcher showed the picture from the laptop to the students, it was about two people are talking in the street on the screen. Then, the researcher told the students “*Look at the picture, what are they like and what is she/he like?*”. The researcher let the students describe those two people by starting with the question “*What are they like?*” and “*What is she/he like?*” There were some student raised their hands and said “*They are like a friend*” “*He is like a business man*” “*she is tall*” and etc. Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.

See Appendix C, page 185

=====

After that, the researcher wrote the student’s sentences on the board. Then, the researcher tapped the chart on the board to show the students about the adjective in series for describing people. The researcher explained to students in

terms of the grammatical and how to use the adjective to describe the things or people. After the explanation, the researcher asked students some questions to make sure and to check the students' comprehension in terms of the lesson explained. The situation was reflected in the extract below.

=====

After finished explanation, the researcher asked the students *“Do you have any question about how to use the adjective?”* *“Did you guys understand?”* then, there was a student raised her hands and ask the question *“Miss, what is different between High and Height?”* *“Both of them are adjective, right?”* The researcher replied it by asking the class, *“Who knows what is different between High and Height? ໃຜຮູ້ແນວ່າ High ກັບ Height ມັນມີຄວາມແຕກຕ່າງກັນແນວໃດ?”*. The students were kept silent, and no one wanted to answer. Since nobody answer, the researcher continued to answer in Lao, *“High and height was very different, since one of them were not the adjective, high is adjective but Height is a noun”*. the researcher then gave the correct pronunciation. She also made a pronunciation comparison between ‘High’ and ‘Height’ and the students were excited. *Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.*

*See Appendix C, page 186*

=====

After that, the class moved to studies the input text, a descriptive paragraph titled “Playing sports game”. The researcher distributed a handout of the materials and displayed some pictures about “Playing sports game” through the computer screen. Before the students read the text, the researcher asked them some questions to build their ideas and to study the vocabulary list before the text. The words in the list had been given the meaning so it was quicker for them to comprehend the words. Then, the students read the text. During the reading time, some students made use of the vocabulary page as they found some words

unfamiliar to them. The illustration of students using the page containing the vocabulary list was reflected below.

=====

The researcher distributed a handout of the materials and displayed some pictures about “*Playing a sport game*” through the computer screen. Then, she asked the students, “*Look at the pictures, what are they doing?*” “*playing football*”, “*laughing*”, “*running*”, they replied simultaneously. The class became noisy and the students were active. Then, the researcher asked the students to take a look at some words in the box before the text. The researcher gave the students time to study the text. *Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.*

*See Appendix C, page 186*

=====

The researcher moved around the class while making sure that all students read the text. The class was quiet and the students focused on the text. After some minutes, the researcher asked two students to read the text, one student read the first paragraph of the text and others read the second paragraph. Then, the researcher checked the students’ comprehension of the two paragraphs by delivering questions. The students seemed to understand the content of the text parts that had just been read as they could give relatively good responses to the researcher’s questions. The class was also active that the whole class took parts in the discussion. The situation could be seen in the following note.

=====

After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, she delivered some questions, “*Well, what is the first paragraph about? ວັກທຳອິດເວົ້າກ່ຽວກັບຫຍັງ?*”. “*ຄວາມຮູ້ສຶກ his feeling about playing football*”, “*ຄວາມສຳຄັນຂອງການຫລິ້ນເຕະບານ his experience, benefit, and memories about playing football*”, the students responded. “*Great!*”. After

some responses from the students, the researcher summarized the paragraph in English then translated into Lao. Then, the class continued to discuss paragraph two. The researcher also asked other volunteers to read the rest paragraphs and discussed them together. *Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.*

*See Appendix C, page 186*

=====

The researcher, then, asked other students to finish rest of the text and discussed it with them. At the end of the text, the researcher gave the students chance if they had any questions about the text. As no student had a question, the researcher asked them to do the task following the task, a multiple-choice task. The task only consisted of 5 questions about what they had just discussed together so the researcher only gave two minutes for them to do it. Then, she went around to see the students who seriously did the task. The researcher also offered help to students if there were difficulties. After finished answering the task, the researcher asked a volunteer to read the answer. The students' were excited in the activity that some of them volunteered themselves so the researcher arranged them to read the answer of all numbers in turn. After the answer of each number was read, the researcher asked other students if any of them had another answer. Till the last number, the students had the same answers. The situation was described below.

=====

After finishing answering the questions, the researcher asked for volunteers to read the answer. Then, the researcher arranged them for the five numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, she asked another student for number two. After all numbers had been completed, the researcher led the students to give their opinion about the topic and the text type. They were active. *Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.*

*See Appendix C, page 186*

=====

After the task, the class continued with other discussions. The researcher asked for the students' opinion about the content of the text. Then, she also asked some questions that inquired the student's opinion about the text type. The students were active.

### **Stage 2- Modeling and Deconstructing of the Text**

After some efforts, then the class moved to discuss the generic structure of the text type. The researcher recalled the students' memory about the text by delivering questions randomly to the students. Then, the researcher also asked the students about the use of the adjective in series in order to describe people, thing and so on, while taking a look at the input text. After that, the researcher gave short explanations again about the structure and language features.

After the explanation, the researcher moved to the activity, the researcher distributed the students a handout of material. In this activity, the students have to find the synonym of each adjective provided in the handouts and then make the sentences. The researcher also told the students that this task should be submitted at the end of the meeting. The students were not agreed and started complaining, the researcher told them to stop complained and inform them that all the activities that have been collected will provide the score and included as a midterm test's score. After that, the students read the purpose of the task and started to do. Some students were busy working on their answering while some others were chatting with their friends and had not even started their work. The researcher frequently reached them and asked to do the task. However, the students refused to do until

the end of the class. The time was up and some students had not finished the task yet. Then, the researcher told them to finish it at home. According to the time, this stage will be continued at the next meeting. Then, the researcher packed her equipment and closed the class by saying goodbye.

### **Meeting V**

Like the previous meeting, the researcher and the English teacher arrived at the class soon the time was started. Th researcher commenced the class with the greeting and reviewing the previous lesson. The researcher began with some questions and displayed the students a picture through the computer screen. In this reviewing, the researcher found that the students still lack ability in using vocabulary properly as they still difficult to find the words to express their ideas. As they responded in an inappropriate way, the researcher explained them in Lao. The situation was illustrated in the extract below.

=====

The researcher opened the laptop and showed the students a picture of a model girl. *"I will start to ask you guys question and you guys have to look at the picture and describe it, is it okay?"* replied the class simultaneously *"Okay!!"* The researcher started to ask *"Mr. Sonephasit, a girl in this picture, what does she look like?"* *"She looks like a super model"* *"Good job"*, *"Next, Miss Maly, What is her hair like"* Maly was getting quiet and looked at the picture for a while. *"I don't know"* she said. *"Who can answer? What is her hair like?"* the researcher asked the class, some of them responded, *"it is fair and curly"* but there were some students getting silent. *Vignette 6: March 16<sup>th</sup>, 2018Meeting 5.*

*See Appendix C, page 187*

=====

### **Stage 2- Modeling and Deconstructing of the Text (Continue)**

The researcher jumped to the lesson, she explained the details of organizing ideas in a paragraph. The lesson for instruction, the researcher was not only based on the textbook but also took some resources from some books and internet to include in the teaching lesson in order to make students more comprehend in detail. The students were paid attention and concentrated on the researchers' instruction. After the finished explanation, the researcher then delivery some questions to ask students in order to check their comprehension about lesson has been taught. The researcher noticed that the students were curious about the details and information out of the textbook that brought by the researcher. They thought it was the new thing for them. They were interested and excited.

After finishing the explanation, the researcher provided the task to the students. The researcher distributed the handout of the materials to the students. In the handout, there was a picture of "Pha That Louang stupa" and a text taken from some magazine. The class continued with other discussions. The researcher asked for the students' opinion about the content of the text. Then, he also asked some questions that inquired the student's opinion about the text type. The students were active. The situation was described in the vignette below.

=====

Then, the researcher asked the students, *"Look at the picture, what is it about?"* "That Louang" "ທາດຫຼວງ" replied the students, some students replied in English and some in Lao. The class became noisy and the students were active. The researcher asked the students to take a look at some words in the box before the text. She gave the students time to study the text. *Vignette 6: March 16<sup>th</sup>, 2018Meeting 5.*

*See Appendix C, page 189*

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The researcher moved around the class same as previous activity in meeting IV in order to make sure that all students read the text and involve for answering the question in the activity. The students focused on the text and very active. The students made use of the vocabulary list that they often opened the page containing the list. In addition, some students used the available dictionary on their phone to translate it. After some minutes, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, the researcher checked the students' comprehension of the two paragraphs by delivering questions. The students seemed to understand the content of the text parts that had just been read as they could give relatively good responses to the researcher's questions. The class was also active that the whole class took parts in the discussion. The situation could be seen in the following note.

=====

*“Well, what is the first paragraph about? ວັກທີ່ໜຶ່ງເວົ້າເຖິງຫຍັງ?”. “Location of Pha That Luang ທີ່ຕັ້ງຂອງພະທາດຫລວງ”, “The history of Pha That Luang ປະຫວັດຄວາມເປັນມາ”, “The height and Length of Pha That Luang ຄວາມສູງແລະຄວາມກວ້າງຂອງພະທາດຫລວງ”, The students responded. “Great!” responded the researcher. Vignette 6: March 16<sup>th</sup>, 2018 Meeting 5.*

*See Appendix C, page 189*

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### **Stage 3- Joint Construction of the Text**

After finishing the second task, the researcher continued to the next page and moved to the next task. The task was about pretending to be an interviewer of one TV game show. The researcher offered the students to play a game. The researcher arranged the students to work in a group of 5. One student was an

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paragraph that they were going to write. The researcher asked them to think of what they usually did in their free time. The students were engaged in the activity that they actively gave their ideas on the topic.

After the framework was ready, the class wrote the descriptive paragraph in the individual. In the end, the researcher displayed the students' work on the board by writing down the important points and also the incorrect sentences in order to indicate the correct ways and gave them feedback. During this process, the researcher regularly moved around the class to provide guidance and help for students. Before the time was up, the researcher gave students the homework. It was about describing people who were a "chocoholic" and submit it in the next meeting. Then, the researcher took their stuff, closed the meeting by saying goodbye and left the class.

### **Meeting VI**

Meeting VI commenced with a review of the previously learned materials. After preparing the computer and material for instruction, the researcher delivered a question to check the students' homework whether they have finished or not. The researcher started the lesson, she wrote the date and the title on the board. After that, the researcher led the students to review the materials they had learned in the previous meeting. The researcher reminded the students to notice the parts of a descriptive paragraph of "Pha That Luang stupa" and the characteristics of each part. The students were active. The researcher also brought the students to think again about the topic of the input text given previously.

#### **Stage 4- Independent Construction of the Text**

As some ideas had been gathered, the class focused on the order of the adjectives in a series. It was a typical grammar to occur in a descriptive paragraph. In this part of the teaching and learning process, the students studied some of the definition of the material. There were an illustrated of structure and function and also the example of the sentence with the rules. The students concentrated and sometimes they asked the questions in terms of the lesson if they did not understand. The atmosphere was lively and the class was active.

Then, they went to the exercises that followed. Working in pairs, the students completed sentences using the available adjectives and adverbs. They chose adjectives and adverbs that fitted the sentences the most and determined the forms which were in Concord with the subject of the sentences. Some students made mistake and mainly it was on the adjective and adverb form. They were confused about the rules of putting suffix “-ul and -ly” at the end of the verb. Due to the problem, the researcher then explained it and the students seemed to understand.

The students started to do the task while some students were excited, the majority of the class showed reluctance. They frequently moved around the class, looked at others’ work and waited for others to start answering. As the students had not started to do the task, the researcher moved around the class and encouraged them to complete the activity. The researcher several times gave some help to them. The students’ enthusiasm was reflected from the following extract.

=====

...some students asked the researcher about the English equivalents of some Lao phrases then the researcher wrote those words on the board. The students began to do the activity as the researcher helped them in the language. *Vignette 7: March 23<sup>rd</sup>, 2018, Meeting 6.*

*See Appendix C, page 192*

=====

In the end, the researcher asked some representative to read their works to the class. There were some pairs of student stood up and read their works. The researcher also gave feedbacks on necessary points. There was another activity focusing on the constructing the sentence with adjective words that the students did. The students rearranged jumbled words into meaningful sentences. Although they had had ideas on the concept of the tenses, the students seemed to find difficulties in this task. It was seen from the number of students who failed in constructing the words on some numbers. Nearly half of the class made, at least, one mistake. So, the researcher added some explanations about sentence construction to bring students more ideas on how to construct sentences.

After that, the researcher asked the students to get ready for independent writing, preparing the framework of their writing. Although there had been some problems proposed by the class in the previous stages, the students seemed to find difficulties in deciding which agricultural problem to be their topic that they spent some minutes to do that. Then, they looked for the problem causes and its solution for the text framework. The researcher made sure that all students had had their

framework by visiting them table-by-table. After they were ready with it, the researcher asked the students to start writing. Some students did the researcher's instruction, however, some did not. They seemed to find it difficult to develop the framework. The situation can be seen in the note below.

=====

...the students individually built the framework of their writing. The researcher let the students think about their own topic. They seemed to find difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did his instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. *Vignette 7: March 23<sup>rd</sup>, 2018, Meeting 6.*

*See Appendix C, page 193*

=====

Some students began to write while some others preferred waiting for others to start and playing with their mates. As happened in the previous cycle, it was difficult to make the students work independently. Then, the researcher went around the class to encourage the students to start writing. After some minutes, all students began to write. However, some worked with reluctance that they frequently stopped working and turned to chat or play with others. After the students finished writing, the researcher then discussed the student's writing output. The researcher asked students for the volunteers to read their own writing. There were some students raised their hands, the researcher chose one student first, then she told him to stand up and read his descriptive writing. He was described his mate who seats nearby him. In his writing, the researcher found that he was used the incorrect verb forms

namely verb to be and have/has and also mispronunciation. The researcher was direct to correct the verb forms and his pronunciation, the researcher then collected his writing paper and moved to the next student.

During the students' reading performance, the researcher noticed that Lao students were lack of the confidence in speaking English since in the classroom included the students from the North to the South. Their accents were not the same. According to this reason, it indicated that Lao students could not perform well in English speaking that because they were shy to speak and also the environment surrounding them that made them lack of the confident to use English. The situation can be seen in the note below.

=====

...the researcher told the student to start read her writing, she described about her younger sister. During her reading, there were some students laughed at her accent, since in the classroom included the students from the North to the South. Their accents were not the same. According to this reason, it indicated that Lao students could not perform well in English that because they were shy to speak and also the environment surrounding them that made them lack of the confident to use English. The research told those some students stopped laughing at her, and the class turned to be silent. She continued reading her own writing until the end. *Vignette 7: March 23<sup>rd</sup>, 2018, Meeting 6.*

*See Appendix C, page 193*

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#### **Stage 5- Linking to Related Texts**

The researcher distributed a procedure text. He asked the students to find the similarities with the hortatory exposition in terms of the language features. The

researcher led them by stimulating them with questions. The students were interested that they took parts in the discussion. The process was described in the field note below.

=====

The class proceeded the next task, the researcher distributed a text to each students and asked the students to compare and find any similarities with a descriptive paragraph. As the students were ready for doing the activity, the researcher asked them to start reading and recognizing the text. Some students began to read while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to read while the students were still busy doing their own preference. After the students had finished reading, the class discussed the task. *Vignette 7: March 23<sup>rd</sup>, 2018, Meeting 6.*

*See Appendix C, page 195*

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The class continued with discussions of other language features of the text and the difference among them. The discussions lasted until the time was up.

## **5. Reflections**

The researcher did the final reflection after implementing all actions. The reflective data were presented in two main sections: reflection on change and reflection on research. Certainly, the implementation of the genre-based approach in Cycle II was not performed without any obstruction. Therefore, the results of the reflection in Cycle II were gained from the observations, interviews and students' writing works to evaluate the actions after each meeting in order to find out what was good and what was still lacking from the action.

**a. The reflection on change.**

**1) Students' more active to learn English writing.**

After applied all the actions, it was evident that the students were more enthusiastic to learn English writing than in cycle I. It indicates in the activity were discussions, they discussed some pictures, the input text, and some questions that followed the text. The students were enthusiastic as they actively gave their opinion in the discussion. The activity did by the class was able to improve the students' knowledge. As all students were active, their knowledge of the text and the topic was improved. It was made possible through the input text given to them that consists much new information. The researcher also made a huge contribution to the improvement since during the stage they actively shared information about the topic that they knew. After the students reading the sample text, the researcher explained it and put some more additional information about the topic in his explanation. The researcher also frequently gives the students chance to convey their opinion about the text so that they could share more information with the class. It was reflected from the note below.

=====

After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, she delivered some questions, “*Well, what is the first paragraph about?*” *ວັກທຳອິດເວົ້າກ່ຽວກັບຫຍັງ?*”. “*ຄວາມຮູ້ສຶກ his feeling about playing football*”, “*ຄວາມສຳຄັນຂອງການຫລິ້ນເຕະບານ his experience, benefit, and memories about playing football*”, the students responded. “*Great!*”. After some

responses from the students, the researcher summarized the paragraph in English then translated into Lao. Then, the class continued to discuss paragraph two. The researcher also asked other volunteers to read the rest paragraphs and discussed them together. *Vignette 5: March 9<sup>th</sup>, 2018, Meeting 4.*

*See Appendix C, page 186*

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In addition to their knowledge, the students' participation in the class activities was surely improved. The researcher regularly tried to involve the students in the activities by stimulating discussions during the teaching and learning process. Given chances to express their ideas, the students responded well and they took parts in the discussions. They were active and excited to the class and they even volunteered themselves on some occasions. The situation was reflected in the following extract.

=====

Two minutes later, the researcher asked for volunteers to read the answer, "*time's up and who will answer number one?*" Some students replied, "*ບໍ່ຮູ້*", "*ບໍ່ຮູ້ຂໍຕອບ*". Then, the researcher arranged them for the six numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, she asked another student for number two. After all numbers had been completed, the researcher led the students to give their opinion about the topic and the text type. They were active. *Vignette 6: March 16<sup>th</sup>, 2018, Meeting 5.*

*See Appendix C, page 190*

**2) More questioning apply to encourage students' authentic used of English and decrease the rote learning.**

The researcher created more opportunity for students' authentic use of English by employing a questioning approach to have the students practice speaking in every learning topic. However, the achievement of applying questioning to the teaching of English as a foreign language (EFL) depended on many factors: students' language background, students' preferable learning behavior, students' language motivation and the students' living environment, etc. Moreover, from my experience of conducting the research project, although the questioning method was able to encourage the students' attention, it was not the most effective method to develop their communication performance.

Students had responded well to the questioning approach employed to encourage collaborative thinking in their work. In almost every learning meeting the researcher utilized the questioning method to challenge the students to think and to help them discuss together. The researcher was usually delivery the questions after the tasks discussed in order to help improve students to practice answering the questions. This made an active climate of students brain-storming and trying to speak their English. It was clearly more enjoyable when the researcher prepared some candies for rewarding the students that had done well. Therefore, applying the questioning approach seemed to be one of the practical methods that can use further to encourage collaborative thinking in EFL classroom. It was reflected from the note below.

=====

Then, the researcher told the students “Look at the picture, what are they like and what is she/he like?”. The researcher let the students describe those two people by starting with the question “What are they like?” and “What is she/he like?”. There were some student raised their hands and said “They are like a friend” “He is like a business man” “she is tall” and etc. “Good job” said the researcher. Vignette 5: March 9<sup>th</sup>, 2018, Meeting4.

...all the students were engaged to the game and they were enthusiastic. After that, the researcher asked the students’ opinion about the activity that had just been done, “anyway, what do you think about the game? Is it difficult? မ္ဗ်းၵၢၵ်း?” The students replied, “difficult!! But it was so much fun!! ၵၢၵ်း ၵၢၵ်းမၵၢၵ်း” and some students added, “ၵၢၵ်း”. Vignette 6: March 16<sup>th</sup>, 2018, Meeting 5.

See Appendix C, page 185 & 190

### **3) Increased proportion of writing practice in learning topic.**

In research cycle II, the researcher provided the students more practices writing in every learning topic. The practice had been conducted mostly by the individual assignment which aimed for the students to learn and improve their ideas, as well as to improve their literacy competence. The researcher also helped the students by reviewing, examining and giving suggestions for their work. From the observation, the students’ writing ability improved continually since the research project had started except for a few less able students. However, it occurred at a different speed between the less and the more capable students.

### **4) Students’ attention span.**

Students’ attention span still needed to be improved further after the research project had ended. Although the researcher noticed in research cycle I and II that the learning topics determined by the students’ learning preferences could foster a more active classroom atmosphere, it could not extend the students’

attention span. Focusing on the language exercise, the students' short attention span still occurred regularly at the average of a little over ten minutes after the researcher had the students start working. This was also a problem across all school subjects with these students and needs to be addressed by teachers collaboratively.

**b. The reflection on Research.**

**1) Students' writing performance (analyzing the students' writing works)**

The outcome of research which aimed to improve students' writing ability through implementation the genre-based approach and its supplementary actions was successful in improving the students' writing skill within two cycles. Over the past three meeting for cycle II, the researcher has been conducted thirty-eight writing assignments produced by each student. The writing was an assignment after finished a unit of learning lesson. These pieces of writing were written with a writing topic provided by the researcher.

The written pieces were analyzed using rubrics checklist based on the State College Area School District's Writing Assessment Rubrics (*Appendix B*). On the rubrics, students' written compositions could be check as advanced, proficient, basic, or below basic. The expectations for each level designation vary slightly, in regard to the content of the descriptive writing.

During my analysis of the students' writing samples, the researcher identifies the students' writing consistent correlation between the topics given. The researcher also expected the quality of students' writing will be gained more

than the previous cycle. However, most of the students were still not strong writers. According to the rubric, the students made the error on the wrong form and some errors occur with omission and additional items in sentences. Besides that, some learners made the error by using tenses with the wrong situation as well as the wrong spelling of words, so that those sentences are not correct, and some learners ignored the rule restriction. They use “future” and “past tense” with simple event. It showed that students are confused about when to use tense or they make a new deviant structure in the basis on their experience of their structures in the target language. Some sentences looked like Lao style because learners transferred their native language meaning into English language (language transfer), and some sentences missed the subject because learners ignored the grammatical rule. It means that Lao grammatical structure influences to English grammatical structure. One more, they do not understand how to use the tenses with the some event in their life. Therefore, it is difficult for Lao students to use correct grammatical structures in English because most of students are influenced by their mother tongue on the acquisition of the new structure. Therefore, the students are still weak in English, especially in their writing skill; they still seem to commit errors in all aspects of language.

Nevertheless, it was observed that the researcher’s effort to improve the students’ writing ability by implementing the genre-based approach produced a positive outcome in some aspects of the students writing. The students seemed to have taken ownership in their writing and to have engaged in the thinking process

(for both contextual and psychological elements of the genre) during the composition of their writings, as evidenced by the fact that most of the students' final writing contained a great deal of their original ideas. Indeed, no students, even if they had relatively low English proficiency level, produced writings almost identical to the example writing provided.

## **2) Individual works' quality**

The quality of students' work showed improvement after finishing research cycle II. Many students did the work and finished with good quality, but yet there were some students still did the work with low quality. It was also the important issue which needed a practical solution in the future after the project. Overall, the changes in the II cycles were more evident in relation to participation, the climate of the classroom and general student satisfaction.

## **3) Accuracy and fluency**

It cannot be denied that both accuracy and fluency are significant in language learning. In English teaching with the focus on the writing skills and grammatical aspect which the researcher formerly employed, accuracy is emphasized more than fluency. Students in the class were instructed to focus on linguistic detail. They were accustomed to the exact words and could not put up with ambiguity. So the question sometimes had arisen whether accuracy or fluency should dominate, recognizing the students' low language ability.

As the Beginners students should have good fundamental English, which is primarily, though not solely, built on accuracy. It is believed that if bad language

habits are formed and are not corrected in time, they are difficult to break. Moreover, for the students who are learning English in a non English speaking country, there is little chance for them to learn an acceptable form of English outside the classroom. So, in order to achieve accuracy, the students need rigorous language training in their classes. However, it does not mean that accuracy is 100% error-free, which is impossible. The researcher always realized that during the controlled language practice sessions for the students, a high degree of accuracy should be required. Not only are the students encouraged to make as few errors as possible, but they are also expected to manipulate the language system as spontaneously and flexible as possible.

**c. Students' responses from the interview.**

**1) Enjoy learning writing with new approach**

The students said that they were enjoying learning new approach and learning activities, the new approach of learning and teaching made the learning atmosphere at present more interesting and enjoyable. Moreover, they said that playing games could help them dare practice speaking English and also to learn and review English vocabulary.

*ນ້ອງຮູ້ສຶກມ່ວນໃນການຮຽນໃນຮູບແບບໃໝ່  
(I did enjoy learning it) (S1, S3, S5, S7, S8, S9, S10)*

*ນ້ອງນ້ອງຮູ້ສຶກມ່ວນຫລາຍໃນການຮຽນໃນຮູບແບບໃໝ່ໂດຍສະເພາະແມ່ນການຫລິ້ນເກມ ແລະຢາກໃຫ້ອາຈານນຳໃຊ້ເກມຫລາຍໆເພື່ອເພີກທັກສະການເວົ້າ  
(I am really enjoy it, especially I like to play a game and need more games to practice my English writing and speaking skills) (S2)*

ນ້ອງຄິດວ່າການຮຽນວິຊາການຂຽນແມ່ນທ້າທາຍຫລາຍແຕ່ນ້ອງກະມວ່ນຊື່ນໃນ  
ການຮຽນວິຊານີ້

*(I think learning writing was challenging and difficult, but I am enjoyed learning it) (S4, S6)*

It was good for the researcher, as a teacher, to hear that the students were happy with changes to the teaching and learning process as well as the activities which were implemented by the genre-based approach. This might imply that the genre-based approach is appropriate to help students to improve their writing ability as well as language competency with a suitable teaching and learning programme in NOUL.

## **2) Happy with the learning activities and appropriate materials**

Almost students expressed good feelings about the learning activities and the materials provided. They said they enjoyed most of the language practice activities. However, there were some students complained that the activities quite difficult for them.

ກິດຈະກຳແລະບົດສອນແມ່ນດີແລະເໝາະສົມຫລາຍໃນການຮຽນການສອນໃນຮູບ  
ແບບນີ້ແລະນ້ອງກະຮູ້ສຶກມວ່ນແລະກະຕືລືລົ້ນທີ່ຈະຮຽນເພາະອາຈານນຳບົດຮຽນໃ  
ຫມູ່ມາສອນມັນມວ່ນຫລາຍແລະກໍ່ຫນ້າສົນໃຈ

*(I think so, because the activities and materials that you brought related with the lesson, and before doing those activities you already have been explained about the details. I think it appropriate with my readiness and ability) (S1, S2, S3, S4, S5, S8)*

ນ້ອງຄິດວ່າມັນເໝາະສົມກັບຄວາມສາມາດຂອງນ້ອງແຕ່ກະມີບາງໂຕທີ່ຢາກເກີ  
ນໄປ

*(I think it appropriate with some students who were already good at English, but for some students who were not good, it was difficult and lack of the ability) ( S6, S7, S9, S10)*

### **3) The implementation of the genre-based approach provided more useful for the students**

Students said that the implementation of the genre-based approach in learning and teaching writing process is more useful for them than learning focusing on a traditional approach because it improved their writing and made them more confident to write.

*ນ້ອງໄດ້ປະໂຫຍຫລາຍຈາກການນຳໃຊ້ວິທີການສອນໃນຮູບແບບນີ້ເພາະວ່າອາຈານໄດ້ມີສ່ວນຮ່ວມແລະຊ່ວຍນ້ອງໃນການຂຽນເຮັດໃຫ້ນ້ອງຫມັ້ນໃຈໃນການຂຽນຫລາຍຂຶ້ນ*

*(it gave me a lot of beneficial and made me improved my writing as well, because the teacher get involved with me when I am writing, and it made me feel more confident to write) (S1, S2, S5, S6, S7, S9)*

*ນ້ອງໄດ້ປະໂຫຍຫລາຍຈາກການນຳໃຊ້ວິທີການສອນໃນຮູບແບບນີ້, ນ້ອງໄດ້ຮູ້ສິ່ງໃຫມ່ໃນການຂຽນແລະເຂົ້າໃຈຫລາຍຂຶ້ນກ່ຽວກັບ context ແລະ structure*

*(I have received a lot of beneficial from your teaching, I have learnt the new things and I understood more the context and the structure of writing) (S3, S4, S8, S10)*

### **4) Students were motivated by learning focused on grammar**

The students said that learning English writing, particularly the part of grammar and writing exercises, is difficult. They do not like it, because they did not always understand what the teacher had explained. However, the students

realized that it is really important for their writing, thus they need more time and exercises for learning grammar.

*ນ້ອງຄິດວ່າໄວຍະກອນພຽງພໍແລ້ວອີງຕາມອາຈານອະທິບາຍແລະນຳຂໍ້ມູນມາຈາກຫລາຍບ່ອນ*

*(Yes, I think it was sufficient. Because the teacher took from another book and internet not only followed the textbook. It was interesting and exciting) (S1, S7, S9, S10)*

*ນ້ອງຢາກໃຫ້ສອນກ່ຽວກັບໄວຍະກອນຫລາຍກວ່ານີ້ເພາະວ່າມັນສຳຄັນຫລາຍຕໍ່ການຂຽນ*

*(I need to learn more, I think grammar is very important part of writing. I think we should focus and learn it more) (S2, S3, S4, S5, S6, S8)*

The implementation of the cycles of the method could not be separated from the principles lying behind them. According to Feez & Joyce (1998), there are three assumptions about language learning; learning is a social activity, learning occurs more effectively if teachers are explicit about what is expected of students, and the process of learning is a series of scaffolded developmental steps which address different aspects of language. Although they had been reflected in each cycle of the method, the following was the pictures of how the principles were implemented and how they helped in improving the students in Cycle I and Cycle II.

The reflection on the implementation of the genre-based approach in cycle I and II can be seen in Table 7 below.

**Table 7 The reflection on the implementation of action in Cycle I and II**

| Reflection in Cycle I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reflection in Cycle II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. The students' participation was improved and the class was lively. However, some students still did not take part in the activities and preferred playing with their friends.</li> <li>2. The students' good collaboration with the instructor.</li> <li>3. The students' knowledge on the topic and text type and their vocabulary was improved.</li> <li>4. The students had been able to brainstorm their idea and their creative thinking was improved. However, only few of them could develop into a good text.</li> <li>5. The students began to gain control over the text structure and language features of their paragraph writing.</li> <li>6. The students' writing skills have been improved. Nonetheless, some students' writing skills were still below basic.</li> <li>7. The students seem to need more practices on the grammatical aspect.</li> </ol> | <ol style="list-style-type: none"> <li>1. The students' participation was improved and the class was lively. All students were active in the teaching and learning activities.</li> <li>2. The students' knowledge on the topic and text type and their vocabulary was improved.</li> <li>3. The students comprehended the text generic structure and the language features of connectives and grammar used in learning writing.</li> <li>4. The majority of the class had comprehended the adjective in series used in describe people or things. But, some students still found problems in sentence construction.</li> <li>5. All students had been able to develop their text framework and some of them could develop it. Their creative thinking was improved.</li> <li>6. The students gained control over the text structure and language features of a descriptive writing in their paragraph.</li> <li>7. The students were actively in answering the questions. The questioning method was applied and more time was allocated</li> </ol> |

|  |                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>for reading and writing practice.</p> <p>8. The students' writing skills have been improved. Nonetheless, some students' writing skills were still below basic.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **D. Discussion of findings**

The results of the research of the implementation of Genre Based Approach in teaching writing showed that the method was effective to improve students' writing skills. Based on the analysis and reflections of the actions conducted in two cycles, some points could be concluded as follows.

##### **1. Learning is a social activity.**

Language learning is a social activity and is the outcome of collaboration between the teacher and the student and between the student and other students in the group. During the teaching and learning process, the researcher regularly promoted discussions in each cycle of the method, starting from the discussion of pictures in the knowledge building to that of information in the classroom construction. These definitely gave ways to interactions among the class members, creating collaborations between the researcher and the students and among the students. In addition, it was enforced through pair work and group work on some occasions and through explanations given by the researcher to the students table-by-table that they increased the state of collaborations among the students. As a result, the outcomes of the principle in terms of the students learning were more or less achieved.

## **2. Students learn language**

By interacting with other in purposeful social activities students begin to understand that the target language is a resource they can use to make meaning. In the research, the students learned to create a text through the classroom construction and pair construction activities. At this stage, the students gradually understood that they could communicate something through English. They could use the target language to make meaning.

On the reflecting of this teaching experience, the researcher thought the teacher need to set aside time to encourage students to reflect on “what” they have been learnt, or “how” they been learnt it. For instance, the researcher could interview students to evaluate what they learnt through the lesson by implementing the genre-based approach and compare with pervious or current lessons. This approach is encouraged by Hyland (2007) as one which ensures that students are engaged in their own metacognitive evaluating their ongoing experience of the learning process.

## **3. Students learn through language**

As they learn the foreign language, students begin to interpret and organize reality in terms of that language. In this study, the students learned about the topic in the knowledge building session. There was a lot of new information about their surroundings that the students got from the input text and discussions and that they did not know before joining the activities in the instruction.

#### **4. Language students learn about the language**

Learning about language means building knowledge of the target language and how it works. It also means developing a language to talk about language. In the text modeling and deconstruction of the research, the students learned about the typical connectives, verbs, forming gerunds and adjective in series that commonly found in a narrative and descriptive paragraph. They also learned about the simple present tense, a tense that was dominant in the text type. In other words, the students learned about the target language and they made some improvements.

#### **5. Learning occurs more effectively if teachers are explicit about what is expected of students.**

In this approach, the teacher uses methodologies which collaborate with the student in the learning process. The teacher intervenes where necessary in the learning process to support students as they build knowledge and skills which have been explicitly negotiated. The activities done for the class led the students to be aware of what they were learning. They were designed to be explicitly focused on some aspects, such as grammar and text structure, to help the students reach the expectation of the class about them. The activities were made clearer for the students with the researcher's interventions in the stages of the method when the students were in need. In this way, the students became aware of what was expected of them and focused learning on matters that could accommodate them to meet the expectation.

**5. The process of learning is a series of scaffolded developmental steps which address different aspects of language.**

As Vygotsky (in Feez & Joyce: 1998) says, learning is a collaboration between teacher and students with the teacher taking on an authorities role similar to that of an expert supporting an apprentice. The collaboration meant here involves language in the form of a dialogue between teacher and student.

In Cycle I and II of the research, the students worked through their zone of proximal development to their level of potential performance. It was made feasible by the researcher by providing the students with activities as well as explicit supports on what the students are not yet able to do or do not know during the teaching and learning process. The supports or contributions from the researcher were adjusted as the students were getting closer to their potential level of independent performance. In the context building stage, the researcher enriched the students' knowledge on the topic and the genre by stimulating discussions among the class members and giving them the explanation and additional information to the input text. In the text modeling, the researcher intensively explained the language features and the text structure to the students individually when they found problems in understanding the concepts. In the joint construction, the researcher collaborated with the students to construct and take a role as a language advisor. In the independent construction, the researcher should not have given any guidance to the students since it was the time for their independent performance. In Cycle I, the researcher still had to provide them with some supports considering that they were not ready for their real

independent text construction. However, independent text construction could be realized in Cycle II. The students also have shown improvements. They started to gain control towards the text in terms of the text structure and language features.

From the researchers' experience of undertaking this research project for six meetings in two cycles of action, the implementation of genre-based approach for changing and developing teaching process and for improving the students' ability in writing performance had created a lively learning atmosphere and a positive attitude which were the factors to promote or motivate effort to learn English writing. However owing to the students' low background in English, they required much support to make their writing English progress.

However, in the University context, English is taught as a foreign language (EFL) and the students rarely have a real chance to use English for communication with any people or foreigners. Therefore, in researcher's opinion, the most appropriate teaching arrangement, particularly for the classroom context, should be flexibility by mixing many practical teaching approaches. Even it was difficult in the first place due to the students were not familiar with the new approach of learning and teaching, but at the end, the students will be improved and out of their boxes.

In short, learning the foreign language especially learning writing is a time-consuming practice and experience and also needs the students' to have a lot of motivation and idea to practice their writing in order to improve their writing skill. Therefore, the researcher and the English teachers in the University must keep on helping the students to improve their English writing performance further in the future.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND SUGGESTIONS**

This chapter presents the conclusions, implications, and limitations of the research. Additionally, suggestions will also be provided to teachers, schools or Universities, students, and other researchers.

#### **A. Conclusions**

The findings demonstrate that the writing skill of students in class E1, Department of Foreign Languages, Faculty of Education, National University of Laos was improved after the implementation of the genre-based approach. There are three main facts within the framework of the genre-based that make the improvement feasible; collaboration, joint construction, and scaffolding. The students and the researcher worked collaboratively. They conducted discussions in doing tasks that gave them a vast opportunity to share meaning, information, and knowledge both about the language and their surroundings so they can complement each other. In addition, the activity that the students worked in pairs or groups, along with the researcher, gave them experiences in constructing the text type and in applying the materials they had learned in the previous stages of the method. At last, the supporting provided by the researcher had been done by providing the students with the explicit knowledge and guided practice. As a result, the students' writing skill was improved.

The students' improvement, after the implementation of the genre-based approach, can be seen in qualitative data. According to the data, the students had more knowledge

on the topic and text types, narrative and descriptive writing, and more vocabulary mastery. They also comprehended the text structure and language features of the text types and had the ability to write a narrative and descriptive with control over the text structure and language features of the text types. The improvement was seen from the reflection on change and the reflection on the research, as well as the reflection from the observations of the teaching and learning process and the interviews with ten students. In addition, it could also be seen from analyzing of the students' writing performances. The students performed their writing skill two times as their assignments, in Cycle I, and in Cycle II. The students' works were assessed using the same writing assessment rubric.

The analyze of the students' writing performance showed that there was an improvement in the students' writing skill. Many of them could produce writing in good quality in Cycle II. They made some improvements in variously different aspects; content, organization, vocabulary, language, and mechanic. The students' writing performance can be seen in the appendix E.

In addition, the outcome of improvement was also shown in other aspects in the form of changes as follows.

### **1. The teaching and learning writing process**

The teaching and learning writing process became more interesting. As the genre-based approach required collaboration among the class members, including the teacher, or in this case the researcher, the class was prosperous of interactions and

active participation from the students. The teaching method offered the students opportunities to take part in activities such as discussions and joint construction.

## **2. The students' behavior**

The students joined the activities in the classroom with enthusiasm. They paid better attention to the class and the researcher and were engaged in the activities. From the observation and the interview, most students offered good responses to the new writing approach (The genre-based approach). Moreover, the students also dared to approach the researcher and asked for help after the classroom atmosphere was changed by the students' good rapport. They actively took parts in discussions. They volunteered themselves on some occasions in the learning process. They asked questions when they found something unclear for them.

## **3. The teacher's behavior**

The English teacher has had a positive attitude on the improvement of the teaching and learning process. She is challenged to make the process more interesting for the students so the learning objectives of the students can be achieved and to improve the students' learning. She has also become more aware in terms of the importance of writing skill in English and the benefits of implementing an appropriate method in teaching. In addition, she has had some knowledge and experience on the implementation of the genre-based approach in English writing instruction.

#### **4. The researcher's behavior**

Conducting a research study has widely opened the researcher's mind about the practical English teaching and learning process. It brings her some insights into the problems and difficulties found by the English teacher in the classroom. In addition, the researcher becomes more patient in dealing with students. She also becomes more sensitive to the students' different needs and more respectful towards the students who have big efforts to learn. This research study has also expanded the researcher's insight about conducting this research. There are many steps and procedures that need to be carefully followed and done in the right order. This research did give knowledge and experiences to the researcher that will be useful for her future education and profession.

#### **B. Implications**

This research study, although the conduction was only in a short time, yet it has produced some interesting and significant results which are expected to make a contribution to the effective improvement of teaching English writing both at NOUL and, maybe, the other schools or universities which find the impact of issues in a similar situation.

Firstly, the results of this research study showed that the teacher's teaching approach (Genre-based approach) and techniques were important variables which affected the learning atmosphere and also the students' learning behaviour. It implies that the genre-based approach was an appropriate method to be implemented in the classroom, particularly the one with students who were characterized to be passive.

Therefore, as a teacher, if we would like to see the improvement in the students' English writing performance, the teacher should be able to utilise a variety of teaching approaches and techniques to support students' learning preferences. Moreover, a good teacher should learn how to motivate students to learn and also to train them to use learning strategies which are suitable for each student.

In addition, Thongma, (2013) mentioned that there are factors influencing teachers' abilities to adopt the teaching writing approaches in their classroom. They are first: teachers must understand deeply in the approach that they will be used, second: teachers must be willing to commit a great number of out of class hours, third: teachers need to learn (be taught and supported) to overcome doubts and limitations in their beliefs about teaching and learning, about their students and themselves, fourth: teachers require a number of key supports in order to succeed at implementing writing activities in their classroom, fifth: teachers require time to prepare materials for interactive activities, a reduced teaching load, sixth: collaborative action research provides an opportunity for professional development at a deep level. Therefore, if we need to see progress both in the teacher and the students in teaching and learning writing, those arguments above must be considered carefully and adopted seriously and appropriately for each school's context.

## **C. Limitations**

### **1. The research strengths**

The strength of this research project was that it was the first attempt to conduct an action research for implementing the genre-based approach in the University which, consequently, could gradually help encourage other foreign language teachers to start employing the genre-based approach in their classroom. In addition, this research was able to lead and encourage other English language teachers to dare to start using this approach to teaching English, though only a little at present, as a medium of teaching in the classroom which was very useful both for the teachers as an improvement in their teaching practice and for the students to have the practical opportunities to learn and practise English writing for communicative purposes.

Moreover, the aims of the research study which included the improvement of students' ability in writing performance as well as developing researcher's experience in teaching practice. The aims, which originated from the researcher's intention to help the students to learn English writing more efficiently, encouraged the researcher to start trying to learn and seek a variety of teaching and learning approach and productive teaching activities to fulfil the researcher's expectations and with the goal of action research that promoted the combination of theory and practice.

### **2. The research weaknesses**

Apart from the strengths, the research weaknesses and limitation were carefully examined and identified for perceiving and seeking for a better improvement in the follow research study.

- 1) The first weakness of this research was connected with the methodology used for collecting and analysing the research data. In this study, the researcher utilised merely a qualitative method to collect and analyse the data. The reason for utilising merely a qualitative method in this research was that the researcher intended to give priority, according to the features of genre-based approach, to the students' writing performance as well as their learning attitude and classroom atmosphere, thus the researcher thought that such a method was suitable for the purpose of conducting the research study. In addition, the researcher thought that a paper-based (pre-post) test or any statistical measurement of a mean score and t-test was not appropriate for this study. However, at the end of the research, the researcher have learned and acknowledged that the research outcomes will be more creditable and reliable if the researcher employed both the qualitative and quantitative method in correspond well together. This issue will be reviewed and taken into account for the future research implementation.
- 2) The second weak point of this research was it had limited time and only two cycles within merely a short time of the second semester. Thus, there was little difference in the reflection and analytical outcomes of each research cycle.
- 3) Another limitation of this research implementation was that the researcher had to conduct the research procedures under the University's regulated

testing system which is irrelevant to the goal of the CLT approach. The school's assessment was a paper-based test which was aimed mainly at measuring students' literacy performance, thus, to help the students to pass writing subject examination, during the second cycle, the researcher had to change the teaching focus to have students practise more writing skills.

#### **D. Suggestions**

English writing instructional have been improved by implementing the genre-based approach, in order to facilitate appropriate English writing approach for the first Year University Students of the Department of Foreign Languages, Faculty of Education, at National University of Laos, as well as to maximize the advantages of this teaching and laerning english writing appraoch, the researcher suggests:

1. The appropriate teaching method is a need in the class that seeks for an optimum result of student learning. Whatever the method, or approach, employed in the teaching and learning process, an English teaching and learning process should be rich of interactions and collaboration among the class members including the teacher and the students from which the objective of learning can be achieved. It is mainly the job of the teacher to provide the students with opportunities and to design an English instruction that can get the students engaged in the teaching and learning process.
2. To the teachers, hopefully, this English writing instruction approach will help them teach their students. This approach can be used to improve students in order to learn the process of writing. The teachers can also use this approach to

increase the abilities of the students with regards to their writing capacity. Moreover, this study suggested that the teacher is involved in action research in the classroom so the teacher can have better pictures and spirit to improve the teaching and learning process and the students' skills in English.

3. To the school or university, after this approach is implemented at a school or university, hopefully, this English writing institutional approach will be able to improve the quality of teachers who teach the language. Also, these results contribute information to the teachers of the National University of Laos to improve their ways of teaching and implement the new approach to teaching and learning process effectively.
4. To the students, hopefully, this learning English writing approach will provide as much information as possible about improving writing skills, activities that help students in their learning process. An English instruction can come to success if the students have a good attitude towards the teaching and learning process. Therefore, this study suggested that the students can retain and maintain their willingness in learning English and are given the opportunities to participate in the teaching and learning process so the learning objective can be achieved.
5. To other researchers, hopefully, the next generation of researchers will continue to improve and develop new approach and findings through action educational research and development in order to support the English learning process in INDONESIA and as well as in my country LAOS. It is also expected that this

research will encourage other researchers to conduct the similar research that will be enhanced this research further.

#### **E. Recommendations for Future Research**

This research reveals that the genre-based approach offers enhanced the outcomes for learning and teaching of English writing and provided insights into the extent to which the genre-based approach can be applied for learning and teaching writing process at the University and in the Laos educational context. Due to the limitations of time and cost, the research was carried out in a single semester and one English class at the Department of Foreign Languages, and focused on improving students' ability in writing through two main topics of writing (narrative and descriptive paragraph). In order to gain more insights into the way in which the genre-based approach can be applied for improving the teaching and learning writing process in the Laos context and contribute to the Laos government's educational reform goals, it is recommended that for the future researches would need to be focused on the use of the genre-based approach to teach English in schools. In order to provide Laos government with evidence of the value of the genre-based approach, the future research studies would need to be carried out at primary or secondary school level for assisting Lao students to be more analytical and critical learners, they would need to be taught by the approach which encourages them to think critically from their early years. Future research studies could be inter-instructional with collaborative research that takes advantage of the capacity of young learners to learn the language quickly.

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# APPENDIXES

## **Appendix A: Interview questions**

This interview is used to ask student evaluations of learning writing short-essays after implementing a Genre-based Approach for Instruction. The interview question consists of 13 items in form of semi-structured interview. The questions used in this interview are adapted from A Critical Genre-Based Approach to Teaching Academic Writing (Emilia, 2005).

- **Student interview questions (Semi-structured Interview)**

1. What do you think about your learning writing? Did you enjoy it?
2. Do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?
3. Do you think that the topics discussed are interesting and challenging?
4. Do you think that the stages of the genre-based approach are beneficial to you? Why?
5. Are you satisfied with the materials given? Do they help you write more effectively?
6. What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?
7. What about your grammar?
8. Do you think that the grammar explored in this study is sufficient? Why?
9. Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

10. In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?
11. What do you think about your writing skills after applying the Genre-based approach?
12. Do you think that your skills in writing have improved?

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## Appendix B: Checklist Rubric for assessment students' writing works

This rubric is applied for the assessment of analyzing of student's writing through implementing a Genre-based Approach instruction. The rubric consists of 2 main items and 4 sub-items. The terms used in this rubric is adopted from State College Area School District theory. The reason of using this rubric that developed by the State College Area School District theory in order to assess student's writing work and develop of their writing abilities. It is contain the expectations for students' writing performance, but it also includes suggestions for improving the quality of the writing instruction in the classroom.

| Level       | Content:                                                                                                                                                                                                                                                                                                                                             | Conventions:                                                                                                                                                                                                                   |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced:   | <ul style="list-style-type: none"><li>___ Beginning, middle, and end</li><li>___ Includes: characters, setting, major events</li><li>___ Maintains focus</li><li>___ Uses different lengths and types of sentences</li><li>___ Sentence order makes sense</li><li>___ Uses descriptive language</li><li>___ Demonstrates creative thinking</li></ul> | <ul style="list-style-type: none"><li>___ Spells all current benchmark words correctly</li><li>___ Capital letters at the beginning of sentence and most proper nouns</li><li>___ Uses ending marks most of the time</li></ul> |
| Proficient: | <ul style="list-style-type: none"><li>___ Beginning middle, end</li><li>___ Includes: people, places, and things</li><li>___ Uses simple sentences</li></ul>                                                                                                                                                                                         | <ul style="list-style-type: none"><li>___ Spells all current benchmark words correctly</li><li>___ Capital letters at the beginning of sentences, names of people, and</li></ul>                                               |

|              |                                                                                                                                                                     |                                                                                                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <input type="checkbox"/> Maintains focus<br><input type="checkbox"/> Sentence order makes sense<br><input type="checkbox"/> Uses simple descriptive words and Verbs | <input type="checkbox"/> “I”<br><input type="checkbox"/> Uses ending marks most of the time                                                                                                                     |
| Basic:       | <input type="checkbox"/> Writes a complete thought or sentence<br><input type="checkbox"/> Includes a single event or several events loosely linked                 | <input type="checkbox"/> Uses beginning and ending consonants well enough to be read<br><input type="checkbox"/> Leaves spaces between words<br><input type="checkbox"/> Writes left to right and top to bottom |
| Below Basic: | <input type="checkbox"/> Uses pictures and/or print to convey meaning<br><input type="checkbox"/> May add labels related to topic                                   | <input type="checkbox"/> Copies names and words<br><input type="checkbox"/> Represents whole words with 1, 2, or 3 letters                                                                                      |

- Sentence count: \_\_\_\_\_

- Word count: \_\_\_\_\_

#### Reference

State College Area School District. (2003, Fall). *The Language Arts Continuum: Writing*. State College, PA.

## **Appendix C: Classroom Observation Vignette**

### **Classroom Observation Vignette**

Vignette 1: February 9<sup>th</sup>, 2018

Observation

Class 1E

The researcher entered the classroom several minutes after the English teacher. The English teacher introduced the researcher to the students and informed them that the researcher planned to do an observation. After then, the researcher took a seat in the back row and observed the teaching and learning process. The classroom was quite big, clean and neat. There were 45 individual seats and one desk for the teacher. In addition, the classroom was decorated with some paper flowers, quotations, Lao motto, pictures, and some flower pots in the corners of the classroom. The environment around the classroom was very nice because there were some big trees outside the classroom that made the class quite shady. In the classroom, there were only some facilities including a white board and 4 fans, there was no LCD, a speaker, or a projector for supporting learning and teaching. Nonetheless, the English teacher brought the laptop and the materials that will be supported in her lesson by her own.

The class was started and the English teacher greeted students. The English teacher was quite strict about the time, because after she started the class several minutes there were some students came late and she marked their name for punishment. The English teacher took a few minutes for checking student's name for knowing who absent. Then, the English teacher jumped into the lesson, and before she is going to start the new lesson, she reviewed the previous lesson by asking the students some questions to remind them in terms of the lesson that have been taught. In the previous lesson, the class discussed about the structures of the narrative paragraph. The students were very active to answer the teacher's questions. They

made the competition to answer those questions. After the teacher got the right answer from the students then she gave them a score for each student who was answered correctly as a gift. The students were very happy.

After finishing reviewing the previous lesson, the English teacher started the new lesson. The class continued to discuss about the narrative paragraph under titled “An incident”, led by the English teacher. The material came from the textbook, the English teacher asked students to open the text book and read that paragraph together with the teacher. Every student had their own. The teacher started to discuss by reading the paragraph out loud and translated it. Some students were listening and repeat after the teacher, but some students were using mobile phone for checking the dictionary and some others student were busy with their own business like chatting, playing with their mobile phones and doing other noisy activities. After finished reading the students give response to the teacher’s questions in Lao and English, mostly the students answer the teacher’s question by using Lao because they found difficulties expressing their idea by using English and also the teacher delivered the lesson by using Lao very often, instead of English.

The English teacher asked one student to read a part of the narrative paragraph and find the topic sentence of it. Student refused it but the English teacher insisted so that student finally read the passage. While reading, student made some pronunciation mistakes and the English teacher directly corrected. The English teacher spoke in Lao very often when she corrected and explained, instead of using English. Then, the English teacher and Students discussed the text. The students were silent most of the time while the teacher kept explaining and occasionally delivered questions, as well as occasionally reminded the students who got bored, starting to make noise.

The English teacher gave the quiz as the discussion ended. The students should answer questions following the recently discussed text. The English teacher told students that it should be submitted and she is going to give the score. Then, the English teacher distributed a piece of paper to each student. Some students began to

do the quiz but some others preferred talking with the friends nearby and making noise. The English teacher reminded Ss by asking them to answer the question. However, the students did not kept making noise. Instead of doing the English teacher's instruction. when the English teacher reminded the students to be quiet but before they were silent, some of Ss often made fun of English teacher's reminder.

Some minutes later, the English teacher collected the quiz distributed to students. Some students moved around the class to discuss the right answers from their mates and made noise. Mostly, students found the questions difficult and made mistakes in expressing their ideas in writing, in terms of both grammar and diction. The English teacher returned to the classroom and sat on a chair in the front part with students. Students returned to their seat. Some students told English teacher that the quiz was not easy. The English teacher explained again about the text and questioned the students how they could find the quiz difficult since the English teacher thought that the text was short and simple. They had discussed the content of the text, as well. In response to student's complaint, the English teacher left the class and, after a while, returned with a course book. The English teacher tried to provide students with more explanation by reading a passage from the book related to the text type being discussed. However, the students did not really pay attention. Instead, some students moved around and and talked their friends. Around 5 minutes before the class ended, The English teacher realized it and reminded the students about the homework. The English teacher ended the class.

Vignette 2: February 16<sup>th</sup>, 2018

## Meeting 1

### Class 1E

The class started at 12: 45' when the researcher and the English teacher took a role as a collaborator entered the class, the students stood up and said *“Good afternoon teachers”* the researcher and collaborator replied *“Good afternoon everyone, sit down, please” “thank you teacher”*. After all students sat down, the researcher started to greet the students *“Hello once again, my name is Phatthaya Douangmala. I am a postgraduate student, I am now doing my Master’s degree in Indonesia, and I am here for conducting the data to support my thesis. I do hope that all you guys will be involved and supportive me”*. Then, some students replied and asked the researcher by using Lao language that *“Yes, Miss. We will help you” “How do we can support you, miss?”* and bla bla bla. The researcher answered those questions and said *“By the way, how are you guys today?”* some students replied *“I am fine, and you?”*; and some said *“not that good, it’s too hot”* and the class was laughing. After greeting, the researcher called the roll for checking who was absent.

*“Everyone, what do you think about English, is it difficult or not?” “Yes, yes”,* responded most of the class. The researcher told that she was there to help them learning English and she asked for their cooperation by proposing rules of conduct to control them from making excessive noise. After some explanation, all students agreed on the code. Then, the researcher prepared the materials for instruction.

The researcher started the lesson, *“today we are going to learn the chapter 4, it is about the step of writing in terms of starting and supporting a main idea”*. The researcher wrote the date and the title on the white board. Then, asked the students some questions about the main idea in a paragraph. The researcher asked students *“what is a main idea in a paragraph?”* the students kept silent at first then the researcher asked them again by using Lao language *“ພວກນ້ອງຄິດວ່າ Main idea*

ແມ່ນຫຍັງ?”. After then, there were some students raised their hands and answer one by one by using Lao language:

S1: “Main idea ແມ່ນຄວາມຄິດຫຼັກໆຢູ່ໃນ paragraph” (main idea is about the idea that we are going to write in the paragraph)

S2: “Main idea ແມ່ນສິ່ງທີ່ສຳຄັນໃນການພັນລະນາ” (main idea are the important details that we describe in a paragraph”

After got the answers from the students, the researcher explained and added more details about the main idea. The researcher wrote the definition of the main idea in the white board, then move to the next stage. The researcher told students that in a paragraph there are three main structures that students should remember and follow when they write a paragraph. Then, the researcher explained about the structure of a paragraph, the researcher showed the students the charts in terms of the structure and explained in each stage and gave the examples. During the explanation, the students paid attention the researcher’s instruction, some students took note, but still, there were some students played with their phone, and some others talked with their mate. The researcher found that the students had difficulties in order to understand all the details when the researcher used only English explained to them without translating into Lao language. After finished explaining, there were some students asked the researcher about the vocabularies and some sentences that they didn’t know the meaning.

The researcher told the students looked at the textbook page 60 and do the task no.1. In the task no.1 the researcher told student to read and compare two paragraphs about “the elementary school teacher” then answer the questions. The researcher used the Lao language to explain to student that what they are going to do in the task no.1 “ໃຫ້ຮອກນ້ອງອ່ານ paragraph 2 paragraph ນີ້ໃຫ້ລະອຽດ ແລ້ວປຽບທຽບວ່າ paragraph ໃດໃດ ເປັນ paragraph ທີ່ສະເພາະເຈາະຈົງແລະທົ່ວໄປ”. The students started to read the paragraphs, some students read loudly and some or not. The

researcher helped the students to read and translated the words that they didn't understand. The researcher observed that the students got more influence from the mother language, they paid more attention to translate the words one by one into Lao language, instead of translated the whole sentences.

After finished reading, the researcher guided students to answer the questions in the task no.1. "Which paragraph you guys think it had more specific information, paragraph A or B?" then, there are some students answer *"I think paragraph A"* *"why?"* *"Because it was short and clear"*. *"How about the others?"* *"I think paragraph B"* *"why?"* *"Because it gave a lot of details"*. *"Okay, thank you for your answer, the correct number is B. as Mr. Sonephasit said it gave us more specific details."* Then, the researcher asked another questions *"Which paragraph better helps you understand the main idea?"* the students answer together *"Paragraph A"*.

The researcher told students to continue to do the task no.2 and work in pair. The researcher explained the task by using Lao language to make students easier to understand. *"You can use these adjective to tell your opinion about the job. Practice saying them and discuss their meaning with your partner."* Then, the researcher opened the laptop and showed some picture about the adjective followed by textbook to students. The researcher showed pictures of the adjectives on the screen *"Can you see the pictures clearly? ພວກນ້ອງເຫັນຮູບພາບຊັດເຈນບໍ່?"* *"Yes"* *"What pictures are they? What do you think about them?"* Some students answered in Lao and some others in English, they spoke in nearly simultaneously, *"Exciting"* *"ຕື່ນເຕັ້ນ"* and etc. The students were excited to guess the meaning of those pictures and they seemed very happy and active with learning material. The classroom atmosphere was livelier than it used to be. Then, the researcher asked students to match those adjectives with the names of the jobs and express their opinion. The researcher distributed the handout to student and asked them to match the words and write their opinion in each jobs. The class turned noisy as soon as the students began to talk to their mate, some opened the dictionary and started to translate the words. The

students have been discussed with each other about the names of the jobs and its function. The students were enthusiastic. The researcher helped to explain the functions in each job in order to give the enlightenment to students for making them got the idea to write and express their opinion easier.

After finished matching and discussing, the researcher asked students to read the sentence in each jobs that they have written. *“Have you finished?” “Yes” “Can you read your sentence to your friends?”*. There were some students stood up and read his sentence and the researcher wrote those sentences on board. *“I would like to be a flight attendant, it is challenging.”. “Who else?”*. Another student *“Being a Firefighter is very dangerous”*. *“Being a journalist is exciting”* The researcher said *“Good job, let’s gave a big applaud to your friends”*. The students gave a big applause.

Next, the researcher distributed the handout for task no.3 it was about the job of flight attendant. Then, the researcher asked a volunteer to read the text to their friends aloud. While reading, the student made some pronunciation mistakes and the researcher directly corrected. Then, there was a student asked the researcher for a word meaning, *“Miss, what is the meaning of responsible?”* then, the researcher was directly replied by using Lao language *“ແປວ່າໜ້າທີ່ຮັບຜິດຊອບ”*. After that, the researcher gave chance for students to study the input text. The students were serious and focused. While the students were working, the researcher moved around the class for helping the students to read and translated. After finished reading and translating, the researcher asked student to find the main idea and the supporting details in the text. As a few students responded, the researcher started giving clues and discussed the questions together until the time was up. Then, the researcher gave students homework and prepared to close the meeting. *“Do you have any question so far?” “No”*. Then the researcher closed the lesson, said goodbye and left the class.

### Vignette 3: February 23th, 2018

#### Meeting 2

#### Class 1E

The researcher and the collaborator (The English teacher) came to the class as soon as the class started. Some students were busy with their own business, and some were talking with their friends. But when the researcher entered to the class, the students were moved to their place and said *“Good afternoon, teacher” “Good afternoon, sit down please”*. The students sat down and the researcher prepared the materials and sheets for teaching. Besides, the students also prepared their own book and textbook. The researcher commenced the class *“How are you today?” “I’m fine, thank you, and you?” “I’m great actually. And before we start the lesson, have you guys finished the homework from last week?” “Yes” “Could you please collect it to me”*. Then, the head of the class collected the homework and putted it on the teacher’s desk. The researcher called the roll for checking who was absent. A few minutes later, there were some students came late and the researcher noted their name.

The researcher started the lesson by asking some questions in terms of the previous lesson. *“How many structure in a paragraph?”*, some students replied simultaneously *“Three” “what are they?”* there was a student raised her hand and stood up to answer *“there are topic sentence, supporting sentence and concluding sentence” “Is it corrected?”* asked by researcher *“Yes, it is corrected”* answered by students simultaneously. Then, the researcher gave her some candies as a gift. The researcher continued to ask the next question *“what is a supporting detail and a main idea?”* there were a few students raised their hands for answering the question, the researcher were picked one student to answer first, but before he was answer the question he asked the researcher to answer by using Lao language *“Miss, can I answer by using Lao language?”* the researcher replied *“Yes, please” “ແມ່ນຄວາມຄິດຫລັກຢູ່ໃນ paragraph ແລະແບບສິ່ງທີ່ເຮົາຈະເອົາມາພັນລະນາ”*

“Good” said by the researcher and picked the others one “And how about you? What is your answer?” “Can I answer by using Lao also?” “Alright” “ແມ່ນສິ່ງທີ່ເຮົາວາງແຜນໄວ້ວ່າຈະຂຽນແລະມັນເປັນໃຈຄວາມຫລັກໆຂອງບົດເລື່ອງ” “Alright, Good job, both answer was corrected” then the researcher gave some candies as a gift to both students and started the new lesson.

The researcher wrote the date and the topic on the board and told students to open the textbook page 63 for continuing the lesson from the last week. As some ideas of the job had been gathered since last week, the researcher took some narrative paragraphs from the internet it was about “My dream job” to discuss in the today’s class. The researcher distributed the handout to the students and told them to read carefully and find the topic sentence, supporting sentence and the concluding sentence in the paragraph then answer the questions. The students were active and paid more attention to read the text and answer the question. After finishing reading and answering the questions, then the researcher asked students to provide their answer one by one, the researcher wrote the answers from the students on the board then explained more by showing the details of a good narrative paragraph that the researcher took from the internet in order to make student clear in terms of the structure of a paragraph before moving to the next part.

The researcher jumped into the next part of the lesson, it was about “Organizing Idea”. The researcher explained and gave some examples of the organizing the idea by taking some resources and examples from the internet. During the explanation, the researcher recognized that the students were a little bit confused with the new information and the stuffs out of the textbook. Some students paid more attention and focused about the lesson because they thought it was the new thing for them, but some were sleepy and not concentrated on the lesson. After finished explanation, the researcher asked the students whether they are understood or not. “Is there any question about the Organizing the idea?” “Do you guys understood and got the point” then, there were some students said “Yes” and “No”. The researcher asked

the students who were not understand yet, in which part they did not understand. One student said by using English language *“I don’t understand some vocabulary, it was difficult, I cannot translate and don’t know how to use it”*. The researcher asked which vocabularies that he did not understand and started to explain and gave example how to use those vocabularies by writing down on the board. It was take some minutes to explain, but the researcher found the good thing that the students they loved to learn the new vocabularies, because they gave asking another words since in the first place they kept silent and did not ask that much about the new vocabularies. Besides, in order to make some students who were not concentrate on the lesson to get involved the researcher made some questions about the lesson that had been taught to ask the students who were not pay attention. The researcher picked some students to answer those question, the students waked their mind up and started to ask their mate for the answer. The students could not answer the questions well so the researcher gave corrections. The class was interactive.

Then, the task no. 4 went on individually. The researcher told the students to read the letter and do the exercise on page 63. The letter was about “Elementary school teacher, Jenet.”. The researcher gave student 5 minutes to read the paragraph. The researcher moved around the class in order to help the students to read and translated the new vocabularies. The students paid attention to read and the class was a bit noisy because of the sound of student’s reading. After finishing reading and doing the exercise, the researcher proceeded with preparation for the students’ individual writing. The students individually built the framework of their writing. The researcher let the students wrote the letter to their friends by telling their own experience of something that they have been through. They seemed to find difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did her instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the

classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, “ມັນຍາກນະອາຈານ it was difficult ” The researcher replied, “ຍາກບ່ອນໃດນ້ອງ? *what did make you difficult?*” “ນ້ອງບໍ່ຮູ້ຈະພັນລະນາໃດໃດກ່ອນ *I don't know what I should describe and start first*” The researcher, then, came to them and gave some helps. Some students asked the researcher about the English words of some Lao language. Some students were busy working on their writing while some others were chatting with their friends and had not even started their work. The researcher frequently reached them and asked to write. However, the students refused to write until the class almost end. Several minutes before the class ended, all the students' works were collected and the researcher randomly picked some of students' works to display as an example, then the researcher gave feedbacks on some points of the works. The researcher gave the home work to students to do the task no. 5 and 6 followed the textbook. Then, the researcher closed the lesson, said good bye and left class.

#### Vignette 4: March 2<sup>nd</sup>, 2018

##### Meeting 3

##### Class 1E

The researcher and the collaborator (The English teacher) came to the class as soon as the class started like the previous meeting. The students were doing their own interest. But, when they saw the researcher and English teacher entered to the class, they were moved to their place. They stood up and said “Good afternoon teacher” “Good afternoon. Sit down please.” The students sat down and the researcher prepared the materials and sheets for teaching, the students also prepared their own book and stuffs as usual. The researcher called the roll for checking who was absent and same as last meeting, there were some students came late. The researcher commenced the class “*How are you today?*” the students replied simultaneously

*"I'm fine, thank you, and you?" "I'm good, thank you. And before we begin the lesson, let me check the home work first. Have you finished the homework from last week?" "Yes"* the class replied together. Then the researcher checked the home work and asked the representatives to read the question and gave the correct answers to the class. The researcher told the students that she had some gift for the representatives. The students were excited and the class was active. On the other hand, not all students were engaged to the activity. While the class was discussing the questions, a student at the back row were busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and got silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave additional explanation to the students. After finished discussing the task no. 5 and 6 as the homework, the researcher delivered questions related to the context of the texts. *"What do you think the text is written for?"* As a few students responded, the researcher started giving clues and discussed the questions together.

After finished discussing about the homework, the researcher jumped into the new lesson. The researcher wrote the date and the title on the board. The researcher told the students that today's lesson is going to discuss about the grammar for writing, it was the "Forming Gerunds". The researcher putted the Charts about the meaning of the gerunds and its function on the board. Then, the researcher explained by pointing the charts. Teaching in this way was saved time in the part of writing on the board, due to there was no LCD in the class. Instead, the researcher was adapted by using the charts. The researcher took some resources from others book and some from internet to add more information to make clear for the students since in the textbook was only the basic details and the researcher thought that was not enough. While explaining the researcher noticed that the students were pay attention to the lesson and the class was quite silent. Nevertheless, there were some students felt sleepy and some played and chitchatted with their friends.

After finished explanation, the researcher asked students “*Do you have any question about how to apply gerunds?*” the students replied simultaneously “*No*”. Then, the researcher delivered the students to do the task no.7. For the task no.7, the researcher took from the internet. The researcher distributed the handout and explained that the students have to complete the appropriate preposition and verb form of Gerunds into the blank space. The students were concentrate and active for doing the task. The researcher walked around the class to help and encourage students to do so. The researcher noticed and realized that the student’s proficiency about the vocabularies was quite low, because they could not do the task well if without the dictionary. Once, the researcher stopped at a student and took a look at the student’s work. She saw some mistakes and she clarified them. Then, the researcher moved to other students. At the end, the researcher and the students discussed their work together. After finished the task no. 7, the researcher delivered the student to do the task no.8, it was about the gerunds again. The researcher distributed the handout and told students that they should submit the task no.8 after the class end. The students disagreed, they said it was difficult and they cannot finish today, they bargained with the researcher to submit next week as the homework. The researcher said cannot and the class continued to do the task. The students read the explanation on the purpose of the task. Some students were active, and some others were talked to their mate and also played the mobile phone. The researcher walked around the class again to help and encourage the students to do the task. In the task no.9 the students have to find the appropriate words as a verb form of gerund to complete the sentences in narrative paragraph. The researcher found that the vocabularies is one of the main problems that make the students wrote and performed the English not that well. They were still lack of the ability to choose the vocabulary properly. It indicated that when they did the task that was not provided some vocabularies as enlightenments for them to guess. Instead, they should think about the words by themselves, they took a lot of time to find the appropriate words and use the dictionary quite often.

After finished the task no.9, the researcher collected the papers and delivered the question “*So, what is the purpose of a narrative paragraph in the task no.9?*” Few students responded with unclear voice. Then, the researcher asked two students respectively to tell the class what the purpose of a text is. They kept silent and the researcher explained and translated into Lao. Once again, the researcher asked them the same question but in Lao. The students answered it simultaneously. Then, a student read aloud the rest of the sentences in the narrative paragraph, and about the generic structure. The researcher added with more explanation and delivered some questions to check the students’ understanding about the text structure. In this unit, the students studied the language features of the text type. They learned about typical connectives of the narrative paragraph, the form of gerunds, the simple present and the past tense. They also made sentences using the verb form of gerunds and completing cloze sentences using appropriate word and some simple present and past tense. The students were active and concentrate the class was conducive with some noise from the students. Nonetheless, the class progressed well.

The researcher discussed with the students until the time was up, then gave the students homework in which the students were supposed to write a short essay about the job that they have been matched in the task no.2 since the second meeting by choosing one job depends on them. The researcher ended the lesson, said goodbye and left the class.

#### Vignette 5: March 9<sup>th</sup>, 2018

##### Meeting 4

##### Class 1E

The researcher arrived as soon as the class started. She was accompanied by English teacher. The students were still doing their own business, some students were talking with their friends, and some others were walking around. Since they saw the researcher and the English teacher entered to the class, they moved back to their seat

and keep calm. *“Good afternoon, teacher” “Good afternoon everyone, sit down please” “How are you today?” “I’m fine, thank you and you?”* replied the students simultaneously. Then, the researcher call the roll, *“is anyone absent today?” “no, Miss”*, the students responded. The researcher prepared the materials that will be used in the class. The students were also prepared their own same as the previous meeting.

Before starting the lesson, the researcher reviewed the pervious lesson by asking some questions to remind the students in terms of the form of gerunds and some important points that the students should kept in mind. *“What did we discuss in the previous meeting?” “Gerunds”* replied the students simultaneously. *“What is the meaning of Gerund?”*. There were some students responded *“Gerund is a verb form of –ING”*; *“Gerund is a verb following with –ING”*. Nonetheless, there were some students did not pay attention to response the researcher’s questions. After that, the researcher reviewed a little bit about the type of the gerunds to student. The students were active for asking questions and answering the teacher’s question as well.

The researcher began the new lesson. She wrote the date and the title on the board and told the students *“Today’s lesson, we are going to study the Unit 5, it is about describing people”*. The students paid attention and kept calm to listen to the researcher’s explanation. The researcher showed the picture from the laptop to the students, it was about two people are talking in the street on the screen. Then, the researcher told the students *“Look at the picture, what are they like and what is she/he like?”*. The researcher let the students describe those two people by starting with the question *“What are they like?”* and *“What is she/he like?”* There were some student raised their hands and said *“They are like a friend” “He is like a business man” “she is tall”* and etc. *“Good job”* said the researcher. After that, the researcher wrote the student’s sentences on the board. Then, the researcher tapped the chart on the board to show the students about the adjective in series for describing people. The researcher explained to students in terms of the grammatical and how to use the adjective to describe the things or people. During the explanation,

the researcher noticed that the students paid attention and concentration on the researcher's explanation, there were some students took noted, but some students were played their phone and talked with their mate.

After finished explanation, the researcher asked the students *"Do you have any question about how to use the adjective?" "Did you guys understand?"* then, there was a student raised her hands and ask the question *"Miss, what is different between High and Height?" "Both of them are adjective, right?"* The researcher replied it by asking the class, *"Who knows what is different between High and Height? ໃຜຮູ້ແນວ່າ High ກັບ Height ມັນມີຄວາມແຕກຕ່າງກັນແນວໃດ?"*. The students were kept silent, and no one wanted to answer. Since nobody answer, the researcher continued to answer in Lao, *"High and height was very different, since one of them were not the adjective, high is adjective but Height is a noun"*. the researcher then gave the correct pronunciation. She also made a pronunciation comparison between 'High' and 'Height' and the students were excited. This happened for several times.

The researcher distributed a handout of the materials and displayed some pictures about *"Playing a sport game"* through the computer screen. Then, she asked the students, *"Look at the pictures, what are they doing?" "playing football", "laughing", "running",* they replied simultaneously. The class became noisy and the students were active. Then, the researcher asked the students to take a look at some words in the box before the text. The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the page containing the list. In addition, some students used the available dictionary. After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, she delivered some questions, *"Well, what is the first paragraph about? ວັກທຳອິດເວົ້າກ່ຽວກັບຫຍັງ?"*. *"ຄວາມຮູ້ສຶກ his feeling about playing football", "ຄວາມສຳຄັນຂອງການຫລິ້ນເຕະບານ his experience, benefit, and memories about playing football"*, the students responded. *"Great!"*. After some responses from the

students, the researcher summarized the paragraph in English then translated into Lao. Then, the class continued to discuss paragraph two. The researcher also asked other volunteers to read the rest paragraphs and discussed them together.

The activity, then, was answering multiple-choice questions after the text. After giving chances to ask, the researcher asked the students to do the task. They did it with interest since the text had already discussed. The researcher moved around the class and helped the students who found difficulties. After finishing answering the questions, the researcher asked for volunteers to read the answer. Then, the researcher arranged them for the 5 numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, she asked another student for number two. After all numbers had been completed, the researcher led the students to give their opinion about the topic and the text type. They were active.

The researcher moved to the activity, the researcher distributed the students a handout of material. In this activity, the students have to find the synonym of each adjective provided in the handouts and then make the sentences. The researcher also told the students that this task should be submitted in the end of the meeting. The students were not agreed and started complaining, the researcher told them to stop complained and inform them that all the activities that have been collected will be provide the score and included as a midterm test's score. After that, the students read the purpose of the task and started to do. Some students were busy working on their answering while some others were chatting with their friends and had not even started their work. The researcher frequently reached them and asked to do the task. However, the students refused to do until the end of the class. The time was up and some students had not finished the task yet. Then, the researcher told them to finish it at home. The researcher packed her equipment and closed the class by saying goodbye.

Vignette 6: March 16<sup>th</sup>, 2018

Meeting 5

Class 1E

The researcher and the English teacher arrived at the class soon the time was started. The students moved back to their seat when they saw the researcher and the English teacher came to the class and started greeting *“Good afternoon teacher” “Good afternoon everyone, how are you today” “I am fine, thank you and you?” “I am fine too. Thank you and sit down please” “Thank you teacher”* replied the students simultaneously. Then, the researcher call the roll, *“is anyone absent today?” “there were 5 students, Miss”*, the head of class responded and the researcher marked the students’ name who were absent. The researcher prepared the laptop and the materials for teaching. The students were prepared their own books as well, but there were some students talking with their mate and made noise, and some were playing their phone.

The researcher started the class by reviewing the previous lesson same as usual. The researcher began with some questions, *“As the previous meeting we have talked about a descriptive writing, right?” “Yes”* replied the students simultaneously. *“Alright, today I have a picture again, and I will let you guys describe a girl on the screen and using the adjective if it needed”* the researcher opened the laptop and showed the students a picture of a model girl. *“I will start to ask you guys question and you guys have to look at the picture and describe it, is it okay?”* replied the class simultaneously *“Okay!!”* but there was a student said *“Okay teacher, but don’t ask the difficult question”* and the class were laughing at his statement. The researcher started to ask *“Mr. Sonephasit, a girl in this picture, what does she look like?” “She looks like a super model” “Good job”, “Next, Miss Maly, What is her hair like”* Maly was getting quiet and looked at the picture for a while. *“I don’t know”* she said. *“Who can answer? What is her hair like?”* the researcher asked the class, some of them responded, *“it is fair and curly”* but there were some students getting silent, as

they still found the words to express their ideas. As they responded in an inappropriate way, the researcher explained what the question meant in Lao.

After finishing review the previous lesson, the researcher jumped into the new lesson. The researcher wrote the date and the title on the boards same as the previous meeting. The students were kept silent and calm. The researcher told the students opened the textbook page 83. Then, the researcher explained the details of organizing ideas in a paragraph. The researcher was took some resources from some books and internet to include in the lesson in order to make students understood and clear. The students were paid attention and concentrated on the researchers' instruction. Sometimes, there were some students raised their hands and asked the question when they did not understand. Mostly, the students' questions were about the vocabularies and the structure of the sentences. The researcher noticed that the students were curious about the details and information out of the textbook that brought by the researcher. They thought it was the new thing for them. They were interested and excited.

After finishing the explanation, the researcher provided the task to the students. The researcher distributed the handout of the materials to the students. In the handout, there was a picture of "Pha That Louang stupa" and a text taken from some magazine. Then, the researcher asked the students, *"Look at the picture, what is it about?"* *"That Louang"* *"ທາດຫຼວງ"* replied the students, some students replied in English and some in Lao. The class became noisy and the students were active. The researcher asked the students to take a look at some words in the box before the text. She gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the page containing the list. In addition, some students used the available dictionary on their phone to translate it. After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. *"Well, what is the first paragraph about? ວັກທີ່ໜຶ່ງເວົ້າເຖິງຫຍັງ?"*. *"Location of Pha That Luang ທີ່ຕັ້ງຂອງພະທາດຫຼວງ"*, *"The history of Pha That Luang ປະຫວັດຄວາມເປັນມາ"*, *"The height and Length of*

*Pha That Luang ຄວາມສູງແລະຄວາມກວ້າງຂອງພະທາດຫລວງ*”, The students responded. “Great!” responded the researcher. After some responses from the students, the researcher summarized and translated the paragraph in Lao language. Then, the class continued to discuss paragraph two. The researcher also asked other volunteers to read the rest paragraphs and discussed them together.

The activity, then, was answering multiple-choice questions after the text. After giving chances to ask, the researcher asked the students to do the task. They did it with interest since the text had already discussed. The researcher moved around the class and helped the students who found difficulties. Two minutes later, the researcher asked for volunteers to read the answer, *“time’s up and who will answer number one?”* Some students replied, “ບ້ອງ”, “ບ້ອງຂໍຕອບ”. Then, the researcher arranged them for the six numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, she asked another student for number two. After all numbers had been completed, the researcher led the students to give their opinion about the topic and the text type. They were active.

After finishing the second task, the researcher continued to the next page and moved to the next task. The task was about pretending to be an interviewer of one TV game show. The researcher arranged the students to work in the group of 5. One student was an interviewer, one was an interviewee, and the rest of the students were the audiences. The show was about one people who win a lottery and got a lot of money. The students were excited, but there were some students started to complain because they said it was difficult. The game was started, the researcher distribute the handout of some questionnaire to the interviewer and the interviewer will be followed those questions. Besides, the audiences will be noted all the things that interviewee responses.

For example:       A: are you shy or outgoing?

B: I am a little shy

The class was so active and excited to play this role. The researcher noticed that the students were so much fun of playing this game. Sometimes, they make joke of their friends' answering and laughing with each other. All the students were engaged to the game and they were enthusiastic. After that, the researcher asked the students' opinion about the activity that had just been done, *"anyway, what do you think about the game? Is it difficult? ມັນຢາກບໍ່?"* The students replied, *"difficult!! But it was so much fun!! ຢາກ ແຕ່ກະມວ່ນຫລາຍ"* and some students added, *"ຢາກສຸດ"*. The researcher told that this game will gain more their confident to speak English and they should practice a lot more. The students were listen and agreed with the researchers' statement. The researcher and the students continued to discuss about the generic of structure of descriptive paragraph a little bit more. the researcher asked them to brainstorm ideas of the characteristic of what they are going to describe on the topic. The topic was "My hobby". Then, they decided some chacracteristic as the topic of the descriptive and building the framework of the paragraph. After the framework was ready, the class wrote descriptive paragraph in individual. Each student was assigned to write a part of the text. At the end, the researcher displayed the students' work on the board by writing down the important point and also the incorrect sentences and gave them feedbacks. During this process, the researcher regularly moved around the class to provide guidance and help for students. Before the time was up, the researcher gave students the homework. It was about describing people who was a "chocoholic" and submit it in the next meeting. Then, researcher took their stuff, closed the meeting by saying goodbye and left the class.

Vignette 7: March 23<sup>rd</sup>, 2018

Meeting 6

Class 1E

The class started and the researcher and collaborator (English teacher) came to the class same as the previous meeting. The students sat on their place, and when they saw the researcher entered to the class they were stood up and greeting “*Good afternoon, teacher*” “*Good afternoon, how have you been today?*” “*I have been good*” “*great, sit down please*” “*Thank you teacher*” after greeting, the researcher prepared the materials for teaching, and then call the roll, “*is anyone absent today?*” “*no, teacher*”, the students responded.

“*Have you finished the homework?*” the researcher asked the students about the home work and some students gave response while the others did not really pay attention and were busy with their own. The researcher then told the head of class to collect the homework and bring it to her. The researcher started the lesson, she wrote the date and the title on the board. After that, the researcher led the students to review the materials they had learned in the previous meeting. The researcher reminded the students to notice the parts of a descriptive paragraph of “Pha That Luang stupa” and the characteristics of each part. The students were active. The researcher also brought the students to think again about the topic of the input text given previously.

As some ideas had been gathered, the researcher led the students to studied about the order of the adjectives in a series. The researcher then showed the chart and explained following the chart. The students paid attention to the researchers’ instruction, but some students talk with their mate and made noise. The researcher noticed and tried to control the class by asking the students who were not really pay attention to read the information on the chart. Then, the students were paid more attention because they were afraid of being chosen to read. The researcher explained

the structure and the function of using two or more adjective to describe a noun, the function of using adjective after verbs of perception, and also adverb after other verbs to the students. The students concentrated and sometimes they asked the questions in terms of the lesson if they did not understand.

After finishing the discussion, the researcher gave some task to the students to do. the activity went on in pair work. The students worked in pairs to complete the sentences by suing the adjectives and adverbs. The researcher distributed the handout to the students and explained what they are going to do with the task. The students started to do the task while some students were excited, the majority of the class showed reluctance. They frequently moved around the class, looked at others' work and waited for others to start answering. As the students had not started to do the task, the researcher moved around the class and encouraged them to complete the activity. The researcher several times gave some helps to them. Some students asked the researcher about the English equivalents of some Lao phrases then the researcher wrote those words on the board. The students began to do the activity as the researcher helped them in the language. At the end, the researcher asked some representative to read their works to the class. There were some pairs of student stood up and read their works. The researcher also gave feedbacks on necessary points.

Then, the researcher gave students to do the next task, it was student's individual writing, the researcher told the students to describe the thing, friends, or the members of their family by using the adjectives in the chart on the board. The students individually built the framework of their writing. The researcher let the students think about their own topic. They seemed to find difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did his instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the

class encouraging them to write while the students were still busy doing their own preference and Some students asked the researcher about the English words of some Lao language.

After the students finished writing, the researcher then discussed about the student's writing output. The researcher asked students for the volunteers to read their own writing. There were some students raised their hands, the researcher chose one student first, then she told him to stand up and read his descriptive writing. He was described about their mate who seats near him. In his writing, the researcher found that he was used the incorrect verb forms namely verb to be and have/has and also mispronunciation. The researcher was directly to correct the verb forms and his pronunciation, the researcher then collected his writing paper and moved to the next student. The researcher told the student to start read her writing, she described about her younger sister. During her reading, there were some students laughed at her accent, since in the classroom included the students from the North to the South. Their accents were not the same. According to this reason, it indicated that Lao students could not perform well in English that because they were shy to speak and also the environment surrounding them that made them lack of the confident to use English. The research told those some students stopped laughing at her, and the class turned to be silent. She continued reading her own writing until the end.

The class proceeded the next task, the researcher distributed a text to each students and asked the students to compare and find any similarities with a descriptive paragraph. As the students were ready for doing the activity, the researcher asked them to start reading and recognizing the text. Some students began to read while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to read while the students were still busy doing their own preference. After the students had finished reading, the class discussed the task. The researcher asked some students to read the sentences that had similarities with the descriptive paragraphs. Many students raised their hands, so the researcher explained about sentence construction. As the bell rang,

the researcher prepared to close the meeting. “*Do you have any question so far?*”  
“*No*”. Then, the researcher closed the class and left.

## **Appendix D: Student Interview responded**

Researcher: R          Student: S

### Interview student no.1

R: Good afternoon

S1: Good afternoon, teacher

R: what is your name?

S1: my name is Sonephasit

R: alright, Sonephasit. I would like to interview you some question related with the instruction that have been done in six meetings.

S1: yes, teacher.

R: for the first question, what do you think about your learning writing? Did you enjoy it?

S1: yes, teacher. I did enjoy learning it

R: alright, do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S1: yes, teacher. I think it is appropriate

R: Do you think that the topics discussed are interesting and challenging?

S1: I think it is challenging

R: Do you think that the stages of the genre-based approach are beneficial to you? Why?

S: Yes, it gave me a lot of benefits

R: is it helped you to improve your writing?

S1: yes, teacher it helped me a lot

R: seriously?

S1: yeah, yeah.

R: alright, are you satisfied with the materials given? Do they help you write more effectively?

S1: I am really satisfied

R: What about *Modelling, joint constructions and independent constructions*?

What benefits do you think you can get from this stage?

S1: I think I get a lot benefit from Modeling and Joint construction, because the teacher get involved when I am writing I can ask the words or phrases, the teacher helps me to write in the correct grammar. It made me can write better and more effectively.

R: oh good, what about your grammar?

S1: I have been understood enough.

R: how about the Forming of gerund?

S1: yes, more understand

R: Good, do you think that the grammar explored in this study is sufficient? Why?

S1: Yes, I think it was sufficient. Because the teacher took from another book and internet not only followed the textbook. It was interesting and exciting.

R: Great, Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

S1: Yes, I agree, you can say that.

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S1: Yes, I think

R: What do you think about your writing skills after applying the Genre-based approach?

S1: I think my writing skill was little bit better than before in terms of the structure, it was more coherent.

R: Do you think that your skills in writing have improved?

S1: yes, improved, but just a little bit

R: alright. Thank you so much

S1: you're welcome

Interview student no.2

R: Good afternoon

S2: Good afternoon teacher

R: what is your name?

S2: my name is Nikone

R: okay, Nikone. I am here and would like to interview you in term of the instruction that have been done in six meetings, and if you are ready, may I begin the first question?

S2: yes, teacher, please

R: for the first question, what do you think about your learning writing? Did you enjoy it?

S2: yes, teacher. I am really enjoy it, especially I like to play a game and need more games to practice my English writing and speaking skills

R: good, do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S2: the activities and materials was great, but some are appropriate, but some are not

R: why?

S2: Because it was too difficult and I don't understand the vocabularies as well

R: oh I see, you mean that the vocabularies in the activities you are not get familiar with it yet, right?

S2: yes teacher.

R: okay, do you think that the topics discussed are interesting and challenging?

S2: yes, it is interesting and challenging

R: Do you think that the stages of the genre-based approach are beneficial to you? Why?

S2: it gave me a lot of beneficial and made me improved my writing as well, because the teacher get involved with me when I am writing, and it made me feel more confident to write

R: oh good, are you satisfied with the materials given? Do they help you write more effectively?

S2: yes, I am satisfied and helped me to write more effectively

R: and what about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S2: I can get benefits from the Joint construction quite much because I like when the teacher get involved during I am writing

R: What about your grammar?

S2: I need to learn more about the grammar, because it is important for writing

R: Do you think that the grammar explored in this study is sufficient? Why?

S2: I think it was sufficient, but I still need to learn more

R: Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

S2: yes, I agreed. I felt ready to do all the activities that teacher brought for teaching in the classroom

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S2: yes teacher

R: What do you think about your writing skills after applying the Genre-based approach?

S2: my writing was improved a lot teacher, I knew more structure of writing and how to organize it

R: Do you think that your skills in writing have improved?

S2: yes, teacher. My skills in writing have improved. I can write better than before

R: oh, great then. Thank you so much Nikone. Enjoy your day

S2: thank you teacher

### Interview student no.3

R: good afternoon, what is your name?

S3: good afternoon, teacher. My name is Dok Aeaung

R: okay, Dok Aeaung. I would like to interview you some questions, are you ready?

S3: yes, I am ready teacher

R: the first question, what do you think about your learning writing? Did you enjoy it?

S3: yes, I enjoyed it

R: alright, and do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S3: I think it was appropriate with my ability, but some activities were quite difficult to do so

R: good, do you think that the topics discussed are interesting and challenging?

S3: I am very interesting and challenging with all topics that have been discussed

R: Do you think that the stages of the genre-based approach are beneficial to you? Why?

S3: I have received a lot of beneficial from your teaching, I have learnt the new things and I understood more the context and the structure of writing

R: great, and are you satisfied with the materials given? Do they help you write more effectively?

S3: yes, teacher. I am satisfied and it helped me a lot for improving my writing

R: What about *Modelling, joint constructions and independent constructions*?

What benefits do you think you can get from this stage?

S3: I can get more benefits from the Joint constructions. In this stage, the teacher helps to correct my writing and it made me more confident to write

R: and what about your grammar?

S3: grammar was good, but I think the teacher should explain more in Lao, because sometimes I don't get the points

R: oh okay, so for grammar I should use Lao language a little bit more. And do you think that the grammar explored in this study is sufficient? Why?

S3: it is not really that enough, I still need more activities and more practicing

R: Do you agree if it is said that "all activities done, the topics discussed, and the move from one stage to the others are always based on students' agreement and readiness to do so?"

S3: yes, I agreed. I was ready all the time to do those activities. I love to do the activities that because it made me more understand about the lesson

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S3: yes, it allowed me to learn new things and motivated me to have the idea to write

R: What do you think about your writing skills after applying the Genre-based approach?

S3: I thought it was good. I have improved a lot by learning in this approach

R: Do you think that your skills in writing have improved?

S3: yes, my writing skills have improved and better

R: alright, Dok Aeaung. Thank you so much

S3: you're welcome teacher

#### Interview student no.4

R: good afternoon, what is our name?

S4: good afternoon, teacher. My name is Souphaphone

R: alright Souphaphone. May I interview you some questions?

S4: yes, of course teacher

R: okay, for the first question is what do you think about your learning writing? Did you enjoy it?

S4: I think learning writing was challenging and difficult, but I am enjoyed learning it

R: good, do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S4: yes, I think it appropriated with my ability and readiness to do so

R: great, do you think that the topics discussed are interesting and challenging?

S4: it was interesting and challenging

R: was it too difficult

S4: not really difficult teacher

R: good then, and do you think that the stages of the genre-based approach are beneficial to you? Why?

S4: learning by using this approach gave me lots of beneficial, I have learn more the structures of writing and the teacher was really focused on my writing and that made me more confident to write and not afraid of the mistakes

R: Are you satisfied with the materials given? Do they help you write more effectively?

S4: yes, I satisfied. It helps me a lot to write better and more effectively

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S4: I got more benefit from MOT and Joint constructions, because the teacher guided and joined to write and to correct my mistakes

R: and what about your grammar?

S4: I need to learn more, I think grammar is very important part of writing. I think we should focus and learn it more

R: so, if the teacher spend one and half hour only to teacher grammar, are you satisfied ?

S4: yes, teacher

R: are you not bored?

S4: it depends on the ways of teacher's teaching, but I think I am not bored

R: great, do you think that the grammar explored in this study is sufficient? Why?

S4: I think it was not really enough for me

R: alright, do you agree if it is said that "all activities done, the topics discussed, and the move from one stage to the others are always based on students' agreement and readiness to do so?

S4: yes, teacher. I agreed

R: good, and in terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S4: yes, I think it is allowed, because when I read the text, I gained more knowledge and the new things

R: What do you think about your writing skills after applying the Genre-based approach?

S4: my writing skills was a lot better than before after applied this approach

R: Do you think that your skills in writing have improved?

S4: yes, I have improved my writing

R: alright, thank you so much

S4: you are welcome teacher.

#### Interview student no. 5

R: good afternoon. What is your name?

S5: good afternoon teacher, my name is Lutdavanh

R: okay, Lutdavanh, can I interview you some questions?

S5: yes, of course teacher. You can

R: alright, the first question, what do you think about your learning writing?  
Did you enjoy it?

S5: I enjoyed leaning it, but my writing is not good

R: what is difficult for you?

S5: I don't know too much vocabulary. I can remember it

R: how do you practice to memory the vocabulary?

S5: eh, I usually learn and memorize by reading a dictionary

R: oh I see. The, did you try to use it?

S5: not often, because I don't know when I should use those words, and when I write a sentence or paragraph, I cannot think about the words

R: ah... from now on, if you get a new word, you should try to use it right away. It will make you memorize easier. That's my suggestion

S5: okay, thank you teacher

R: alright! So, the second question, do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S5: yes, I think it appropriate. Even some activities were too hard, but it was challenging

R: alright, do you think that the topics discussed are interesting and challenging?

S5: yes, very interesting and challenging

R: and do you think that the stages of the genre-based approach are beneficial to you? Why?

S5: Yes, it gave me a lot of benefits

R: why?

S5: because eh... the teacher taught in different way and the lesson was not only in the textbook, so I think I gain more knowledge

R: good, are you satisfied with the materials given? Do they help you write more effectively?

S5: yes, I am satisfied, and it helped me to write more effectively

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S5: eh... I can get more benefits from the Joint constructions and MOT. In this stage, the teacher helps to correct my writing and guided me to write. It made me more confident to write

R: What about your grammar?

S5: so difficult

R: Do you think that the grammar explored in this study is sufficient? Why?

S5: I think not really enough and I would like you to explain more and slowly

R: Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

S5: yes, I agreed

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S5: yes, I think so

R: What do you think about your writing skills after applying the Genre-based approach?

S5: I think it was a lot better than before

R: Do you think that your skills in writing have improved?

S5: yes I think my writing skills improved, but just a little bit

R: hahaha alright, thank you so much Lutdavanh

S5: you’re welcome teacher

#### Interview student no.6

R: good afternoon

S6: good afternoon

R: what is your name?

S6: my name is Khamkeng

R: okay, Khamkeng, can I interview you some questions?

S6: of course, you can

R: first question, what do you think about your learning writing? Did you enjoy it?

S6: I think my writing was better than before in terms of the structure since I already knew that to write a paragraph consists of three main parts, and I enjoyed learning it

R: great, do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S6: I think it appropriate with some students who were already good at English, but for some students who were not good, it was difficult and lack of the ability

R: alright, you think that the topics discussed are interesting and challenging?

S6: yes, it is interesting and challenging. I like the topic about chocolate

R: meaning that, you like the teacher provided the topic instead of thinking by yourself?

S6: yes, exactly. Because, it was difficult to think about the topic for writing

R: okay. So, do you think that the stages of the genre-based approach are beneficial to you? Why?

S6: I think so, because after learnt with you in six weeks, my writing is improved a lot. It gave me more benefits

R: great, and are you satisfied with the materials given? Do they help you write more effectively?

S6: really satisfied, because I love to learn something out of textbook and yes, it helped me to write more effectively

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S6: from MOT I can get benefit from the structure and the guideline that you have provided and Joint construction made me more confident because you get involved during my writing to correct my mistakes. For independent construction, I am not really got benefit

R: why?

S6: I don't know, I just feel that when I am write independently, or alone, I am always afraid of mistakes and have no idea, and then I don't want to write

R: ah, okay. What about your grammar?

S6: I don't like grammar

R: why?

S6: I feel bore when learning grammar

R: and do you think that the grammar explored in this study is sufficient? Why?

S6: I think for six meetings, it was not really sufficient, because it was a short time and I was not understand yet but the time was up

R: so you need more time to learn grammar?

S6: I think so

R: Do you agree if it is said that "all activities done, the topics discussed, and the move from one stage to the others are always based on students' agreement and readiness to do so?

S6: yes, I think so

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S6: yes, I think it was allowed me to examine and motivate me underlying the text

R: What do you think about your writing skills after applying the Genre-based approach?

S6: a lot better than before

R: and do you think that your skills in writing have improved?

S6: yes, I have improved my writing skills a lot

R: alright, thank you so much

S6: my pleasure

Interview student no.7

R: good afternoon, what is your name?

S7: good afternoon teacher, my name is Maly

R: okay Maly, may I ask you some questions?

S7: yes teacher

R: What do you think about your learning writing? Did you enjoy it?

S7: I think my writing is moderate but I did enjoyed learning it

R: Do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S7: I think so, because the activities and materials that you brought related with the lesson, and before doing those activities you already have been explained about the details. I think it appropriate with my readiness and ability

R: good, do you think that the topics discussed are interesting and challenging?

S7: yes, it is interesting and challenging for me

R: then, do you think that the stages of the genre-based approach are beneficial to you? Why?

S7: I got a lot benefits for this approach, because it was a new thing for me and I like to learn in this style

R: and are you satisfied with the materials given? Do they help you write more effectively?

S7: yes, I am satisfied and it helped me to write better

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S7: I think I have gained the idea to write, my writing is more coherent and cohesion

R: alright, what about your grammar?

S7: grammar is good, you explained it clearly and the activities also made me more understand

R: Do you think that the grammar explored in this study is sufficient? Why?

S7: I think is moderately sufficient, because only six meeting and we studied grammar only three times. So, I think is good enough

R: Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

S7: yes, I agree

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S7: yes, I think

R: What do you think about your writing skills after applying the Genre-based approach?

S7: I think my writing is better than before

R: Do you think that your skills in writing have improved?

S7: yes, my writing skills have improved a lot

R: okay, good. Thank you so much Maly

S7: you’re welcome teacher

#### Interview student no. 8

R: good afternoon, what is your name?

S8: my name is Vongduean

R: Vongduean, may I interview you some questions?

S8: yes, of course teacher

R: for the question number one, what do you think about your learning writing? Did you enjoy it?

S8: my writing is suck. I enjoyed learning it, but I am not good

R: why?

S8: I am afraid of making mistakes and I don’t know too much vocabularies

R: oh I see. And do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S8: some activities is appropriate but some are not appropriate with my ability, but i am always ready to do so

R: Do you think that the topics discussed are interesting and challenging?

S8: yes, it is interesting and challenging, but it is also difficult

R: where are difficulties in those topics?

S8: vocabularies and the grammar used

R: you mean that the vocabulary used in the texts are hard?

S8: yes, I don't understand and I cannot translate it

R: oh I see, I should explain more about vocabulary. And do you think that the stages of the genre-based approach are beneficial to you? Why?

S8: yes, because ... I can see that I can write better than before

R: Are you satisfied with the materials given? Do they help you write more effectively?

S8: yes, I am satisfied

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S8: I can write better

R: ah... alright. So, what about your grammar?

S8: grammar is hard. I need more time to learn

R: Do you think that the grammar explored in this study is sufficient? Why?

S8: it is not really sufficient. I still don't understand some parts

R: which part?

S8: gerund forms

R: do you need more exercise or explanation?

S8: both of them

R: okay. Do you agree if it is said that "all activities done, the topics discussed, and the move from one stage to the others are always based on students' agreement and readiness to do so?"

S8: yes, I do agree

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S8: yes, I think

R: What do you think about your writing skills after applying the Genre-based approach?

S8: after applied this approach, my writing is better

R: Do you think that your skills in writing have improved?

S8: yes, I have improved my writing skills

R: alright, thank you so much

S8: my pleasure

#### Interview student no. 9

R: Good afternoon

S9: Good afternoon, teacher

R: what is your name?

S9: my name is Xokxay

R: alright, Xokxay. I would like to interview you some question related with the instruction that have been done in six meetings.

S9: yes, teacher.

R: for the first question, what do you think about your learning writing? Did you enjoy it?

S9: yes, teacher. I did enjoy learning it

R: and do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S9: I think some activities are not appropriate with me, because it is too difficult

R: which one do you think that difficult? Is that Grammar?

S9: yes, the grammar and also complete the text, I don't know much vocabulary

R: alright, and do you think that the topics discussed are interesting and challenging?

S9: I think it is challenging and interesting

R: Do you think that the stages of the genre-based approach are beneficial to you? Why?

S9: Yes, it gave me a lot of benefits

R: is it helped you to improve your writing?

S9: yes, teacher it helped me a lot

R: seriously?

S9: yeah, yeah.

R: alright, are you satisfied with the materials given? Do they help you write more effectively?

S9: I am really satisfied

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S9: I think I get a lot benefit from Modeling and Joint construction, because the teacher get involved when I am writing I can ask the words or phrases, the teacher helps me to write in the correct grammar. It made me can write better and more effectively.

R: oh good, what about your grammar?

S9: I have been understood enough.

R: how about the Forming of gerund?

S9: yes, more understand

R: Good, do you think that the grammar explored in this study is sufficient? Why?

S9: Yes, I think it was sufficient. Because the teacher took from another book and internet not only followed the textbook. It was interesting and exciting.

R: Great, Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to the others are always based on students’ agreement and readiness to do so?

S9: Yes, I agree,

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S9: Yes, I think

R: What do you think about your writing skills after applying the Genre-based approach?

S9: I think my writing skill was little bit better than before in terms of the structure, it was more coherent.

R: Do you think that your skills in writing have improved?

S9: yes, improved, but just a little bit

R: alright. Thank you so much

S9: you're welcome

#### Interview student no.10

R: good afternoon, what is your name?

S10: good afternoon, teacher. My name is Viengdala

R: okay, Viengdala. I would like to interview you some questions, are you ready?

S10: yes, I am ready teacher

R: the first question, what do you think about your learning writing? Did you enjoy it?

S10: yes, I enjoyed it

R: alright, and do you think that all activities and materials used in the class are appropriate with your ability and readiness to do so?

S10: I think it was appropriate with my ability, but some activities were quite difficult to do so

R: good, do you think that the topics discussed are interesting and challenging?

S10: I am very interesting and challenging with all topics that have been discussed

R: Do you think that the stages of the genre-based approach are beneficial to you? Why?

S10: I have got a lot of beneficial from your teaching, I have learnt the new things and I understood more the context and the structure of writing

R: great, and are you satisfied with the materials given? Do they help you write more effectively?

S10: yes, teacher. I am satisfied and it helped me a lot for improving my writing

R: What about *Modelling, joint constructions and independent constructions*? What benefits do you think you can get from this stage?

S10: I can get more benefits from the Joint constructions. In this stage, the teacher helps to correct my writing and it made me more confident to write

R: and what about your grammar?

S10: for grammar, I think the teacher should explain more in Lao, because sometimes I cannot followed the lesson because I don't understood and lost

R: oh okay, so for grammar I should use Lao language a little bit more. And do you think that the grammar explored in this study is sufficient? Why?

S10: it is not really that enough, I still need more activities and explanattion

R: Do you agree if it is said that "all activities done, the topics discussed, and the move from one stage to the others are always based on students' agreement and readiness to do so?

S10: yes, I agreed.

R: In terms of critical thinking, do you think that the MOT stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

S10: yes, it allowed me to learn new things and motivated me to get some ideas to write

R: What do you think about your writing skills after applying the Genre-based approach?

S10: I have improved a lot by learning in this approach

R: Do you think that your skills in writing have improved?

S10: yes, my writing skills have improved and better

R: alright, Viengdala. Thank you so much

S10: you're welcome teacher

**Appendix E: Students' writing performance in cycle I and cycle II**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Accountant.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NO. _____           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DATE ____/____/____ |
| <p>Hi, my name is Viengdala SOYSOUTTA.</p> <p>In the future I would like to be an accountant. The qualities I have that make this career good for me are that I love math. Math is my favorite subject. Also, I have good writing skills. The last quality I have is that I can multiply, divide, add, and subtract easily. This is a good career for me because I like doing different things every day.</p> <p>I think accountants will be very useful because people might want to know how they are handling their money. Also, in the future we need accountants so they can help people with their taxes or a business with their revenues, costs, and trends.</p> |                     |

Level: advanced

Miss Lathdavanh Inthisane English 1

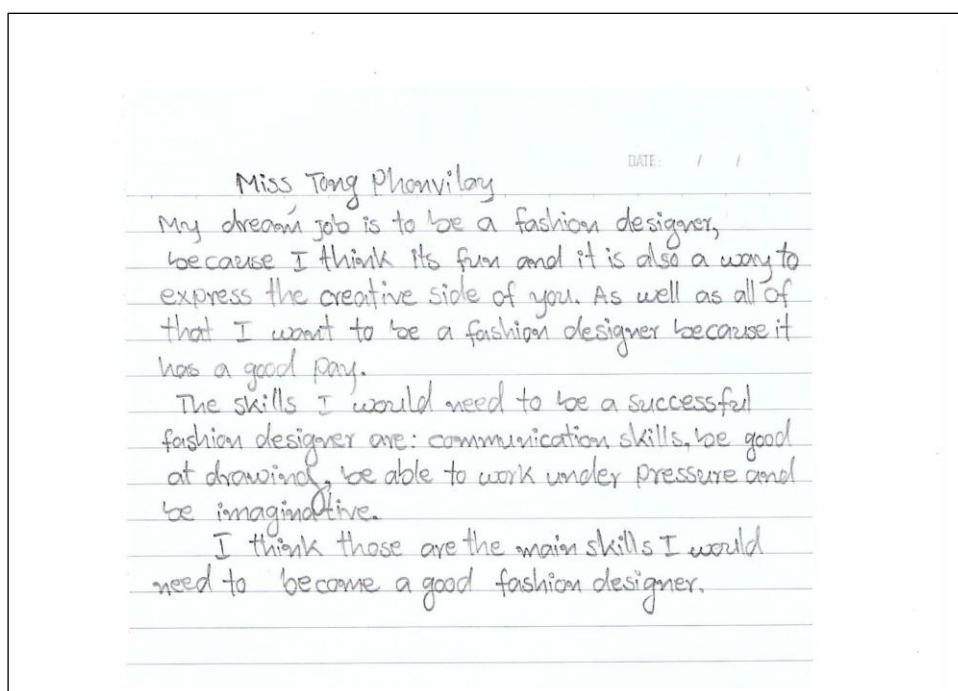
### A doctor

The doctor is an impressive job and important. In my feeling I think to be a doctor is challenging and sacrifice. Because a doctor have to meet many kind of patient and it is a scary situation such as giving birth and death of many people. In my opinion I like to be a doctor in order to help other people by curing their disease and they can live healthy life.

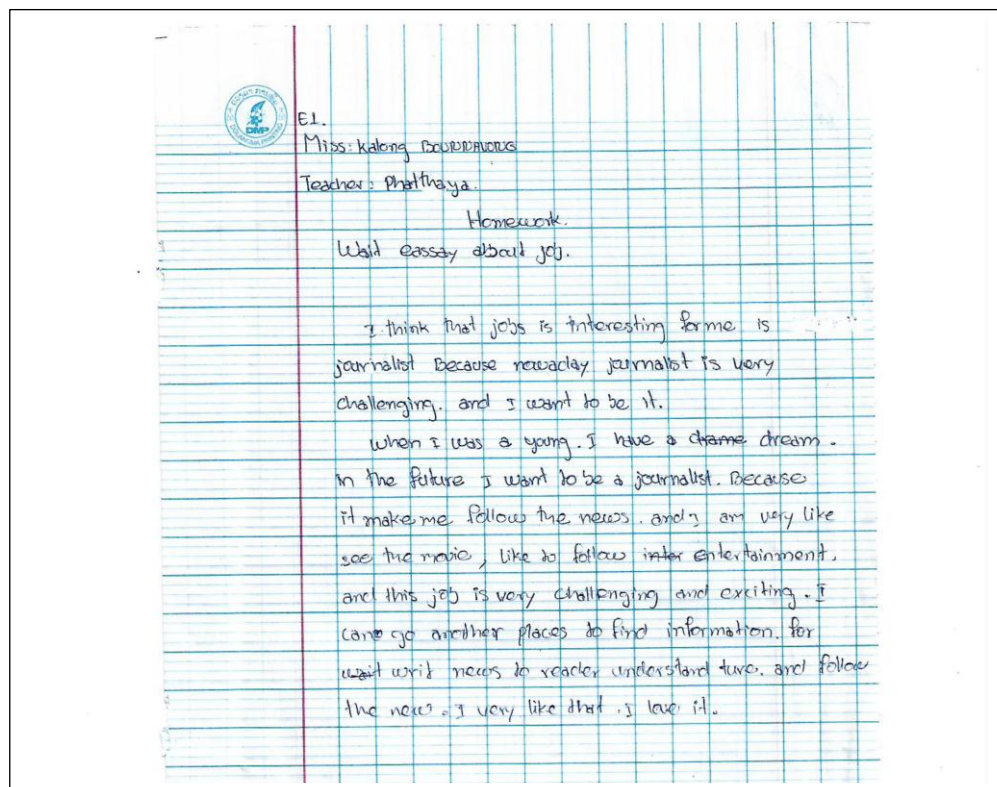
### A teacher.

The teacher is very important job for me, Because I like dream to be a teacher. when I was child the reason that. I want to be a teacher because teaching is the way to gain people knowledge by means of using skills and technique to train for knowledge to people in order to develop the country prosperity in the future.

Level: proficient

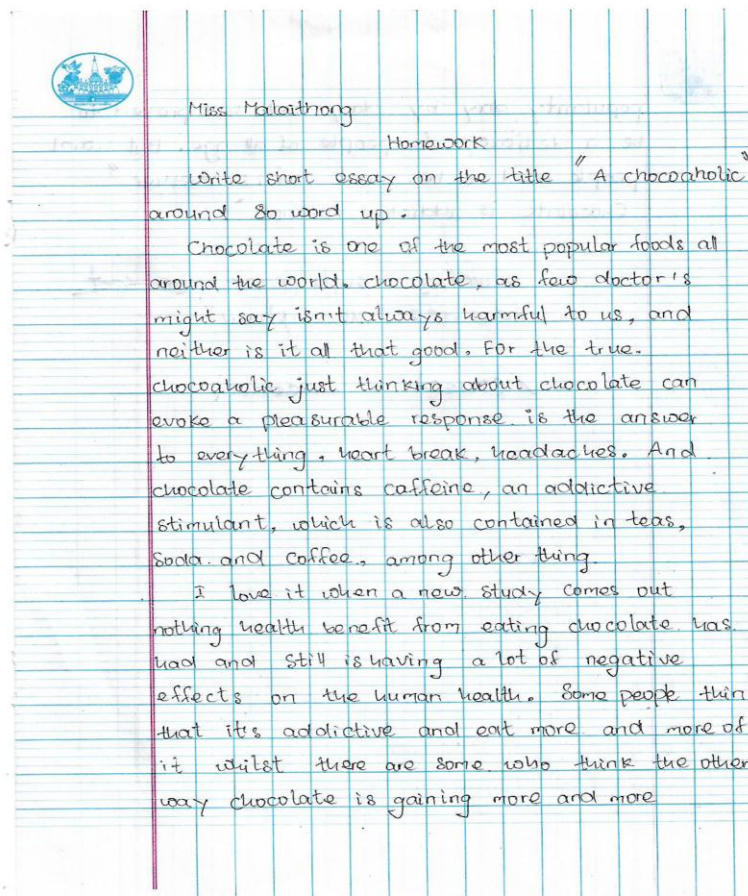


Level: basic



Level: low basic

## Students' writing performance in Cycle II



Level: advanced

SUBJECT: Miss. DOKKEO SOMPHANTHABANUSOUK. NO.:

DATE: / /

### "chocoholics"

The opening of chocoholics is a god-send to anyone with a sweet-tooth or Loves may adores chocolate!. Every single item on Their menu screams chocolate and mind you. They don't hold back with The chocolate either from pancakes to crepes to Fondues and waffles. They'll lather and bathe your order in it!. The little restaurant is a cosy and quaint spot located in Havelock (yet another win For anyone who goes to Ric). The ambience is ideal For sipping on a mug of hot chocolate and pouring over your books, or enjoying a sweet waffle, while tackling those pesky work deadlines or to merely enjoy a casual date.

moreover The wonderful smell of The sweet... batter being used to make a waffle, crepe or pancake, wafts in The air and That makes is even better. we didn't have to wait for too long either to start digging into The long awaited food because They brought it... over pretty fast. since The main star here was The chocolate, I should mention That The chocolate. They use is rich and you can definitely tell That it is of superior quality The quantity of Their portions are also just right I feel.

Level: proficient

Mr. Vongoleuan

chocoholic.

These days I feel that I am addicted in chocolate. if i didn't eating chocolate I feel myself not need anything. I only thinking of chocolate, but if i already ate chocolate I am not need any food too. While i addicte to chocolate, I am ~~to~~ quiet fat and strong health by eating chocolate, but when i without it I am very weak, some people told me it not good for your health, if you eat alot of chocolate, because it has some chemical in it. so I have to cut down the chocolate that i eat as soon as. but i haven't been cuting down~~e~~ in it.

Level: basic

reviewer 1 Sophavanh

reviewer 2 Aindon

correct

DATE

In correct

## Homework

"Chocoloholic"

write short essay on the title "Chocoloholic"

- eating

- use to with Gerund

- Incorrect order

name

I am Mr: Sengoung YUAKOR, I will write short essay about Chocoloholic. I will example for my friend: Each day, when he gets up in the morning he looked for eating chocolate, before having breakfast, after, he has breakfast, he must to getting for chocolate with his bag every day when he go to school.

I don't know a chocolate it's delicious or not, why he very like for eating too much, because every morning before eating breakfast he must to eating chocolate before he gets up on the bed, so his mother asked him, why do you like to eating chocolate more than rice? he answered for question his mother ask: I don't know but I feel bad when I'm not eating it.

Information these above I'm very sorry for writing the sentence and many words. Sometimes I'm using the words and writing mistake because this is understanding for baby.

Level: low basic

## Appendix F:

### THE COURSE GRID OF THE USE OF GENRE-BASED APPROACH INSTRUCTION TO IMPROVE STUDENTS' WRITING ABILITY FOR THE FIRST YEAR STUDENT AT DEPARTMENT OF FOREIGN LANGUAGES, NATIONAL UNIVERSITY OF LAOS

#### STANDARD COMPETENCE

4. Expressing the meaning of short functional text and in forms of narrative, descriptive, writing a letter to interact with the others involved paragraphs and essays writing in daily context.

#### BASIC COMPETENCE

4.2 Expressing the meaning and rhetorical steps in paragraphs and essays writing using accurate, fluent, and acceptable in order to performance written language coherence and cohesion in daily context in forms of narrative, descriptive, writing a letter interact with others involved paragraphs and essays.

| Cycle I                                                                    |                                                                                                                                                                                                                           |                                                                        |                                                                                                                                                                           |                                                                           |                     |                                                                                                             |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------|
| Unit/ topic                                                                | Indicators                                                                                                                                                                                                                | Learning materials                                                     | Teaching and learning activities                                                                                                                                          | Assessment                                                                | Time allocation     | Sources                                                                                                     |
| <b>Unit 4:</b><br>What's the point?<br>Starting and supporting a main idea | 1. Students are able think about the narrative topic according to what they have learned in the previous unit and tell the class<br>2. Students are able to provide some good supporting ideas to support their paragraph | 1. Textbook<br>2. Chart and pictures<br>3. Whiteboard<br>4. worksheets | <b>Pre-Teaching</b><br>1. The researcher proposes rules of conduct to the students.<br><b>BKOF</b><br>2. The researcher presents the step into writing and trains student | Student's writing works (Rubric for analyzing of students' writing works) | 180 minutes (2x90') | - Textbook: _____,(1999). Step into writing: A basic writing text. Department of English.<br><br>- Internet |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
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|  | <p>writing.</p> <ol style="list-style-type: none"> <li>Students are able to answer questions that follow the text correctly.</li> <li>Students are able to discuss about the topics with their group and give their opinion.</li> <li>Students are able to organize the idea in a paragraph and state their main idea or opinion and then tell the story to support.</li> <li>Students are able to recognize topic sentences and choose the supporting details in order to write a short essay.</li> <li>Students are able to use form of gerunds in order to create a short essay.</li> <li>Students are able to complete the sentences and to know the rules, functions and meanings of using gerunds</li> <li>Students are able to get to know the process of writing, such as the</li> </ol> |  | <p>thinking about the topic in narrative.</p> <ol style="list-style-type: none"> <li>Students investigate and discuss the topic.</li> <li>The researcher distributes a handout of materials.</li> <li>Students studies the words in the list.</li> <li>Students discuss about the paragraphs in the textbook.</li> <li>The researcher explains the input text to the students.</li> <li>The students and the researcher discuss the input text.</li> <li>Students discussed questions following the text.</li> </ol> <p><b>MOT</b></p> <ol style="list-style-type: none"> <li>Students organize the idea in a paragraph and stated their main idea or opinion and then tell the story to support.</li> <li>Students recognize topic sentences and chose the supporting</li> </ol> |  |  |  |
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|  | <p>writing draft, revising, editing and giving on their own.</p> |  | <p>details in order to write a short essay.</p> <p>12. Students use the forms of gerunds in order to create a short essay.</p> <p>13. Students complete the sentences and to know the rules, functions and meanings of using gerunds</p> <p>14. Students get to know the process of writing, such as the writing draft, revising, editing and giving on their own.</p> <p><b>JCOT</b></p> <p>15. The researcher leads the students to brainstorm ideas for their class text construction.</p> <p>16. Students write a short essay based on the topic and discuss their writing with the researcher as a teacher</p> <p>17. Students and the researcher interact</p> |  |  |  |
|--|------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

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|                                                                            |                                                                                                                                           |                                                                                  | <p>with each other to revise and edit the students' writing.</p> <p>18. The researcher helps students think about the topic and supporting main ideas.</p> <p>19. The researcher gives feedback on student's writing works.</p> <p><b>ICOT</b></p> <p>20. Students construct their own idea for their individual text construction based on the predetermined topic.</p> <p>21. Students develop the idea for their own topic individually.</p> <p><b>LTRT</b></p> <p>22. Students compare their short essay with a procedure text.</p> |                                                                       |                   |  |
| <p><b><u>Unit 5:</u></b><br/>What are they like?<br/>Describing people</p> | <p>1. Students are able to tell and describe something or some people that they know based on the key expression: what are they like?</p> | <p>1. Textbook<br/>2. Chart and pictures<br/>3. Whiteboard<br/>4. worksheets</p> | <p><b>Pre-Teaching</b></p> <p>1. The researcher proposes rules of conduct to the students.</p> <p>2. The researcher leads</p>                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Student's writing works<br/>(Rubric for analyzing of students'</p> | <p>90 minutes</p> |  |

|                                                                               |                                                                                                                                                                                                                                                                                                                                               |                                                                        |                                                                                                                                                                                                                                                                                               |                                                                              |             |                                                                                                                  |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------|
|                                                                               | 2. Students are able to describe the things and people by grouping the details, such as physical details like hair colors, height and etc.<br>3. Students are able to answer questions that follow the text correctly.<br>4. Students are able to describe and discuss to their partners and groups about the pictures that given by teacher. |                                                                        | the students playing the game names let's guessing.<br><br><b>BKOF</b><br>3. The researcher presents the step into writing and trains student to describe a thing.<br>4. Students investigate and discuss the topic.                                                                          | writing works)                                                               |             |                                                                                                                  |
| <b>Cycle II</b>                                                               |                                                                                                                                                                                                                                                                                                                                               |                                                                        |                                                                                                                                                                                                                                                                                               |                                                                              |             |                                                                                                                  |
| <b><u>Unit 5:</u></b><br>What are they like?<br>Describing people<br>(Count.) | 5. Students are able to use adjectives in order to describe the things and people.<br>6. Students are able to write a description of one of group members.<br>7. Students are able to organize the idea in a paragraph and state their main idea or opinion and then tell the story to support their descriptive writing.                     | 1. Textbook<br>2. Chart and pictures<br>3. Whiteboard<br>4. worksheets | <b>BKOF (Count.)</b><br>5. The researcher distributes a handout of materials.<br>6. Students studies the words in the list.<br>7. Students discuss about the descriptive paragraphs in the textbook.<br>8. The researcher explains the input text to the students.<br>9. The students and the | Student's writing works<br>(Rubric for analyzing of students' writing works) | 180 minutes | - Textbook:<br>- _____,(1999). Step into writing: A basic writing text. Department of English.<br><br>- Internet |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |
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|  | <p>8. Students are able to order of the adjective in a series to describe a noun.</p> <p>9. Students are able to learn more about the adjective and its rules and the ways to use.</p> <p>10. Students are able to complete the sentence by using the correct adjective.</p> <p>11. Students are able to get to know the process of writing, such as the writing draft, revising, editing and giving on their own.</p> |  | <p>researcher discuss the input text.</p> <p>10. Students discussed questions following the text.</p> <p><b>MOT</b></p> <p>11. Students organize the idea in a descriptive paragraph and stated their main idea or opinion and then tell the story to support.</p> <p>12. Students recognize topic sentences and grouping details in order to write a short essay.</p> <p>13. Students use adjectives in order to describe the things and people.</p> <p>14. Students order of the adjectives in a series to describe a noun.</p> <p>15. Students learn more about the adjective and its rules and the ways to use.</p> <p>16. Students complete the sentences by using the correct</p> |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

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|  |  |  | <p>adjectives.</p> <p><b>JCOT</b></p> <p>17. The researcher leads the students to brainstorm ideas for their class text construction.</p> <p>18. Students write a short essay based on the topic and discuss their writing with the researcher as a teacher</p> <p>19. Students and the researcher interact with each other to revise and edit the students' writing.</p> <p>20. The researcher helps students think about the topic and supporting main ideas.</p> <p>21. The researcher gives feedback on student's writing works.</p> <p><b>ICOT</b></p> <p>22. Students construct their own idea for their individual text construction based</p> |  |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

|  |  |  |                                                                                                                                                                              |  |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  |  | <p>on the predetermined topic.</p> <p>23. Students develop the idea for their own 226 individually.</p> <p>24. Students compare their short essay with a procedure text.</p> |  |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

## Appendix G:

### LESSON PLANS

#### Lesson Plan Cycle I

##### A. Identity of the lesson

University: National University of Laos

Subject: English

Unit: 4

Skill: writing

Text type: Narrative paragraph writing

Class/semester: 1E/2

Time: 90 minutes

##### B. Standard Competence

4. Expressing the meaning of short functional text and in forms of narrative, descriptive, writing a letter to interact with the others involved paragraphs and essays writing in daily context.

##### C. Basic Competence

4.2 Expressing the meaning and rhetorical steps in paragraphs and essays writing using accurate, fluent, and acceptable in order to performance written language coherence and cohesion in daily context in forms of narrative, descriptive, writing a letter interact with others involved paragraphs and essays.

##### D. Learning Objective

At the end of the lesson, students are expected to be able to write a narrative paragraph clearly, accurately and acceptably.

##### E. Indicators

- Students are able to think about the narrative topic according to what they have learned in the previous unit and tell the class
- Students are able to provide some good supporting ideas to support their paragraph writing.
- Students are able to answer questions that follow the text correctly.
- Students are able to discuss about the topics with their group and give their opinion.
- Students are able to organize the idea in a paragraph and state their main idea or opinion and then tell the story to support.
- Students are able to recognize topic sentences and choose the supporting details in order to write a short essay.
- Students are able to use form of gerunds in order to create a short essay.

- Students are able to complete the sentences and to know the rules, functions and meanings of using gerunds
- Students are able to get to know the process of writing, such as the writing draft, revising, editing and giving on their own.
- Students are able to write a narrative in pair and individually

## F. Learning Method

Genre-based approach

## G. Learning Materials

1. **Topic:** What's the point? Stating and supporting main idea
2. **Input text:** a narrative writing
3. **Key vocabulary:** main idea, supporting details, organizing, thinking about topic and etc.
4. **Key structure:** gerunds as subject, present and past tenses, singular and plural nouns, preposition of place pronouns and possessive pronouns

## H. Learning Activities

| Phase                                            | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-teaching                                     | <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Taking the roll</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| BKOF<br>(Building Knowledge of the Field)        | <ul style="list-style-type: none"> <li>- The researcher presents the step into writing and trains student thinking about the topic in narrative.</li> <li>- Students investigate and discuss the topic.</li> <li>- The researcher distributes a handout of materials.</li> <li>- Students studies the words in the list.</li> <li>- Students discuss about the paragraphs in the textbook.</li> <li>- The researcher explains the input text to the students.</li> <li>- The students and the researcher discuss the input text.</li> <li>- Students discussed questions following the text.</li> </ul>        |
| MOT<br>(Modeling and Deconstructing of the Text) | <ul style="list-style-type: none"> <li>- Students organize the idea in a paragraph and stated their main idea or opinion and then tell the story to support.</li> <li>- Students recognize topic sentences and chose the supporting details in order to write a short essay.</li> <li>- Students use the forms of gerunds in order to create a short essay.</li> <li>- Students complete the sentences and to know the rules, functions and meanings of using gerunds</li> <li>- Students get to know the process of writing, such as the writing draft, revising, editing and giving on their own.</li> </ul> |
| JCOT (Joint Construction)                        | <ul style="list-style-type: none"> <li>- The researcher leads the students to brainstorm ideas for their class text construction.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| of the Text)                                        | <ul style="list-style-type: none"> <li>- Students write a short essay based on the topic and discuss their writing with the researcher as a teacher</li> <li>- Students and the researcher interact with each other to revise and edit the students' writing.</li> <li>- The researcher helps students think about the topic and supporting main ideas.</li> <li>- The researcher gives feedback on student's writing works.</li> </ul> |
| ICOT<br>(Individual<br>Construction<br>of the Text) | <ul style="list-style-type: none"> <li>- Students construct their own idea for their individual text construction based on the predetermined topic.</li> <li>- Students develop the idea for their own topic individually.</li> </ul>                                                                                                                                                                                                   |
| LTRT (Linking<br>to Related<br>Text)                | <ul style="list-style-type: none"> <li>- Students compare their short essay with a procedure text.</li> </ul>                                                                                                                                                                                                                                                                                                                           |

#### I. Teaching Aids

- Textbook
- Chart and pictures
- Whiteboard
- Computer
- Worksheets

#### J. Resource

Textbook:\_\_\_\_,(1999). Step into writing: A basic writing text. Department of English.

#### K. Assessment

- Assessment type: performance-based
- Assessment rubric:

| - Level   | Content:                                                                                                                                                                                                                                                                                                                                                     | Conventions:                                                                                                                                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced: | <ul style="list-style-type: none"> <li>___ Beginning, middle, and end</li> <li>___ Includes: characters, setting, major events</li> <li>___ Maintains focus</li> <li>___ Uses different lengths and types of sentences</li> <li>___ Sentence order makes sense</li> <li>___ Uses descriptive language</li> <li>___ Demonstrates creative thinking</li> </ul> | <ul style="list-style-type: none"> <li>___ Spells all current benchmark words correctly</li> <li>___ Capital letters at the beginning of sentence and most proper nouns</li> <li>___ Uses ending marks most of the time</li> </ul> |
|           | <ul style="list-style-type: none"> <li>___ Beginning middle, end</li> <li>___ Includes: people, places, and things</li> <li>___ Uses simple sentences</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>___ Spells all current benchmark words correctly</li> <li>___ Capital letters at the</li> </ul>                                                                                             |

|              |                                                                                                                                                                     |                                                                                                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficient:  | <input type="checkbox"/> Maintains focus<br><input type="checkbox"/> Sentence order makes sense<br><input type="checkbox"/> Uses simple descriptive words and Verbs | beginning of sentences, names of people, and "I"<br><input type="checkbox"/> Uses ending marks most of the time                                                                                                 |
| Basic:       | <input type="checkbox"/> Writes a complete thought or sentence<br><input type="checkbox"/> Includes a single event or several events loosely linked                 | <input type="checkbox"/> Uses beginning and ending consonants well enough to be read<br><input type="checkbox"/> Leaves spaces between words<br><input type="checkbox"/> Writes left to right and top to bottom |
| Below Basic: | <input type="checkbox"/> Uses pictures and/or print to convey meaning<br><input type="checkbox"/> May add labels related to topic                                   | <input type="checkbox"/> Copies names and words<br><input type="checkbox"/> Represents whole words with 1, 2, or 3 letters                                                                                      |

- Sentence count: \_\_\_\_\_

- Word count: \_\_\_\_\_

*(Taken from: State College Area School District theory, 2013)*

Vientiane, 2018

English Teacher

Researcher

Chintana Phompukdee

Phatthaya Douangmala

NIM 16716259003

## Lesson Plan Cycle II

### A. Identity of the lesson

University: National University of Laos

Subject: English

Unite: 5

Skill: writing

Text type: descriptive paragraph writing

Class/semester: 1E/2

Time: 90 minutes

### B. Standard Competence

4. Expressing the meaning of short functional text and in forms of narrative, descriptive, writing a letter to interact with the others involved paragraphs and essays writing in daily context.

### C. Basic Competence

4.2 Expressing the meaning and rhetorical steps in paragraphs and essays writing using accurate, fluent, and acceptable in order to performance written language coherence and cohesion in daily context in forms of narrative, descriptive, writing a letter interact with others involved paragraphs and essays.

### D. Learning Objective

At the end of the lesson, students are expected to be able to write a narrative paragraph clearly, accurately and acceptably.

### E. Indicators

- Students are able to tell and describe something or some people that they know based on the key expression: what are they like?
- Students are able to describe the things and people by grouping the details, such as physical details like hair colors, height and etc.
- Students are able to answer questions that follow the text correctly.
- Students are able to describe and discuss to their partners and groups about the pictures that given by teacher.
- Students are able to use adjectives in order to describe the things and people.
- Students are able to write a description of one of group members.
- Students are able to organize the idea in a paragraph and state their main idea or opinion and then tell the story to support their descriptive writing.
- Students are able to order of the adjective in a series to describe a noun.
- Students are able to learn more about the adjective and its rules and the ways to use.
- Students are able to complete the sentence by using the correct adjective.

- Students are able to get to know the process of writing, such as the writing draft, revising, editing and giving on their own.

## F. Learning Method

Genre-based approach

## G. Learning Materials

5. **Topic:** what are they like? Describing people
6. **Input text:** descriptive paragraph
7. **Key vocabulary:** grouping details, main idea, supporting details, organizing, thinking about topic and etc.
8. **Key structure:** adjective in series, infinitives and gerunds to express like and dislike, present and past tenses, singular and plural nouns, preposition of place pronouns and possessive pronouns

## H. Learning Activities

| Phase                                         | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-teaching                                  | <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Call the roll</li> <li>- Review previous lesson</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| BKOF (Building Knowledge of the Field)        | <ul style="list-style-type: none"> <li>- The researcher presents the step into writing and trains student to describe a thing.</li> <li>- Students investigate and discuss the topic.</li> <li>- The researcher distributes a handout of materials.</li> <li>- Students studies the words in the list.</li> <li>- Students discuss about the descriptive paragraphs in the textbook.</li> <li>- The researcher explains the input text to the students.</li> <li>- The students and the researcher discuss the input text.</li> <li>- Students discussed questions following the text.</li> </ul>                    |
| MOT (Modeling and Deconstructing of the Text) | <ul style="list-style-type: none"> <li>- Students organize the idea in a descriptive paragraph and stated their main idea or opinion and then tell the story to support.</li> <li>- Students recognize topic sentences and grouping details in order to write a short essay.</li> <li>- Students use adjectives in order to describe the things and people.</li> <li>- Students order of the adjectives in a series to describe a noun.</li> <li>- Students learn more about the adjective and its rules and the ways to use.</li> <li>- Students complete the sentences by using the correct adjectives.</li> </ul> |
| JCOT (Joint Construction of                   | <ul style="list-style-type: none"> <li>- The researcher leads the students to brainstorm ideas for their class text construction.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the Text)                                  | <ul style="list-style-type: none"> <li>- Students write a short essay based on the topic and discuss their writing with the researcher as a teacher</li> <li>- Students and the researcher interact with each other to revise and edit the students' writing.</li> <li>- The researcher helps students think about the topic and supporting main ideas.</li> <li>- The researcher gives feedback on student's writing works.</li> </ul> |
| ICOT (Individual Construction of the Text) | <ul style="list-style-type: none"> <li>- Students construct their own idea for their individual text construction based on the predetermined topic.</li> <li>- Students develop the idea for their own topic individually.</li> </ul>                                                                                                                                                                                                   |
| LTRT (Linking to Related Text)             | <ul style="list-style-type: none"> <li>- Students compare their short essay with a procedure text.</li> </ul>                                                                                                                                                                                                                                                                                                                           |

### I. Teaching Aids

- Textbook
- Chart and pictures
- Whiteboard
- Computer
- Worksheets

### J. Resource

Textbook:\_\_\_\_,(1999). Step into writing: A basic writing text. Department of English.

### K. Assessment

- Assessment type: performance-based
- Assessment rubric:

| - Level     | Content:                                                                                                                                                                                                                                                                                                                                                     | Conventions:                                                                                                                                                                                                                       |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced:   | <ul style="list-style-type: none"> <li>___ Beginning, middle, and end</li> <li>___ Includes: characters, setting, major events</li> <li>___ Maintains focus</li> <li>___ Uses different lengths and types of sentences</li> <li>___ Sentence order makes sense</li> <li>___ Uses descriptive language</li> <li>___ Demonstrates creative thinking</li> </ul> | <ul style="list-style-type: none"> <li>___ Spells all current benchmark words correctly</li> <li>___ Capital letters at the beginning of sentence and most proper nouns</li> <li>___ Uses ending marks most of the time</li> </ul> |
| Proficient: | <ul style="list-style-type: none"> <li>___ Beginning middle, end</li> <li>___ Includes: people, places, and things</li> <li>___ Uses simple sentences</li> <li>___ Maintains focus</li> <li>___ Sentence order makes sense</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>___ Spells all current benchmark words correctly</li> <li>___ Capital letters at the beginning of sentences, names of people, and "I"</li> <li>___ Uses ending marks most</li> </ul>        |

|              |                                                                                                           |                                                                                                                                                  |
|--------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|              | ___ Uses simple descriptive words and Verbs                                                               | of the time                                                                                                                                      |
| Basic:       | ___ Writes a complete thought or sentence<br>___ Includes a single event or several events loosely linked | ___ Uses beginning and ending consonants well enough to be read<br>___ Leaves spaces between words<br>___ Writes left to right and top to bottom |
| Below Basic: | ___ Uses pictures and/or print to convey meaning<br>___ May add labels related to topic                   | ___ Copies names and words<br>___ Represents whole words with 1, 2, or 3 letters                                                                 |

- Sentence count: \_\_\_\_\_

- Word count: \_\_\_\_\_

*(Taken from: State College Area School District theory, 2013)*

Vientiane, 2018

English Teacher

Researcher

Chintana Phomphukdee

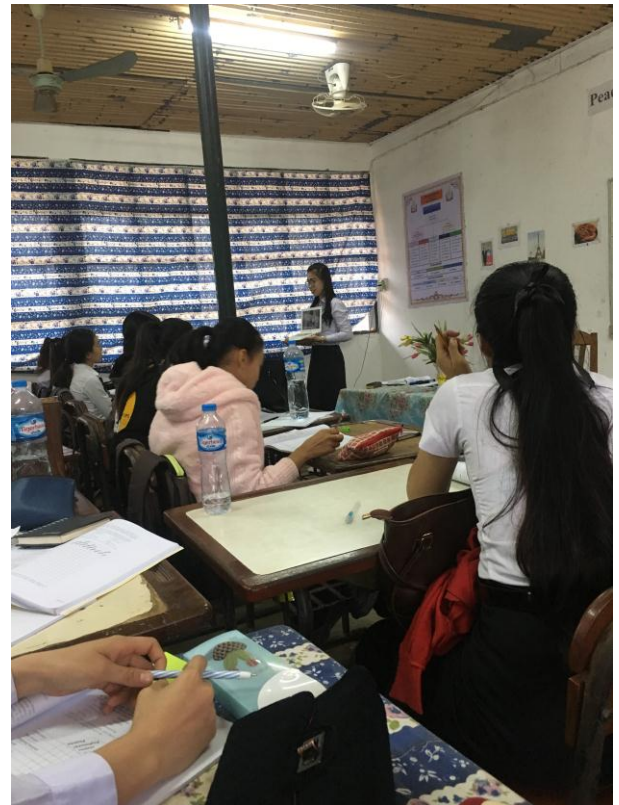
Phatthaya Douangmala

NIM 16716259003

## Appendix H: Photographs



The researcher was explaining in front of the class in terms of the particular features of narrative writing



The researcher was showing the pictures through the computer screen



The students were participated to answer the questions



The students were serious working on their tasks



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION  
YOGYAKARTA STATE UNIVERSITY

**GRADUATE SCHOOL**

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Phone (0274) 550835, 550836 Fax. (0274) 520326

Website: [pps.uny.ac.id](http://pps.uny.ac.id) Email: [pps@uny.ac.id](mailto:pps@uny.ac.id), [kerjasama\\_pasca@yahoo.com](mailto:kerjasama_pasca@yahoo.com)

Ref No : 758.../UN34.17/LT/2018  
Subject : Research Permit

Yogyakarta, 10. January 2018

Head  
Department of Foreign Languages  
Faculty of Education  
National University of Laos  
Laos

Dear Sir/Madam,

One of our master's students plans to do action research for her thesis in your department. In relation to that, we do hope that you can give the permission to:

Name : PHATTAYA DOUANGMALA  
Student Number : 16716259003  
Study Program : English Language Education

The action research is expected to be conducted in the following details:

Duration : January 2018  
Location : Laos  
Research Title : The Use of Genre-Based Approach Instruction for Improving Students' Ability in Writing Short-essay  
Supervisor : Dr. Agus Widyanoro, M.Pd.

We really appreciate your attention and cooperation and look forward to having the permit.



Dr. Sugito, M.A.  
Deputy Director for Academic Affairs

CC: Student



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
**PROGRAM PASCASARJANA**

Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

Nomor : 1633 /UN34.17/LT/2018

16 Januari 2018

Hal : Izin Validasi

Yth. Bapak/Ibu Basikin, Mphil., Ph.D.  
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Phathaya Douangmala

No. Mahasiswa : 16716259003

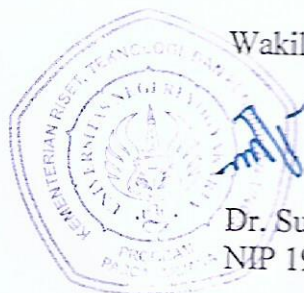
Prodi : Pendidikan Bahasa Inggris

Pembimbing : Dr. Agus Widyanoro

Judul : *The Use of Genre-Based approach Instruction for Improving Students' Ability in Writing Short Essay*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wakil Direktur I,



Dr. Sugito, M.A.  
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI

UNIVERSITAS NEGERI YOGYAKARTA

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Telepon (0274) 550836 pesawat 229, Fax (0274) 520326

Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Basikin, Mphil., Ph.D.  
Jabatan/Pekerjaan : Dosen Pendidikan Bahasa Inggris  
Instansi Asal : Universitas Negeri Yogyakarta

Menyatakan bahwa instrumen penelitian dengan judul:

*The Use of Genre-Based approach Instruction for Improving Students' Ability in Writing Short Essay*

dari mahasiswa:

Nama : Phathaya Douangmala  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 16716259003

(sudah siap/belum siap)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Interview questions sudah sesuai dengan alasan
2. Adaptasi sudah bagus dengan concept

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 16/01/2018

Validator,

Basikin Ph.D.

\*) coret yang tidak perlu



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

ຄະນະສຶກສາສາດ

ພາກວິຊາຄູພາສາຕ່າງປະເທດ

ເຖິງ: ອຸປະກຳວິຊາ

ເລື່ອງ: ມັກສິກສາປະສົມຕາຍຂໍລົງເກັບກຳຂໍ້ມູນ

ຂັ້ນ: ເຈົ້າ ອາຈາຍ ອຳ: ໒ ທ່ານ: ສາໂລ ລ່າກະນະກຸ ທີ່ພັກພາກວິຊາຄູພາສາຕ່າງປະເທດ  
ອະນຸຍາດໃຫ້ ນາງ ພັດທະນາ ຄວງມາລາ ມັກສິກສາປະສົມຕາຍ ຢູ່ມະຫາວິທະຍາໄລແຫ່ງ ເມືອງ ວຽງ  
ກາງ ປະເທດ ວິທະຍາໄລ ສາມາດ ມັກສິກສາປະສົມຕາຍ ຢູ່ມະຫາວິຊາຄູພາສາຕ່າງປະເທດ (ສາຂາພາສາ  
ອັງກິດ), ສ່ວນລາຍລະອຽດແມ່ນໃຫ້ຜູ້ກ່ຽວພັນພິມມາ ອາຈາຍ ປະກຳວິຊາ ຕື່ມ.

ດັ່ງນັ້ນ, ຈຶ່ງຮຽນສະເໜີມາຍັງທ່ານເພື່ອ

( ) ຂໍລາຍເຊັນ; ( ) ຂໍຄຳເຫັນ; ( ) ຂໍອະນຸມັດ; ( ) ຈັດຕັ້ງປະຕິບັດ; (x) ເພື່ອຊາບ; ( ) ເພື່ອພິຈາລະນາ

ວັນທີ 01/02/2018

ວ່າການຮອງພາກວິຊາຄູພາສາຕ່າງປະເທດ

ອຳ: ໒ ທ່ານ: ສາໂລ

Lao People's Democratic Republic

Peace, Independence, Democracy, Unity and Prosperity

Request for Permission to Conduct Research

Dear Sir/Madam,

My name is Phatthaya Douangmal, and I am an English Education student at Yogyakarta State University in Indonesia. I made this letter in order to ask a permission to conduct the data for supporting my Thesis as my Final research project for my Master's Degree. The research that I wish to conduct for my Master's Thesis involves "*The use of Genre-Based Approach Instruction to Improve Students' Ability in Writing Short-essays*". This research project will be conducted under the supervision of Dr. DRs. Agus Widyantoro M. Pd., a professor of Department of English Education, Yogyakarta State University, Indonesia.

I am hereby seeking your consent to collecting the data to support my research. The subject that I am asking a permission to conduct the data is one class of second year students at Department of Foreign Language, majoring in English, Faculty of Education.

I have provided you with a copy of my Thesis proposal which includes measure and consent an assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Yogyakarta State University.

Upon completion of the study, I undertake to provide the Department of Foreign Languages, Faculty of Education, National University of Laos with a bound copy of the full research report. If you require any further information please do not hesitate to contact me on phone number: +85620 5898 6827, and Email: [Phatthaya93@gmail.com](mailto:Phatthaya93@gmail.com). Thank you so much for your time and consideration this matter.

Yours sincerely,

Phatthaya

ວິທະຍາ

ຮຽນສຳນັກງານ  
ພະຍາຍາມ  
ສຳນັກງານ  
ປະທັບ  
29/1/18  
ຮຽນ.ປອ. ອາທິດອາທິດ  
ຮຽນ.ປອ. ອາທິດອາທິດ