Students' Response on Writing Descriptive Text Material Using Genre Based Approach

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ABSTRACT

The ability of writing narrative text is one of the skills that have to be mastered by students because writing is one of four basic skills in English. This research aims to identify students' response on developing writing descriptive text material using genre-based approach. The method of this research used research and development with the instruments – questionnaire and interview. Then the subject of the research is seventh grade students in one of junior high school in Cimahi. The result of this research is students' responses towards the material during a field test were categorized as very good with some notes to point out: the product assists students to learn to write descriptive text; the design and graphics of the product are visually appealing; and the product has met the students' own criteria for a good material. On the other hand, based on their own experience of using the product, they had obstacles in understanding the material. Thus, it was considered in revising the product to simplify the language and task instruction.

1. Introduction

Conducting an appropriate teaching and learning process can be assisted by a suitable teaching and learning material. Teaching materials and learning tools are considered as critical factors in determining curriculum implementation success (Andari et al., 2020). Teaching material facilitates students to understand better the knowledge and help them engage with the concept, so both teacher and students can achieve the learning goals. Moreover, implementing teaching materials in classroom activities promotes cognitive, emotional, and psychomotor improvement within students (Şentürk & Şimşek, 2021).

It is every educator's duty to select or even create appropriate and curriculum-aligned material that boosts students' enthusiasm to learn in the classroom. However, based on researcher's finding during pre-service teaching in one of junior high schools in Cimahi, the teacher uses a textbook and paper-based supplementary material without any illustrations or color. It consists of the main material and exercises without any interactive teaching approach. This leads to teacher-centered classroom activity and has less-varied students' learning activity. Furthermore, according to findings in Kodriyah et al. (2018), textbook is the most preferred material to be used in the classroom by teachers. However, Surtikanti (2020) evaluated an English textbook "When English Rings a Bell" for seventh grade students and the result shows that in the textbook, all the four English skills are not covered well, namely reading and writing so it is recommended to use supplementary material to get varied materials. Thus, it is necessary for the teacher to not rely on textbook and develop a suitable teaching material to motivate student in learning and help them engage with the subject.

Teaching language, as much as any good teaching, needs to be accompanied by teaching material. In this global era, English language has the important role in the fast-paced development

in many fields such as science, business, education, technology, politics, social science, etc. There are many people who are eager to learn English language as their second or foreign language. Basically, there are four basic skills in learning English: Listening, Speaking, Reading, Writing (Aydoğan & Akbarov, 2014).

Writing abilities offers systematic instructions to build fundamental skills that students will need to become successful writers, such as grammar, sentence structure, paragraph writing, mechanics and usage, and transcription (Juniati & Huda, 2020). In terms of foreign language, writing is considered as the most challenging yet important skill in to be learned. In the research finding conducted by Alisha et al. (2019), the majority of EFL students' writing problems are challenges in sharing and organizing ideas, forming a good sentence, and utilizing grammar. Based on the preliminary study in one of junior high schools in Cimahi, the teacher notices that students have a very limited vocabulary and constantly produce grammar mistakes in writing. Therefore, writing practice activity in the class should be focused on vocabulary empowerment, proper sentence formulation, and students' ideas organization.

In Indonesia's school, there are numerous kinds of texts that should be learned as the material in junior high school. For the seventh graders, students do not only comprehend the text meaning but also language feature or grammar. Generally, there are twelve text genres in English – procedure, recount, narrative, description, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. In this research, the researcher limits the study to descriptive text as the problem found in the school.   Saraswati et al. (2018) stated that descriptive text is type of writing which deals with the senses; how something looks, feels smells, tastes, and/or sounds. Writing descriptive text requires students' details in expressing their sense of something and presents it in a proper form of writing.

According to problems that rise above, this research identifies students' response on writing descriptive text materials using genre based approach. Hammond & Derewianka (2001) stated that genre pedagogy includes activity whereas students are assisted in identifying grammatical patterns that characterize the specific genre. Genre based approach primarily purposes to formulate language to be used in a certain setting so it focuses activity for students to compose a certain type of text in a proper language form while constructing ideas into a piece of writing. In the previous research conducted by Sinaga & Fitriyani (2019) aimed to develop appropriate English writing materials for narrative text using Genre-Based Approach by employed a Research and Development (R&D) design. The researchers designed the new materials that validated by experts. The results of validation showed 91.6% from English lecturer and 80% from English teacher. It indicates that developing writing materials using Genre-Based Approach in the research were categorized as "relevant" for the students.

According to Byrne (1984:28) in Irawansyah (2016), GBA (Genre Based Approach) is defined as a framework for language teaching based on example of particular genre. Initially, in the early times of genre-based approach implementation in language teaching, GBA also initiated based on features in systemic functional linguistics theory by Halliday in Australia that provide a framework for analyzing the organization, development, and cohesion of texts used among in a wide variety of contexts (Hammond & Derewianka, 2001). In learning text, Haryanti & Sari (2019) stated that Genre Based Approach (GBA) is an approach which guides students to comprehend the social function and language features of every kinds of text. The genre-based approach is very beneficial in the classroom since this approach assists teachers and students work with the whole text and understand how language is used for an actual purpose (Pham & Bui, 2021). Classroom activity that demonstrates genre-based approach tends to emphasize on how language is used in real life based on particular setting. Thus, learning to write a text through GBA provides the communicative function by putting attention to relevancy in choosing terms, concept, or mood according to certain genre.

From the explanation above, the researcher focuses on students' response in writing decriptive text using genre based approach. This research aims to identify students' understanding after they are given a treatment how to write a descriptive text using genre based approach because students find difficulty before they study with the technique applied by the researcher.

2. Method

When conducting the research, the researcher made a plan of activities related to the process of the research. Gall et al. (2003) stated that it is best to undertake small-scale R&D project that involves a limited amount of instructional design to conduct research for a thesis or dissertation. Thus, this research implements a small scale R&D model design in Gall et al. (2003).

1) Information Collection and Literature Review

   As a starting point, identifying a problem that is encountered in the field is a beginning the research. This step involves activity of analyzing some problem and lacks related to teaching material in field, conducting literature study related to the existing relevant curriculum materials, and reviewing literature of some variables in the research.

2) Plan Product Objectives

   This process consists of planning of product objective. The contents of product are adjusted to the result of information collection. Contents of product are also organized in course grid.

3) Develop Preliminary Form of Product

   The final goal of this stage is to create a preliminary product design according to the course grid and gathered information. Design validation also needs to be done in order to assess whether the preliminary product design is eligible before the trial test in field.

4) Field Test of Preliminary Form of Product

   Field test or trial test of preliminary form of product is conducted to the smaller scale of participants.

5) Revise the Preliminary Form of Product based on the Field Test results

   Researcher's obstacles, students' and teacher's responses are the data to consider in revising the product. A goal of this stage is to create a product that is more preferable to be used in large scale of participant.

6) Conduct Main Field Test of the Revised Product

   The revised product was applied in real class condition for a wider scope of participants.

The research instrument is a data collection tool that acts as a mechanism for gathering information about the concept or attribute(s) of interest (Roberts & Stone, 2003). Instrument holds a vital role in conducting research. To obtain a dependable data, this research used Questionnaires and interview. The students were asked their suggestion and feedback of the material based on their experience using the product. Subject of the research is seventh grade students in one of junior high school in Cimahi.

To analyze the data for students' and teacher's response was determined by the average score by the experts with a predetermined score of 1-5 from Likert scale which is shown in the table below.

Table 1 Students' Response Categories

Category	Score
Very Good	5
Good	4
Neutral	3
Sufficient	2
Bad	1

To calculate the students' responses, this research uses the formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

P   = Percentage of Value

$\sum X$ = Total of gained score by respondents

$\sum Xi$ = Total of maximum score   (Sugiyono, 2011)

The percentage of value gained from students' response is categorized to the criteria.

Table 2 Students' Response Criteria

Percentage (%)	Criteria
0-20	Very Bad
21-40	Bad
41-60	Sufficient
61-80	Good
81-100	Very Good

2.1   Materials Development

Interesting and innovative teaching materials are highly important to create and have become a demand for all teachers, and they make a significant contribution to the success of the learning process (Sabrina et al., 2017). This leads to the duty of teachers to consecutively develop teaching materials. According to (Tomlinson, 2013) materials development is both a field of study and a practical undertaking. As field it studies the principles and procedures of the language teaching materials design, enactment, and evaluation. As an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for use in their classroom, besides by material writers for commercial or distribution. In executing a material development, Nunan (1988) creates the six basic principles underlying language teaching material development and implementation.

Principle 1: Materials should be clearly linked to the curriculum they serve. The material concept and contents should be relevant to the recent curriculum. The text input should be related with object description; therefore, the material consists of the language features underlying the descriptive text.

Principle 2: Materials should be authentic in terms of text and task. Learning will be enhanced if students are compelled to listen and read language that is identical to what they would encounter outside of the classroom (Nunan, 1988). Rao (2019) implies that authentic materials provide very good resources to expose the communicative function of language in the real-life and out-of-classroom contexts. Such as newspaper, magazine article, literature, internet materials. Thus, incorporating authentic text and tasks into a material may be viewed as providing students with exposure to how language is actually used in the real world.

Principle 3: Materials should stimulate interaction. Unlike the teacher-centered teaching, materials should promote students' interaction. This could be done by group works, pairing tasks, peer-review, or jigsaw. Thus, material designer is expected to consider an interactive learning approach to be implemented in the material and activity.

Principle 4: Materials should allow learners to focus on formal aspects of language. Although a concentrate in materials design will be on relevant features of language usage, learners should be able to engage on language form. For instance, revise process in writing stages can be done by correcting grammar or language structure according to teacher's or peer's comment.

Principle 5: Materials should encourage learners to develop learning skills and skills in learning. The developed materials should promise learner's long-term skill learning process. Rini (2001) stated that materials should enable students to enhance their drive to learn and develop their own basic knowledge in order to make continued progress.

Principle 6: Materials should encourage learners to apply their developing language skills to the world beyond the classroom. Finally, material designers should aware about how materials should promote students in implementing language to be used outside the classroom, in their life.

The development of learning material using genre-based approach is narrative text. Descriptive text contains about description about a particular object. The writer of descriptive text portrays a word-picture of people, places, objects, using a careful selection of details to evoke the reader's imagination and impression about what is described (Nurlaila, 2013; Wyrick, 1987). Descriptive text is constructed from its generic structures, identification and description (Gerot & Wignell, 1994; Mayekti et al., 2022). Identification appears in the beginning of text that identifies the phenomenon will be described, followed by description as the part of the text that describes the characteristics or quality about the object. Watkins & Knapp (2005) mentioned some of language features of personal describing text, such as simple present tense, relational verbs, action verbs, mental verbs, adjectives, adverbs. However, Wardiman, et al. (2008) as cited in Mendale et al. (2019) simplified the language features that should be learned in descriptive text for seventh grade students, namely; specific participant, adjective, adverb, action verb and simple present.
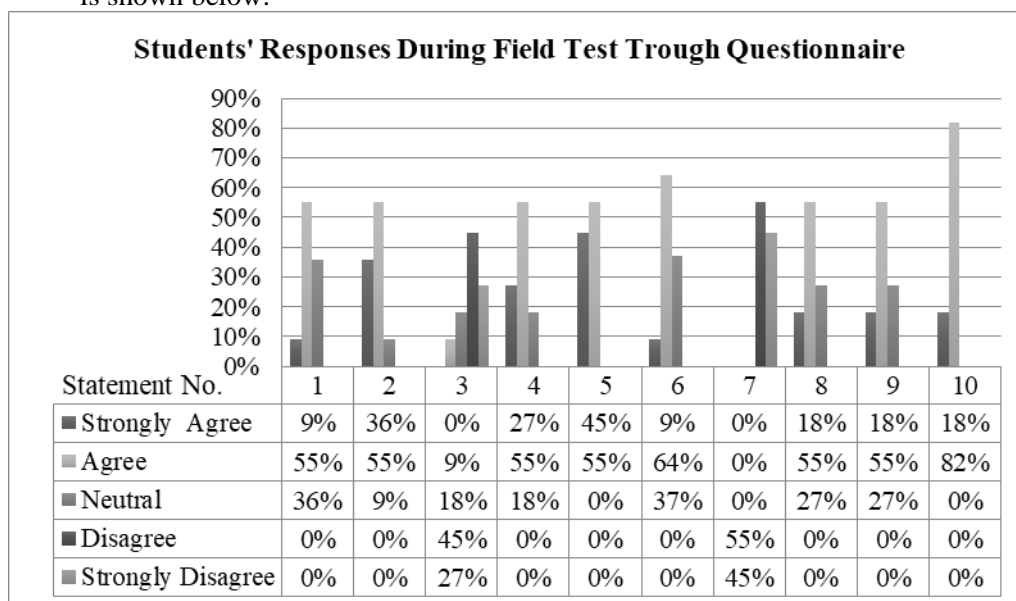
3. Result and Discussion

Two instruments were given to investigate the responses towards the material during both the field test and the main field test. For students' responses, the instruments are questionnaire and interview.

a) **Students' Responses Towards the Material During Field Test**
    The data presentation of students' responses is divided based on the instruments, questionnaire and interview.

(1) Students' Responses Through Questionnaire
    The questionnaire was given to eleven students. It consists of close-ended statements and open-ended question. The data display of the questionnaire results is shown below.

Students' Responses During Field Test Trough Questionnaire

Statement No.	1	2	3	4	5	6	7	8	9	10
Strongly Agree	9%	36%	0%	27%	45%	9%	0%	18%	18%	18%
Agree	55%	55%	9%	55%	55%	64%	0%	55%	55%	82%
Neutral	36%	9%	18%	18%	0%	37%	0%	27%	27%	0%
Disagree	0%	0%	45%	0%	0%	0%	55%	0%	0%	0%
Strongly Disagree	0%	0%	27%	0%	0%	0%	45%	0%	0%	0%

Graph 3.1 Students' Responses During Field Test Trough Questionnaire

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For the clearer data presentation of questionnaire result, the table below shows results from questionnaire:

Table 1 Questionnaire Result of Students' Responses during Field Test

Statement	Gained Score	Max. Score	Percentage of Value	Criteria
1. The appearance and design of the "Writing Descriptive Text with Genre" teaching material is attractive.	41	55	75%	Good
2. The pictures in the "Writing Descriptive Text with Genre" teaching materials help students understand the material.	47	55	85%	Very Good
3. The font, size and thickness of the writing are difficult to read clearly.	43	55	78%	Good
4. The sequence of learning activities is clear and can be followed.	45	55	82%	Very Good
5. The material presented in "Writing Descriptive Text with Genre" can help students learn to write descriptive text.	49	55	89%	Very Good
6. There are clear instructions for working on exercise in the "Writing Descriptive Text with Genre" teaching material.	42	55	76%	Good
7. The practice questions are not in accordance with the material presented in the "Writing Descriptive Text with Genre" teaching material.	49	55	89%	Very Good
8. Learning activities in the teaching material "Writing Descriptive Text with Genre" help students to exercise in writing descriptive text.	46	55	84%	Very Good
9. The use of teaching materials "Writing Descriptive Text with Genre" supports learning both guided and independent.	43	55	78%	Good
10. The teaching material "Writing Descriptive Text with Genre" is easy and practical to use.	46	55	84%	Very Good
Total/Average	451	550	82%	Very Good

The explanation from both data display is described as follow:

Statement 1: The appearance and design of the "Writing Descriptive Text with Genre" teaching material is attractive.
The first statement investigates the appearance of the material with the result: 9% strongly agree, 55% agree, and 36% neutral. The percentage of value from the first statement is 72% and categorized as good. It shows that the response of the students related to the appearance and design is good.

Statement 2: The pictures in the "Writing Descriptive Text with Genre" teaching materials help students understand the material.
The second statement is related to the illustration function of the material with the result: 36% strongly agree, 55% agree, and 9% neutral. The percentage of value from the statement is 85% and categorized as very good. It shows that the illustration highly helps students to understand the topic, descriptive text.

Statement 3: The font, size and thickness of the writing are difficult to read clearly.
The third statement is about the readability of the material with the result: 9% agree, 18% neutral, 45% disagree & and 27% strongly disagree. The percentage of value from the statement was 78% and categorized as good. It indicates that the material is easy and clear to read.

Statement 4: The sequence of learning activities is clear and can be followed.
The fourth statement investigates the adequacy of activity sequences of the material with the result: 27% strongly agree, 55% agree, and 18% neutral. The percentage of value from the statement is 82% and categorized as very good. It indicates that the sequence of activity is highly able for students to follow.

Statement 5: The material presented in "Writing Descriptive Text with Genre" can help students learn to write descriptive text.
The fifth statement is related to the comprehension ability of the material with the result: 45% strongly agree and 55% agree. The percentage of value from the statement is 89% and categorized as very good. It shows that the material highly help student to understand and learn to write descriptive text.

Statement 6: There are clear instructions for working on exercise in the "Writing Descriptive Text with Genre" teaching material.
The sixth statement investigates the clarity of task instruction in the material with the result: 9% strongly agree, 64% agree, and 37% neutral. The percentage of value from the statement is 76% and categorized as good. It implies that the instruction in the material is easy to understand by the students.

Statement 7: The practice questions are not in accordance with the material presented in the "Writing Descriptive Text with Genre" material.
The seventh statement is related the relevancy between students' activity and material content with the result: 55% disagree and 45% strongly disagree. The percentage of value from the statement is 89% and categorized as very good. It shows that the students' activity and exercise are in accordance and relevant to each other.

Statement 8: Learning activities in the material "Writing Descriptive Text with Genre" help students to exercise in writing descriptive text.
The eighth statement investigates the skill build ability of the material with the result: 18% strongly agree, 55% agree, and 27% neutral. The percentage of value from the statement is 84% and categorized as very good. It shows that the students are highly helped by the material to build their skill in writing descriptive text.

Statement 9: The use of materials "Writing Descriptive Text with Genre" supports learning both guided and independent.
The ninth statement is related to the learning flexibility with the results: 18% strongly agree, 55% agree, and 27% neutral. The percentage of value from the statement is 84% and categorized as very good. It reveals that the students highly able to use the material both with teacher guidance and independent learning.

Statement 10: The teaching material "Writing Descriptive Text with Genre" is easy and practical to use.

The tenth statement is about the material practicality with the result: 18% strongly agree, and 82% agree. The percentage of value from the statement is 84% and categorized as very good. It shows that the students are in their ease in using the material.

The questionnaire consists of one last open-ended question "What are your impressions while using the "Writing Descriptive Text with Genre" material?" The responses of this question were displayed in the graph below.
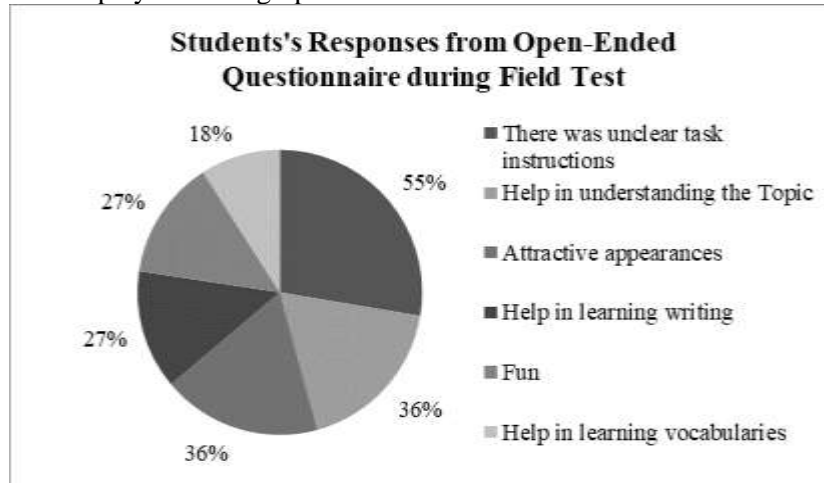
Graph 3.2 Students' Responses of Open-Ended Questionnaire during Field Test

Based on the graph above, it reveals six points of students' responses after using the product. First, 55% percent of student complained that the product has unclear task instruction. There were some unfamiliar words contained in activity instruction in the product. Second, 36% of students responded that the product helps them to understand the topic. Third, 36% of students answered that the product has an attractive appearance, included of product design, illustrations, and images. Fourth, 27% of students responded that the product assists them in learning writing. Fifth, 27% of the students experienced fun learning when using the product. This indicates that the product engages the students to learn by its various activities. Sixth, 18% percent of students answered that the material helps them learn and discover new word in English or the other word, it helps them to learn vocabularies.

From the data above, it showed the major response of the open-ended questionnaire is when students experiences difficulty in understanding some exercise instruction. Thus, this result was considered to be a note to revise the product. The data result of the questionnaire was analyzed by a percentage of value and categorized based on the criteria. The gained score of the questionnaire is 451 out of 550 (the maximum score). The total percentage of value is 82% and categorized as very good. It can be concluded that the students' responses towards the material "Writing Descriptive Text with Genre" during the field test are very good.

(2) Students' Responses through Interview

The interview was conducted to two students. One with high competence in English and one with mid competence in English. The transcripts of the interview are presented then described afterwards.

(a) Students' impressions after using the product

Table 2 Students' Field Test Interview Transcript Question no. 1

No.	Questions	Responses	
		Student 1	Student 2

1.	After using the material "Writing Descriptive Text With Genre", what is your impression about the material?	It was fun even though the instruction is not clear sometimes. For the appearance, based on my preference the cover is too formal, but the content is good though.	The material is clear and it helps me to understand the topic. It is also visually appeal.

Based on the responses, the product left a vary impressions from the students. The positive side indicates that the students experienced fun learning. The good content and clarity of the material supports them to engage with the topic. The product also visually appeals. However, on the other side, some activity instructions are not clear for students to follow, and the cover looked too formal.

(b) The product has closely met student's preference of a good material.
Table 3 Students' Field Test Interview Transcript Question no. 2-3

No.	Questions	Responses	
		Student 1	Student 2
2.	What is your ideal material that you can use for learning English?	The one that is brief, clear and to the point. Colorful and complete explanation.	The one that help me to understand the material. Includes illustration and not monotonous.
3.	Has the "Writing Descriptive Text With Genre" met with your criteria of a good material? How?	Yes it is like I mentioned before. But it needs some improvement in the instruction part. I struggled in understanding that.	Yes. Especially the "vocab power". It helps me a lot to understand unfamiliar words

Students were asked about their preference of a good material to be used in learning. According to the responses, the product has closely met their preferences; the product has adequate presentation, attractive, consist of comprehensive material, assist student to understand the topic. However, the product needed some improvements in simplifying the language in activity instruction.

(c) Students Experienced Difficulty When Using the Product
Table 4 Students' Field Test Interview Transcript Question no. 4

No.	Questions	Responses	
		Student 1	Student 2
4.	Were there any difficulties when you used the material "Writing Descriptive Text With Genre"?	Yes, there were some unclear instructions to work the task. It consisted of some unfamiliar words for me. Also in pairing task, the discussion is not easier as the face to face learning.	Yes. Some of the instruction of the task is difficult to understand.

	How did you solve the problem?	I asked other friends about the instruction.	I asked my mother about the task instruction or use online translator.

According to the response, the problem faced when using the product are; students found it difficult to understand some task instructions and during the pairing task, the students had a difficulty to discuss with their partner. The student assumed that this caused by distanced learning so the communication was not running smoothly.

(d) The material in the product helps students in learning to write descriptive text

Table 5 Students' Field Test Interview Transcript Question no. 5-6

No.	Questions	Responses	
		Student 1	Student 2
5.	How about the scale of the material about descriptive text? Is that clear enough or need to be evaluated?	The material is complete enough.	It's brief and clear. The text input helps me to understand descriptive text.
6.	Can "Writing Descriptive Text With Genre" help you in learning writing?	Yes. The material guides me to write in English.	Yes it can help. The vocab power really helps me to make a sentence and stimulate the ideas to write a text.

The responses of the students indicate that the adequate scope and the clarity of the material support the product to be able in assisting students to learn writing. In addition, the vocabulary empowerment in the product helps them to make a sentence and stimulate ideas to write a text.

(e) Students' suggestions for product's improvement

Table 6 Students' Field Test Interview Transcript Question no. 7

No.	Questions	Responses	
		Student 1	Student 2
7.	Is there any feedback or corrections about the material?	Simplify the language in task instruction Add more sentence example	Make the task instruction to be simple Add more "vocab power"

The students were asked their suggestion and feedback of the material based on their experience using the product. The main point to revise is simplifying the language in task instruction, regarding to their difficulty in the previous question. In addition, the student also suggested adding more sentence example and more vocabulary empowerment.

From the data presented above, students' responses towards the material during a field test were categorized as very good with some notes to point out: the product assists students to learn to

write descriptive text; the design and graphics of the product are visually appealing; and the product has met the students' own criteria for a good material. On the other hand, based on their own experience of using the product, they had obstacles in understanding the material. Thus, it was considered in revising the product to simplify the language and task instruction.

4. Conclusion

Developing learning media either manual or digital is really needed in order to having a good variation in the process of teaching and learning and it also can increase students' motivation. It is sometimes that the problem occurs because teachers do not make an innovation and do not develop learning media. This will become a serious problem if the teachers do not develop their skill for the importance of career.

This result of research proves that how important teachers develop learning media so that students get high learning motivation. It can be seen from the data above students get a 'very good' score when they were examined to write narrative text material using genre-based approach. Then, the researcher hopes that this research can help teachers and students to advance writing skill.

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