

**Jhems Richard Hasan**

Edited by:  
Karmila Machmud, S.Pd., M.A., Ph.D

# **GENRE-BASED APPROACH**

**IN TEACHING TO WRITE ISLAMIC HISTORY TEXT**



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Jhems Richard Hasan

### **Words from Editor**

Genre-based approach has been a great deal for the Indonesian Curriculum in the field of teaching English as a foreign language, genre-based approach has been the root of teaching EFL based on text types.

Studies has been conducted in investigating the success and failure of the 2006 curriculum that used genre-based approach; however, the studie books, and other scholarly literatures are mainly focused on the EFL teaching at the secondary level. This book, on the other hand, is specifically aimed at the use of genre-based approach in higher education level.

This book is emerged from the author's previous research. As an EFL faculty member in Islamic Study institution, the author have investigated the importance of using genre-based approach in teaching students in IAIN Gorontalo (Islamic Study College of Gorontalo) to write in English. He made it specific by aiming at Islamic History Text as the genre under focus.

As a pioneer in the field of EFL teaching in Islamic Study College, this book offers so many valuable information, theories, and completed by a clear steps and figures on how to apply it in teaching students to write Islamic History Genre. It is very helpful to those who have a related interest. It offers so many valuable addition and contribution on the field of EFL teaching in Higher Education Level. Thus, it has been an honor for me to edit the first edition of this book. I personally think that this is a very interesting book to read, and I believe you will feel the same.

Gorontalo, Mei 2015

**KarmilaMachmud, S.Pd., M.A., Ph.D**  
**Editor**



## Preface

This book describes the implementation of Genre-based approach in teaching writing Islamic history text. The Genre-based approach has been proven successful to apply in English Department students of IAIN Gorontalo. It is strongly recommended that this approach can be continually implemented in teaching writing. The writer also believes that the combination of Genre-based approach and another approach (activity based pedagogical approach) are effective in teaching writing. So, it also can be considered that the using of Genre-based approach can be combined with others approaches such as communicative approach. By reading this book, the writer hopes the lecturers who are teaching Writing subject will use this approach to teach writing not only Islamic history text (factual recount) but also other text types such as exposition, narrative, and other kind of genre text.

## CONTENTS

<b>Chapter 1</b>	
Introduction.....	1
Background.....	1
The Objectives of Research .....	1
The Scope of the Study .....	1
The Significance of Study.....	1
The Definition of Terms .....	1
<b>Chapter 2</b>	
Genre-Based Approach in Teaching Writing.....	1
Previous Studies.....	1
The Definition of Genre.....	1
The Benefits and Critics around Teaching Writing with	
Genre-Based Approach .....	1
Genre-Based Approach in Teaching Writing.....	1
Stage three: Independent Construction of a New Text .....	1
<b>Chapter 3</b>	
History Text as a Kind of Recount Genre.....	2
Example of Factual Recount (Islamic history text) .....	2
The Conceptual Framework .....	2

**Chapter 4**

The Methodology .....	28
The Characteristics of Qualitative Research .....	28
Qualitative Research Strategy .....	30
The Setting .....	32
The Participants .....	32
The Researcher's Role .....	33
Procedure of Data Collection .....	34
Observation .....	34
Survey Questionnaire .....	35
Documents .....	35
Procedure of Data Analysis .....	35

**Chapter 5**

The implementation of Genre-Based Approach To Teach Islamic History Genre .....	38
The Findings .....	38
The Implementation of Genre-Based Approach .....	42

**Chapter 6**

Students' Attitude and Reaction toward the Implementation of Genre-based Approach .....	75
Students Reaction to Each Stages in Genre based Approach .....	83
Modelling the Islamic history text .....	85

**Chapter 7**

The Impact of the Genre-based Approach on Students' Writing .....	9
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**Chapter 8**

Conclusion and Suggestion .....	10
Conclusion .....	10
The implementation of Genre-based approach .....	10
Students' attitude and reactions toward the genre-based approach .....	10
The impact of the genre-based approach on students' writing .....	10
Recommendation .....	10

# Chapter 1

## Introduction

The goal of this chapter is to introduce the research conducted in applying genre-based approach in teaching English, especially teaching writing. The complete explanation of the reason behind the ideas of conducting this research, the research, questions, the objectives of study and the delimitation of this research, and the definition of terms will be discussed in this chapter.

### Background

EFL teachers in general consider teaching writing as the most difficult skill to teach compared to other language skills (Richards & Renandya, 2002). The class size, the appropriate method, teachers' writing skill and the availability of authentic materials are some major causes of this difficulty. The problems with the large class have put a heavy workload for teachers to grade the students' work. Traditional way of teaching writing, especially in IAIN Gorontalo, restricts students' creativity in producing their work because students are only exposed to the use of grammar and spelling without any activities that



will enhance their writing skill. Suffice to say that most of the teachers do not have certain skill or knowledge to teach writing as they also have little knowledge, skill and experience in writing in English.

As one of the so-called the most difficult skill from the four language skills, writing needs to be specially treated in teaching and learning process, therefore the development in its teaching method is crucially needed. The students' writing will not just grow, they need specific approach and method to develop their own skill; moreover, since English is not their native language, teachers need certain method and approach to work harder to find strategies to create the learning environment that will stimulate students motivation. One of the approaches in teaching writing is genre-based approach.

Genre-based approach was first introduced in Australia (Kongpetch, 2006, Firkins et al, 2007). This approach is very successful in Australia; it is a major movement in Australian education especially in the teaching of English for elementary schools.

Many researches had been conducted to measure the effectiveness of this approach toward the development of children's writing skill; and even though there is still a long debate about whether genre can be taught (Machmud, 2003), I found this approach as one of the valuable

alternative on the traditional method of teaching writing to EFL students.

Previous studies show that genre-based approach is very practical in building the foundation of students' writing skill. With this approach, the guidance is clear both for teachers and students. The purposes are clear and focus on each text type because each text type is provided with certain purposes, vocabularies and grammar. It makes a lot easier for the teachers to teach it.

The assessment of genre-based approach is also clear since the generic structure and lexicogrammatical aspect for each text type can be used as parameter to assess student's skill. Grading system is also clear for each text type because based on this approach teachers can get a clear picture of what they should teach and assess, while at the same time, students can also get a clear idea of what they should write and present in their writing. Teachers are also able to adapt information about particular genres and model text to suit the students' needs and levels (Kongpetch, 2006).

The term Islamic history genre arises from the history genre, which is one of the recount genre categories. Recount text type consists of "personal recount, factual recount and

imaginative recount" (Derewianka 1990, p.52). History genre is part of factual recount along with biography. Before proceeding to this research, I have conducted a preliminary analysis on some texts of the history of Islam, and I found that most of them are pretty much the same as history genre in recount text type in terms of either its generic structure as well as its language features; therefore, I have decided to use genre-based approach to teach the Islamic history genre to gain information on the students' attitude and responses on its application in teaching writing.

The teaching of English as a Foreign Language always focuses on reading and speaking skills to a great extent compared to writing skill. English teachers as well as students consider writing as a complex and the most difficult skill compared to other language skills, because in writing students do not only deal with the sentence structures but also with choosing proper words or vocabularies, organizing the idea into coherent organization, and maintaining the relevance of the topic with the content of the passage. In other words, writing is a process.

It takes several stages of development before the students are able to write different kinds of genre. EFL students need the knowledge of the language, the knowledge of writing and the comprehension of how to build their writing skill. The writing skill should be built simultaneously with the knowledge of the language; therefore, grammar and sentence structures should also underpin the process.

Nowadays, the teaching of writing in IAIN Gorontalo is still emphasizing merely on the vocabulary and grammatical approach. It neglects the notion that IAIN, compared to other students in other general/public university/institutions, is a religious-based institution in which its students should have certain skills to be able read and write in English for different purposes. In other words, teaching writing in Islamic institution has to consider teaching writing in Islamic subjects. The use of genre-based approach will benefit the students in this institution, because it is obvious that reading and writing in IAIN has specific genre which differs from the general EFL taught in other institutions.

### **The Research Questions**



It seems that English teachers in IAIN Gorontalo have not provided themselves with some strategies to make the students interested and excited in joining the writing subject. Suffice to say that the problem might have resulted in the lower quality of the students writing in this institution. Mu and Carrington (2007, p.16) argue that it is important to recognize the students' needs in teaching writing. Utilizing the genre-based approach will facilitate the students' needs in mastering the skill that enable them to read and write the genre required by their specific field of study.

Based on the background above I formulate the research questions of this the study as follows: (1) How is the Implementation of Genre Based Approach (GBA) in Teaching to write Islamic history text to the *Tadris Bahasa Inggris* students in IAIN Gorontalo?; (2) What are the students' attitudes and responses to the implementation of Genre Based Approach (GBA) in teaching Islamic History text?; (3) What is the impact of the implementation of Genre Based Approach (GBA) in teaching Islamic History text on students' writing?. Based on these three questions this research has been conducted.

## The Objectives of Research

Genre-based approach has not been introduced in teaching English as Foreign Language in IAIN Gorontalo; therefore, the specific objectives of this study are to implement Genre-based approach in writing Islamic history text to the students of English Department of *Tarbiyah* Faculty IAIN Gorontalo; to find out the students' attitude and responses toward the implementation of Genre Based Approach (GBA) in teaching Islamic history text; and to find out the impact of the implementation of Genre Based Approach (GBA) in teaching Islamic History text on students' writing.

## The Scope of the Study

Considering that genres or text types are varied, the teaching of writing in general enables students to write various different genres they want. Regarding the needs of the IAIN students that deal primarily with the Islamic history genre, in this study, I will focus on this text type, which is the part of *recount text type* and categorized as *factual recount* (Depdiknas, 2005, p.24)

## The Significance of Study

The result of this research will give one alternative for EFL teachers in teaching writing to EFL students, especially to IAIN students. This research will reveal information on the process of

teaching writing using Genre-based approach, which is important in composing Islamic history text. This research makes possible to enrich the concept of teaching methodology for writing and would beneficial for language teachers especially teachers of writing. The students, on the other hand, can improve their writing skill by having more opportunities to practice their particular weaknesses during the writing process.

### **The Definition of Terms**

The list of the definition of terms is provided to help readers finds the meaning of terms used in this book. The lists are as follow;

**Genre-Based Approach:** is an approach of writing through the use of the text types

**Good writing:** A meaningful piece of writing, the order of ideas and the way the writer moves from one idea to the next by considering the social functions/purposes of text.

**Recount Text:** is one of the text types in writing that retells the sequence of events that they experienced.

**Personal Recount:** is a kind of recount genre that retells one's experiences such as personal letter, diary, etc

**Factual Recount:** is a kind of recount genre that retells events that happened in the past such as history, police report, etc

**Islamic History Text:** isa kindof factual recount that retellsabout true story related to Islam

**Lexicogrammatical features:** is a language features in a text, such as the use of particular tenses, adjective and verb in sentences of a text.

**Generic/schematic Structure:** is the structure of a text which builds the text and distinguish it from other text types.



## Chapter 2

# Genre-Based Approach in Teaching Writing

**T**his chapter aims to elaborate some significance reviews on the study of genre-approach, especially in teaching writing. Some previous studies are presented as a justification to the research conducted in this book. The theories surrounding the application of genre-based approach in teaching writing are also discussed in this chapter.

### Previous Studies

Some studies have been conducted in the application of genre-based approach in different context. They are: "Teaching Writing to Low Proficiency EFL Students" by Firkins et al (2007), Genre-Based Approach to Teach Writing" by Kim (2006), and Using Genre-based Approach to Teach Writing to Thai Students: A Case Study" by Kongpetch (2006).

The study of Firkins et al. (2007) is a collaborative research project. It involves a combination of two teaching methodologies, a genre-based and activity based pedagogical approach. The pedagogy

was introduced to students with learning disabilities in an English Club at a local Hong Kong School. Students with learning disability typically produce writing samples that are shorter, less coherent and less refined. They have difficulty organizing texts, generating ideas and applying meta-cognitive skills. As the result of the study, they found that the approach clearly assisted students to organize their writing and understand the nature of text within an activity based context.

The study of Kim was conducted for Korean Students that concerns about how to improve their writing skills. The main goal of the study was to investigate the effectiveness of the genre-based approach to teaching writing in Korean educational context. To assess the genre approach, she examined, (a) the definition of the genre approach to teaching; (b) the differences between the process approach and the genre approach to identify which approach would be the most suitable for Korean educational context; (c) practical applications of the genre approach; (d) the benefits and problems of the genre approach to teaching writing; and (e) how to best apply the genre approach. Kim said the idea of her study could be supported by Kim and Kim 2005 (in Kim 2006, p. 33) that pointed out that one of



the main causes of Korean university students' low performance in English writing was, among other things, the lack of genre-specific writing across the curriculum.

As the conclusion of the study, she assumed that the genre approach can be effective in helping Korean students to learn the organizational structure as well as linguistic features of a certain genre. Together with the process approach, the genre approach can contribute to amplifying students' writing potentials.

A case study by Kongpetch was designed to gain the response of students of the faculty of foreign language of UbonRatchathani University Thailand, on the application of genre-based approach to the Thai students who learn English as Foreign language. He designed his research as a case study and using ethnography method in gathering the data. The target of his research is also broader compared to this research. He would like to know whether the application of genre-based approach in the context of different culture, in this case Thai's culture, will be as effective as its application in its original place, Australia.

From the three of those studies about genre-based approach, I found the research of Kim and Kongpetchure similar to the topic of my

research; yet, my research is more specific than theirs. This research is not focused on the culture, which I think too broad, but on the application of the approach in teaching EFL writing to students with particular needs such as the students of IAIN Gorontalo. In other words, the target learners and the purposes this research is more specific; however, the analysis might be broader compared to Kongpetch's.

### **The Definition of Genre**

Partridge in Machmud (2003) stated several definitions of genre from some fields of genre works. In English for Specific Purpose (ESP) genre works, "genre refers to a class of communicative events", for example in seminar, lectures and academic essay. In the same vein, "systemic genre work" often refers genre as "a kind of text, such as description, procedure, or exposition". On the other hand, in "new rhetoric" genre work, genre is often defined as "social actions" which is expected to be able to help people to understand and create a certain text (Hyland, 2003, p. 21).

ESP and Australian genre are more likely to study the language, discourse and the "feature of genres", whereas new rhetoric genre studies concern more on the social, cultural context of genres. ESP genre studies are mainly based on John Swales's (1990) work on

discourse and linguistic features, whereas Australian genre study is based on some linguists' work such as Michael Halliday and Jim Martin. Their study called "systemic functional" describes "language in terms of the choices of a speaker and a writer makes from the language system in a particular context of use" (Paltridge in Machmud, 2003:356).

### **The Benefits and Critics around Teaching Writing with Genre-Based Approach**

In some previous studies, Firkins et al (2007), Kim (2006), and Kongpetch (2006), found that Genre-based approach is effective in building the foundation of the students' writing skill. With this approach, the guidance is clear both to the teachers and students. The purposes are clear and focused in each text type, because each text type is provided with certain purpose. The kind of vocabulary and signal words that should be used in a certain kind of text is also provided. Each text type also has a certain approach that makes it easier for teachers to teach it. It is also easier for teachers to assess and evaluate students' works, because based on this approach teachers can get clear pictures of what they should teach and assess, whereas students can also get a clear idea of what they should write and

present in their writing. Teachers are also able to adapt information about particular genres and model text to suit students' needs and levels.

With all of those of its benefits, this approach is also got critics from some linguists. Watson and Sawyer in Machmud (2003, p. 357) argued that this approach is tightened up with the demand of task given. They also said that students will learn more effective if they are allowed to use their own language rather than forced to conform the particular language conventions of specific subject area. Watson and Sawyer question about genre-based approach is: "Why can't genre theorist just have children alone and let them get on with learning in their own words?" Some linguists like Martin, Christie and Rothery have their counter arguments to Watson and Sawyers opinion about the approach. In their article, they present the study with the students which are largely Aboriginal Children in Northern Territory. These children are encouraged to choose their own topics and at the end of the year, the result are the children have written the topics around four themes, which are *visiting friends and relatives, going hunting for bush tucker, sporting events, and movies or TV shows they have seen*. The linguists have analysed this form the genre point of view, and the



result of this analysis is simple that all these topics or themes merely recount. This is because of the children are concerned have a limited range of personal experiences to drawn on, and they make use of this. Their teacher have not guided them into variety of written genres, so that they fall back again on an oral genre that deals effectively with their personal experiences. Martin, Christy, and Rothery (in Machmud 2003, p. 362) said that the only way to avoid the problem is by teaching the genre, to create options for students.

### Genre-Based Approach in Teaching Writing

There are three major "stages" in the "curriculum cycle" of a genre-based approach to teach writing, they are:

- Stage One : Modelling
  - Stage Two : Joint-Negotiation of a new text
  - Stage Three : Independent construction of a text
- The clearer description is shown in the figure bellow:

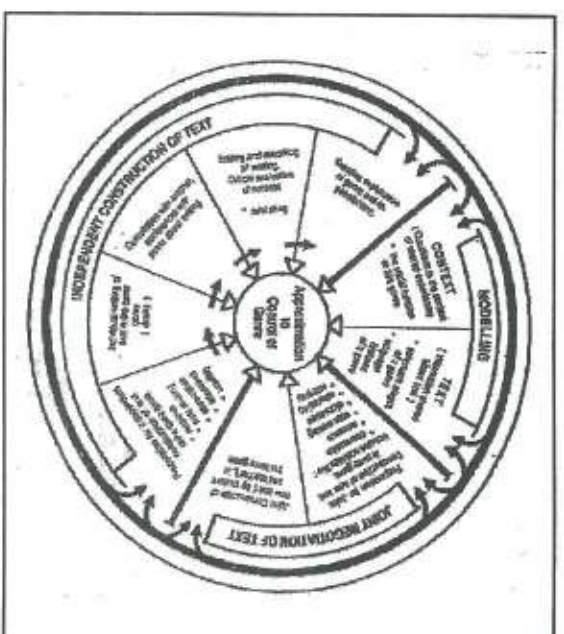


Figure 1: Teaching-learning cycle of Genre-based approach (Source: Callaghan and Rothery (1990:39))

The following example of the story genre is cited from *Teaching Factual Writing: A Genre Based Approach* written by Callaghan and Rothery (1993, p. 39). In this example of story genre each stage might include the following elements.

#### Stage one: Modelling

- There are four steps in this stage, which are:
- Step 1 : introducing a model of the genre to the class,
  - Step 2 : discussing the social function or purpose of the text,
  - Step 3 : Asking some questions about local issues they have strong opinions about.
  - Step 4 : Demonstrating the class how the text achieves its purpose.



Teachers play an important role in this stage, s/he should be able to sketch the text genre and let the students share their knowledge about that text type.

#### **Stage two: Joint Negotiation/Construction of a new text**

In this phase, teachers still play a role as a guide as well as encourage the students to participate actively. This phase involves four steps:

- Step 1 : preparation for joint writing of a text in the genre: researching the topic.
- Step 2 : Pooling Information
- Step 3 : Jointly constructing the text
- Step 4 : Assessing the Students Progress

At the first stage, students should be asked to decide how they are going to prepare the joint construction of a new text, and also determine the new topic that they are going to construct. At the second stage, teacher builds up some information from the students about the new text that they are going to construct, writes them on the board, and then invites the other students to add some more points. At the third stage, teacher acts as the copyist and shape the students contributions into the genre under focus, and in stage four, teacher assesses the students progress, and decides whether they have

successfully done this stage, and whether they can proceed to the next stage of the process.

#### **Stage three: Independent Construction of a New Text**

This stage consists of five steps:

- Step One : Preparation (choosing a new topic for writing)
- Step Two : Drafting
- Step Three : Consultations with the teachers or peer correction
- Step Four : Critical evaluation of writing efforts
- Step Five : Editing and Publishing (optional final step).

With those three stages, students will be better equipped and will be able to build their own foundation of their writing skill before they write a text, because they have been adequately taught how a history (or other kind of genres) is constructed; the purpose of the genre; and the language that should appropriately be used to distinguish that genre with the others.

## Chapter 3

### History Text as a Kind of Recount Genre

Recount is kind of genre in writing that has a function to retell events for the purpose of informing or entertaining.

Recount is usually about events that are arranged in a temporal sequence such as personal letter (Callaghan and Rothery, 1993).

Recount is not something new for the students. They even do this text type in most of their writing, but sometimes they do not know that there are some certain features in writing a recount text. A good recount in the context of a second language acquisition should be entertaining and informative. It should retell an incident or an event in fairly objective or factual style so that audience has a good understanding of what happened. Callaghan and Rothery(1993, p. 53) mention that recount genre consists of three segmental generic structures: "orientation, events and re-orientation (optional element)". Beside the generic (schematic) structure, Callaghan and

Rothery also said that recount text has its own structure language features. Those features are:

- Focus on individual participants
  - Use of past tense
  - Focus on a temporal sequences of events
  - Use of the material (or action) processes
- (1993, p. 53).

Derewianka (1990, p.17) suggests that based on its using in the social context, recount text can be classified in to "personal, factual, and imaginative recounts". But Hardy and Karlwein (1990) in DEPDKNAS (2005, p. 22) only classified recount text into personal and factual recounts. Personal recount usually retells an event that the writer was personally involved in. This text type can be found in diary, and personal letter, while factual usually retell about an event that the writer was not personally involved in. This text type can be found in journal, biography, police report, and history.

Derewianka further said that personal and factual recounts have their own lexicogrammatical features. The differences between those two kinds of Recount Genres are as follows.

Personal Recount



- Personal responses to the events can be included, particularly at the end.
- Details are often chosen to add interest or humour.

#### Factual Recount

- Use third person pronouns (he, she, it, they).
- Details are usually selected to help the reader reconstruct the activity or incident accurately
- Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- Mention of personal feelings is probably not appropriate
- Details of time, place and manners may need to be precisely stated (e.g. at 2.35 pm, between *Johnson St* and *Park Rd*, the man drove at the speed of 80kph)
- Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes, and long hair, weighing 75 kilos and approximately 189 cm tall).
- The passive voice may be used (e.g. the beaker was filled with water).
- It may be appropriate to include explanation and justifications. (Derevianka, 1990, p. 52).

The two texts bellows are the comparison of the differences between the personal recount genre and the factual genre:

#### Example of Personal Recount (Personal Letter)

Dear Grandpa and Grandma,

##### Orientation

Yesterday at my school we had an International Day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

##### Event 1

We started our day off with performances but the one I liked best was the one, from fourth grade. We played games. The performance I was in was I abanah.

Jhemis Richard Hasan

**Straight after** our performances we **had** our lunch. There were food stalls. They **came** from Australia, Asia, Arab, and Greece.

Everyone **had** a job. These people were from sixth grade. I did my job after I **had** lunch. My job was to sell International Day Books.

We **had** displays in the hall. These displays were good but I didn't get to see them. They displays **came** from a lot of countries.

There were also Trash and Treasure stalls where they **sold** toys. The school **got** these things by asking the children to bring them in.

Although I **didn't win** anything. International Day was still fun.

(DEPDKNAS,2005:34)

Figure 2: Model of Personal Recount

Some Lexicogrammatical Features that can be found in this text are:  
Expressions of Time: *Yesterday*

Past Tense: *we had, were dressed, was, we played, they came, didn't win etc.*

Action verbs: *played, had, came, started etc.*

Circumstances of time: *straight after*

Circumstance of place: *at my school*

First persons: *I, We*

Emotive words (personal responses): *Fun*

Example of Factual Recount (Islamic History text)



## Orientation

In *propagating* Islam, **prophet Muhammad** (peace be upon him) **had to engage** in a series of battles with the Quraysh. The growing power of the prophet especially **after he had emigrated** to Madinah and the growing number of people who converted to Islam **made the Quraysh** of Makkah jealous and angry. They also **hated the Madinites** who gave assistance to the prophet and his followers.

## Event 1

The state of enmity between the two sides became worse **after incident** at Nakhlah. **The prophet had sent** out a small group of Muslims to keep an eye on the movements of the enemy. **The group met** the caravan of the Quraysh at Nakhlah. In the fight that followed, Amr bin Hazrami, the leader of the Quraysh, was **killed**. At this, The Quraysh under the leadership of Abu Jahl moved toward Madinah to attack the Muslims

## Event 2

Knowing the danger, **the prophet brought** his army to Badr, a few miles from Madinah. **He selected** a place to assemble the Muslim army in such a way that if and when the enemy **attacked**, the rising sun would not shine in the eyes of the Muslims. **The prophet also cut** the water supply for the enemy and **made only** available to the Muslims.

## Event 3

**Early in the morning of March 13, 624, the Prophet assembled** his little army in lines. **Then he gave** some important instructions: "Do not move to begin the fighting until I give the order; do not use your arrows while the enemy still beyond reach; throw stones and use your spears when the enemy come nearer; use the swords only for hand to hand fighting." **Before the battle started, the prophet prayed** to Allah for the victory against the great number of the enemy soldiers. **The Muslims had only 313 men** to fight against as many as 1000 enemy soldiers in this battle

## Event 4

**In accordance with** Arab custom, three leaders of Quraysh: Shaiba, Utbah, and Walid bin Utbah came forwards to challenge three Muslim generals to a man to man fight. **The prophet chose** Ubaid, Hamzah, and Ali to accept the challenge. **The Muslim generals fought bravely**. They defeated and killed the three Quraysh leaders in that field.

## Re-Orientation

The Battle of Badr caused the great loss to the enemy. Seventy of **they were killed** and about the same number was taken prisoners. One of the Quraysh leaders who **killed** in the battle was Abi Jahl. The Muslim army lost only fourteen: six were Muhajirin and eight were Anshars.

(cited from: Mahmud, 2000:87)

Figure 3: Model of Factual Recount

The lexicogrammatical features that can be found in this factual

recount are:

Expressions of Time: *Early in the morning of March 13, 624*

Past Tense: *had, gave, was, were etc.*

Action verbs: *He had emigrated, the prophet had sent, the group met, etc*

Circumstances of time: *after, before, then, in accordance with*

Circumstance of place: *Madinah, Badr*

Third Persons: *He, they, the prophet, Muhammad, the Quraysh, etc*

Compared to the lexicogrammatical features in the first

personal recount text (personal letter) above, we can find some differences between these two kinds of text, especially the use of individual participants (pronouns), the expression of time, and the

personal responses (emotive words) of the writer to the events in the text.

### The Conceptual Framework

The input of this research is writing instructional materials which refer to material taught in the writing class. In this case, it is Islamic history texts. This teaching and learning process use an approach named Genre-based approach. This approach is used in teaching Islamic history text. Students will be taught how to compose an Islamic history genre in three stages. The first stage is modelling, then joint negotiation with text, and the last stage is independent construction of text. In this study, the students work in groups and also individually. Students' writing skill and their responses and attitudes towards the implementation of genre-based approach, and also the impact of this approach on their writing text, are the output of this research.

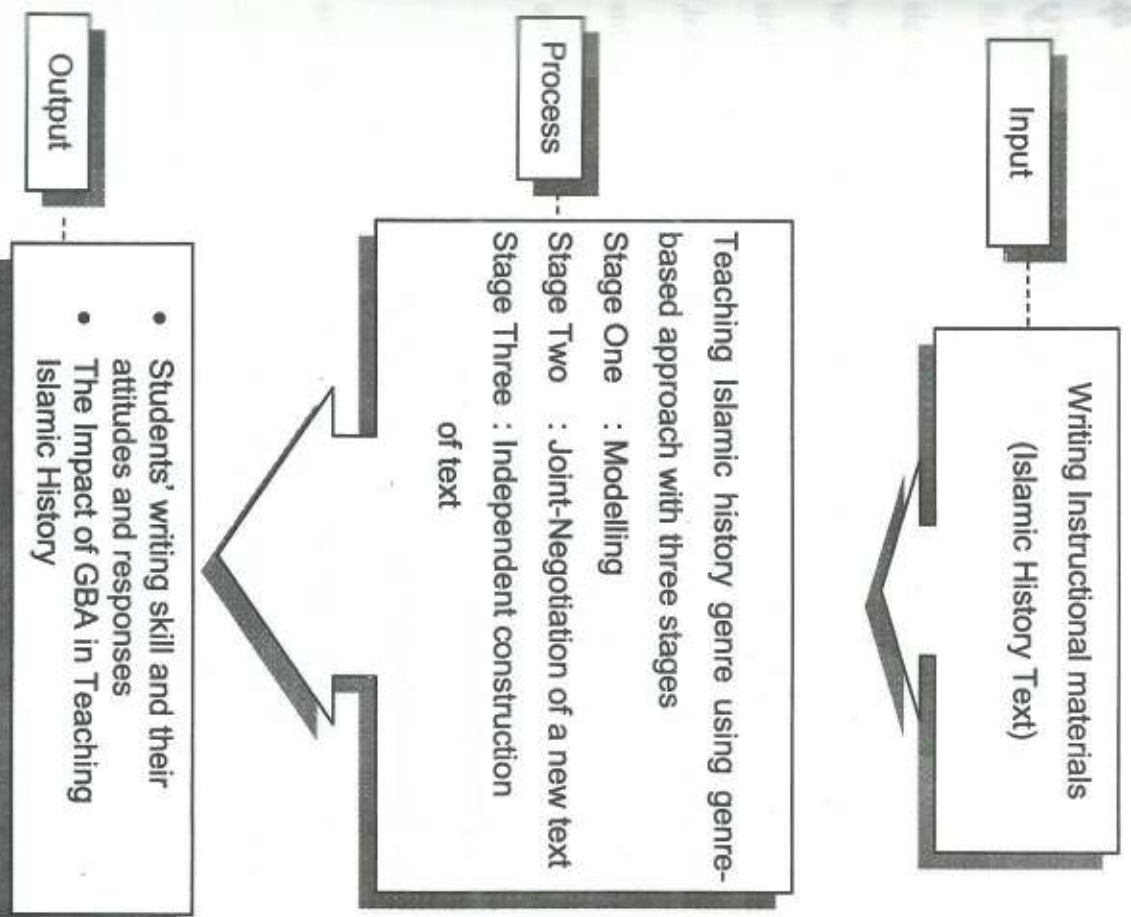


Figure 4: Conceptual Framework



## Chapter 4

# The Methodology

This chapter is presenting the methodology used in this research. It started with the discussion on the characteristics of qualitative research, followed by the qualitative research strategy. This chapter also consists of the setting where this research is conducted, the participants of this research, and the role of the researcher in this research. The technique of the data collection and data analysis are also presented in this chapter.

### The Characteristics of Qualitative Research

The method that is used in this research is qualitative method. The method describes problem that is being observed. Moleong (1991, p. 7) argues that qualitative method emphasized more on 'processes' than 'result'. The connection between objects is clearer if it is observed in the 'processes'. Furthermore, Bogdan (1982) in Sugono, (2005) states:

What the qualitative researcher is interested in is not truth per se, but rather perspectives. Thus, rather than trying to determine the 'truth' of people's perceptions, the purpose of corroboration is to help researchers increase their understanding and the probability that

their finding will be seen as credible or worthy of consideration by others. (p. 85).

Rossman and Rallies (1998) in Creswell (2003, pp. 181-183) mentions

eight characteristics of qualitative research, six of them related to my research. Those are as follows:

- Qualitative research takes place in natural setting.
- Qualitative research uses multiple methods that are interactive and humanistic.
- Qualitative research is emergent rather than tightly prefigured. Several aspects emerge during a qualitative study.
- Qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data.
- The qualitative researcher uses complex reasoning that is multifaceted, iterative, and simultaneous.
- The qualitative researcher adopts and uses one or more strategies of inquiry as a guide for the procedures in the qualitative study.



The characteristics above shaped my research. I chose qualitative method in this research because I emphasized the result on the process of implementing the genre-based approach. The expectation is the final result of this research is contributing clear description about the application of genre-based approach in teaching English writing, especially writing the Islamic History genre. I have a priori that this approach is effectively increasing the students' skill in writing Islamic History Genre, yet this is not the focus of my research. The students' writing pieces contribute as the supporting data for this research as I will analyze them as the part of the research objective.

### **Qualitative Research Strategy**

Creswell (2003, pp. 14-15) mentioned some strategies that emerged from some scholars such as Wolcott (1999 and 2001); Clandinin and Connelly (2000); Straus and Corbin (1990,1998); and Stake (1995). Each of those scholars has summarized each strategy as follows:

- Ethnography. Researcher studies about the culture of certain social setting in order to understand another way of live from the native point of view (Zigarmiand Zigarmi, 1980 in Berg, 2007, p. 14)

- Grounded theory. 'Researcher attempts to derive abstract theory of a process, action, or interaction grounded in the views of participants in a study' (Strauss & Corbin, 1990, 1998 in Creswell, 2003, p. 14). Two main characteristics of this strategy: 1) the constant comparison of data with emerging categories; 2) theoretical sampling of different groups to maximize the similarities and the differences of information (Creswell, 2003, p.14)

- Case studies. Researcher explores in depth a program, an event, an activity, a process, or one or more individuals. Time and activity bound the case(s). The researcher will gather the data using various data collection procedures over a continuous time period (Stake, 1995 in Creswell, 2003).

- Phenomenology research. Researcher identifies the "essence" of human experiences concerning a phenomenon. This research is conducted in certain range of time to get research pattern and also link of meaning among objects of research.

This research is designed as a case study, because it intends to see the process and the activities of implementing the genre-based approach in teaching writing Islamic history genre. This research is

designed for certain period of time using various data collection procedures.

### **The Setting**

State Institute of Islamic Studies (IAIN) *Sultan Amai* is the only Islamic institute in Gorontalo located on Jl. Sultan Amai No.1 Gorontalo. Formerly, it was only an Islamic College (STAIN) before finally got its new status as the Islamic Study Institute about three years ago. The change of the status opens the opportunity for the campus to establish more departments and faculties; one of them is English Department which is called *Tadris Bahasa Inggris*.

As a new department, *Tadris Bahasa Inggris* (TBI) has equipped with a language laboratory including the teaching media such as TV, VCD Player, LCD projector, Computers and other media that support the teaching and learning process.

### **The Participants**

Based on the problem and focus of study, the participants of this study are the fourth semester students of IAIN Sultan Amai Gorontalo. The lecturer that teaches writing in this class hold a master's degree education program with the qualification is in

I chose the fourth semester students of English Department of *Tarbiyah* Faculty of IAIN Gorontalo as the participants. The participants of this research are one class that consists of twenty four students. The reason for choosing this class is that they have not been taught the genre of Islamic history text yet, and they also study Writing 3 during the semester. This helped me as researcher in applying the approach since the students were adequately equipped with vocabularies and knowledge of writing in Writing 1 and Writing 2 in the previous semester. One meeting in each week following the schedule of Writing subject 3.

### **The Researcher's Role**

One of the qualitative research characteristics, as mentioned at the beginning of this chapter, is that qualitative research is interpretative research, with the researcher typically involved in a continuous and intensive experience with participants.

As the researcher of this study I functioned as the instrument of getting the data for this research. I performed an important role (key instrument) of collecting the data directly in the classroom and also observing and recording all the activities in the process of teaching and learning. However, this study focuses more on teaching



and learning process rather than simply on the outcomes or the products.

The data include the students' photos inclass activities, photocopies of students' written texts, and the audio recording of discussion between students and the teacher during the class.

### **Procedure of Data Collection**

It is mentioned in the previous part of this chapter that this research will be a case study. In a case study, a researcher typically gathers data using various procedures over a continuous time period. In this research, I used four basic types of data collection procedures in a qualitative research.

#### **Observation.**

I took field notes on the participants' behaviour and activities in the research setting. This observation dealt with the classroom interaction including the way the teachers stimulate the students in the process of teaching and learning, the students activities and attitude towards the teacher instruction on the step of genre-based approach that occur during the process of teaching and learning.

In this observation activity, I acted as a non-participant observer. This means that I did not participate and interfere in the

teaching and learning process. I only came into the classroom to observe, recorded, and took notes. In addition to the field notes, the researcher also used photographs or camera as a means of collecting data on an accurately-captured student's activities.

#### **Survey Questionnaire.**

The questionnaires were given to student participants. In using this survey questionnaire, I am inspired from the research by Rao(2007) that used this procedure to 38 students in her class. This is because culturally, students will alter their own behaviour and answer when they are being interviewed, especially in the situation where the interviewer is their own teacher. They will tend to give answer/ information that is not genuine.

#### **Documents.**

By the end of the implementation of this approach, students were asked to write their own Islamic history writing. Their writing used as document and were analysed and interpreted to support the findings of this research (see figure 18 and 19).

### **Procedure of Data Analysis**

Generally, the data analysis of the study is done by applying some procedures. Miles and Huberman (1984:10-13) suggest that

analysis. They are: collection, data reduction, data display and conclusion drawing. The more detailed procedures of the data analysis are given by Creswell (2007:191-195). He suggests six steps for the procedure of the data analysis. This research followed Creswell's steps.

**Step 1:** Organize and prepare the data. Typing up the field notes; sorting and arranging the data into different types based on the sources of information. The data will be classified into the data from the observation, from the survey questionnaire and from the documents.

**Step 2:** Read through all the data. Obtaining a *general sense* of the information and reflecting on its overall meaning.

**Step 3:** Begin detailed analysis with the coding process. Rossman & Rallis (1998:171) in Creswell (2003:192) defines *coding* as "the process of organizing the material into "chunks" before bringing meaning to those "chunks". The procedure involves categorizing all data (text, pictures, recording); and then labelling those categories with a term.

**Step 4:** Generate a description of all categories for analysis.

**Step 5:** Advancing of how the description and themes will be represented in the qualitative narrative, I used narrative passage to convey the findings of the analysis in this research. It can also involve the descriptive information about each participant in a table form.

**Step 6:** This is the final step of my procedure of data analysis. Making an interpretation or meaning of the data.



## Chapter 5

# The implementation of Genre-Based Approach To Teach Islamic History Genre

**T**his chapter particularly presents the finding of research and the discussion of findings. The findings are ordered in line with the problem statements and further interpretations of the findings are given.

### The Findings

This finding of the research revealed the implementation, the responses of students toward the implementation the approach in writing course and the impact of Genre based approach in writing Islamic History text.

The implementation of Genre-based approach in English writing subject to the fourth semester students of English Department (Tadris Bahasa Inggris/TBI) of IAIN Sultan Amai Gorontalo is done based on the procedure of Genre-based approach, i.e, modelling, joint construction, and independent construction with certain steps in each

of those stages. However, some of the steps in it have been modified, considering some of the weaknesses that I found during the preliminary research. Those weaknesses of this approach I found in my preliminary study are:

- *The using of some sophisticated sentences.* In my preliminary research, I found the using of some sophisticated sentences in some of students texts. This is because the students may copy it directly from the reading source during their field research.
- *The control of Grammar, Word choice and Mechanics.* Since this approach emerged in Australia where the students use English as their first language, this approach emphasized more on the content, text organization, and language features of the text. The controls of grammar, word choice and also mechanics are less emphasized in this approach.

Considering those weaknesses I modified some steps of the approach as the solution for those problems:

- *Changed the Field Research.* The teacher changed the field research in the step one of Independent construction in the stage three from researching the reading sources from library,

to showing the students the movie of an Islamic history. This kind of field research will avoid students from merely copying the sentences from their reading source to their text.

- *Equipped Peer-editing form.* In the step three of Independent construction, the teacher divided them into groups in doing their peer correction. The teacher also equipped the students with peer editing form. This peer editing forms are helping students in controlling the grammar, mechanics, spelling and other aspects in students writing. These activities are not originally the concept of Genre-based approach. These activities aimed to make the students more active in classroom interaction since it seems this session is a little bit teacher centred. Therefore, for further I think, the teacher needs to consider combining this approach with another approach such as communicative approach.

Those some modifications on the steps of this approach are available as Callaghan and Rothery (1993) mentioned that teaching cycle in this approach does not work as a 'lock step' (p. 48).

The classroom interaction during the implementation was so alive. Students actively shared their ideas with others. They acquired the inputs not only from the teacher but also from their classmates. Each student was personally involved in the activities of teaching and learning writing with the teacher and classmates. He/she had chance to share and construct his/her ideas to produce a text with classmates, while at the same time the teacher encouraged them to participate to assemble their learning experience in composing a text. The clarity of the instruction of this approach is enormously useful for the students. The student said that by knowing framework and language features of the text, they finally understand how to make a good Islamic history text. By learning writing using this approach, the students not only learn how to construct a text from words to sentences, sentences to paragraphs with all criteria of writing such as grammar, coherence, mechanics, spelling etc, but they are also learn to write a specific (Islamic history) text for they are the students of an Islamic States Institute (IAIN).



## The Implementation of Genre-Based Approach

The following is the implementation of teaching writing Islamic history text to the students of Tadris Bahasa Inggris of IAIN Gorontalo using Genre-based approach:

### Stage one: Modelling of recount text.

This stage consists of four steps. The steps are the procedures that the teacher accomplished in introducing the model of genre of a kind of text to the class. As has been explained in the previous chapter, the students were taught how to write an Islamic History Text. They are 4th semester students of Tadris Bahasa Inggris (English Language) of IAIN Gorontalo.

#### Step one.

In this first meeting, teacher introduces the model of genre to the class. The first teacher do was showing a kind of history text to the students. The text was showed through projector, so all the students can easily see the text. The text is about the history of "Prophet Muhammad". This text is chosen because all the students know well about the history. This will help them to put attention on the text and share the comment with the teacher on it.

### Step two.

Since language used in particular social context, it is assumed that each of the written text has its own purpose/goals. These goals influenced the generic structure of a text and also the lexico grammatical features of it (Callaghan and Rothery, 1990, p. 25). In line with that, the teacher task in this step is discussing the social function or the purpose of the history text. Therefore the teacher needs to ask the students about the reason of writing a history text.

T: Ok. Now, when you write something in your diary for example, what do you expect from that writing?  
S: (Silent).  
T: Do you understand what I mean? So, Alfons, tell me the reason of some one who write diary. Do you like writing a diary?

S: No

T: So, who like writing a diary?  
S: (one of the students raised up her hand)  
T: Ok. Anna. Apatujan mu menulis diary?

S: to remember the events I have

T: Very good. ok. What else?

S: to express my experience

T: Sorry?

S: to express my experience (louder)

T: Very good. Ada lagi? How about the reader?

S: Just for fun

Ss: hahahahaha

what? what? Hahaha. Yes just for fun. Yes that also can be the reason.

Ok. Tell me about the reader? Do you expect your diary will be read by some one?

Ss: Yes,....!

Ss: Nooo,....!

T: Ok. Some of you may not comfort with that. But some of you want some one to read that diary.

Tell me what you expect from the reader about your diary.

S: I can share my feeling to other.

T: Very good answer.

So, Now. You have known that each of the writing has its own purpose, whether from the writer or the readers. Now how about a history writing.

Can you tell me what is the author's reason to write a history, what is his expectation from the readers about his writing? You understand?

Samadengantadi. Jadidalammenulis sejarah apa yang diharapkannya? Apatujuannya? Apa yang ia harapkan dari pembaca setelah ditulisnya?

S: Ok. So, to know about the events in the history

T: Ok. So, to know about the events. Sebagai apa? Sebagai pengtehananya...?

Ss: Yes

T: What else? Marwan?

S: They can learn from the history.

T: Learn what?

S Mereka dapat mengambil hikmah pelajaran dari sejarah yang lalu. Baik dan buruknya. So they will not do that again.

T: Very good sebagai peringatan for the next generation.

So they will learn from the history.

(Data 1)

From the dialogue above, it is obvious that the teacher stimulates students thinking by asking questions about writing the diary, which is a personal recount. This is not the primary goal of the teacher. Instead, by questioning students with something familiar in their life and

habits, students understand better towards the upcoming questions related to factual recount, which in this case is a history. The main goal of this activity is to make students understand that in writing, they have to know the purpose and the intention of writing the text. By realizing this matter, students will be easier to identify, anticipate and decide the lexicogrammatical features in a text type; for instance, giving detailed information, using past tense, using third person pronoun, etc. Moreover, Kim (2006) argues that before writing, students have to know the context of situation and the reason of why s/he writes. This should be considered in order to anticipate what linguistic features are required when s/he is writing

### Step three.

In this step, teacher asks the students about the Islamic history that they know. Alike steps one and two, this has the function as a brain storming to the students before they start to the next stage of writing.

T: Ok. You have told me about the imaginative recount in Gorontalo. Now how about the factual recount? Do we have the factual recount in Gorontalo?

Ss: yes

T: Yes Of Course. Like what?

S: the story about Nani wartabone

T: Yes good. How about Islamic History? There is?

S: Yes. So many..

T: Ya, so many.. can you tell me

S: the battle of Badr, the battle of uhud



- T: Right. What else?  
 S: Yes...Islamiraj  
 T: Ye it is one of the important Islamic History. Timi..  
 S: The Battle of Khandaq. Perangparit  
 T: Yes.. There are so many. What else?  
 S: (not clear)  
 T: What?  
 S: Fathul Mecca  
 T: Fathul Mecca, yes, very good.  
 so many, so many of events in Islamic history that you can write. Ok?

(Data 2)

#### Step four.

After showing the students several texts of history, the teacher demonstrates to the class how the text achieves its purpose. The text bellow is an example that the teacher showed to the students through the overhead projector.

The following figure is the model of history text that being shown and discussed in the class.

#### PROPHET MUHAMMAD

The prophet Muhammad is the last prophet. He was born in Mecca on 12 RabiulAwal in the Elephant Year. He was the son of Abdullah and AminahbintiWahab. His Father Abdullah was a son of Abdul Muthalib a very famous Arab merchant.

When he was a child, Muhammad was

nursed by Halimatusa'diyah. It was an Arab tradition at that time that mothers did not nurse

their child. When Muhammad was six years, his mother took him to the tomb of his father who had died a few years before. On the way, unhappily, her mother passed away and since that time Muhammad become an orphan. Then, he was adopted by his uncle Abu Thalib until he was adult.

In his twenty years old, Muhammad married with Siti Khadijah a wealthy widow of Mecca. Khadijah was impressed with his personality and honesty. From the marriage, Khadijah gave birth three sons and four daughters. However, all the sons died infancy.

When Muhammad was forty, he often went to a cave on Mount Hira near to Mecca. He was anxious of thinking the people of Mecca that still worshipping idol. There, he was visited by the archangel Gabriel and received his first revelation. Since that time, Muhammad became a prophet of Allah.

In his prophet hood, Muhammad started preaching Islam to his family. They are his wife Khadijah, his cousin Ali bin Abuthalib, and his close friends Abubakar. They are called as Assabiqun al Awwalun that means the first people who embraced Islam. Later, he began to preach Islam to all people. However, at first his struggle in spreading Islam got the resistance from the people of Mecca, but finally most of Arab people embraced Islam as their religion.

Today, Islam is one of the big religions in the world. It is not only spread in Arab or Asia, but also in Africa and Europe. Indonesia is a country with the biggest Moslem in the world.

Orientation

Events 1

Events 2

Events 3

Events 4

Re-orientation

Figure 5: Model of History Text shown to the class

This is one of the most important steps of the approach. Teacher explains the function of each stage. In this step, the teacher shows them the comparison between recount text and other kind of text such as Narration, exposition and procedure. The teacher explains about the differences of their generic structure and lexico grammatical features that construct each of the text. The students also are shown the differences between historical recount and another personal recount.

In line with that, Kim (2006) said it is very important for the teacher to show students the distinction between different genres in texts and to examine their characteristic. She further argues that different text types involve distinctive knowledge and different sets of skills; therefore, teacher should introduce a variety of genres to have students understand and practice different sets of skills.

#### **Stage two: Joint Negotiation / Construction of Islamic History Recount.**

The next stage of the approach is Joint Construction of the text. In this stage, teacher and students worked together to produce a kind of text (Islamic history text). The teacher guide the class to joint construction with questions that focus on the stages of genre. This stage consists of four steps.

#### ***Step one: Preparation for writing: Researching the topic.***

In this step, students and teacher prepare the topic that they want to construct. The teacher can offer the students about the topic, or students themselves will suggest the teacher about the most interesting topic they want to write.

Callaghan and Rothery (1990, p. 42) argues that to have a good preparation in writing, students may carry out some of field research. This kind of research can vary depending on what kind of the text that students want to write. For a kind of report text, as an example, students may observe the phenomena, read about them from magazine, book, newspaper and perhaps watch a video.

In this class, the teacher asks the students about what topic that they were interested about, and most of the students approvingly chose the history of *Isra* and *Miraj*. This history, of course, very familiar with the students, all of the students knew well about the story. So in this case, the research of the field was not needed.

Before the teacher and students move to the next step, the teacher made sure that the student had already understood about the schematic structure of the new text that they would construct. So the teacher and the students review some key points about the Islamic



history text. Below is the transcript where the teacher and the class review some key points of Islamic History text:

- T: In last meeting. We have discussed about some key points that you have to know. Now, I want to check that if you still remember about the key points that we have discussed. So... What is the first point?
- S: Writes the information needed
- T: Yes...for example who was involved, what and where it happened. What else?
- S: Don't forget to lead the paragraph with the W-H question
- T: Ok. Good! the W-H question such as what?
- Ss: Who..., what..., where..., why..., when..., how.....
- T: Right. What else?
- S: Order the events chronologically
- T: Ok. What?
- S: Use a variety of linking words
- T: like what? next...? You can see the list I've given
- S: Next..... after, while meanwhile etc.
- T: Ok. What else
- S: Use the third person pronoun and write the specific participants
- T: Ya...Like what?
- S: He, she, Muhammad
- T: Ok. Very good. Ok what else?
- Ss: (silent)
- T: Ok. What tenses do you use in.....
- Ss: Past tense. Ok

(Data 3)

Teacher also reminded the students to do a strategic questioning by answering a set of questions designed to guide their writing such as "what do you want to write about?" "what is your goal?",

What do you know about the topic?", and "who might want to read what you are about to write?"

### Step two: Pooling information.

The teacher brought the class again to pool the information on a whiteboard. In this step, the teacher's strategy was asking students one by one to write their idea about the history of *Isra'a* and *Mi'raj*. During the process, the teacher asked the other students to add the point that were not already written by their friends. They also made a correction when there are some points that they did not agree to write. The following transcript deals with the situation of the class during this step.

- T: Now, we are going to make a list of ideas in the history of *Isra* and *Mi'raj* So... I will make the frame work on the board.
- Let's start from the orientation. Don't forget to make it easy you have to start from the question, the W-H Question.
- (teacher make a frame work on the board)
- T: Ok. Now put your ideas on the orientation. Who will be the first
- Ss: (Silent)
- T: Hasan?
- T: (He came in front of the class to write)
- S: Ok. Good. Who next?
- T: (Silent)
- S: How about the others? Don't worry about the mistakes. Remember that we are still in drafting the ideas, so what ever the ideas you have, just write it. We are going to rearrange it next.

- S: (some one came in front of the class)  
T: Yes good.

(Data 4)

Each student was personally involved in the activities of teaching and learning writing with the teacher and classmates. He/she had chance to share and construct his/her ideas to produce a text with classmates, while at the same time the teacher encouraged them to participate to assemble their learning experience in composing a text. The teacher also involved in the class discussion, gave contribution to some important input that is important for text.

It was very interesting to follow this session. Each of the students had their own idea to argue. Frequently they argued each other to defence their idea. The class was so live, as what we can see in the data 5 below:

- S: There is a question mam.  
T: Yes...?  
S: a question...  
T: Yes what is it?  
S: Yang ini mam, the word *liver* I think it is not *liver* but heart  
T: Really? Oh iya,, what do you think about it?  
S: I think the word *liver* should be replace with heart  
T: ok. Who write this sentence?  
S: Its me mam.  
T: Ok. Sufianto... Can you translate it Indonesia?  
S: danmembersihkanhatiynyadengan air zamzam

- T: Ok. Now, pay attention here... there are two different ideas here  
S: But I think heart is Jantung not liver..!  
T: yes... yes...How about the others?  
S: yang dimaksuddenganhatiiniadalahgolbu  
T: Yes very good. So which one is true  
S: Silent....  
T: You can look at the dictionary.....  
S: Heart mam.  
T: Great....! So you have to be careful about that.  
Yang dimaksuddenganhatiiniadalahgolbubukanhati yang secaramedisitakenalsebagai liver.  
Ok. You understand?  
T: Thank you Marwan, you make a good criticism.

(Data 5)

In this session, the role of the teacher is so important. Teacher gave contribution when the students need. She did not only give the correction but also contribute some inputs to construct the text. When the students were aware of some mistakes occurred during the process, they would correct the sentence such as being presented on the data 6 below. However, when they did not do the correction, because they did not notice the mistakes, the teacher would take care of it.

- T: Nah, stop it, sebarang, sebarang. Look at this sentence. Werny writes "He erect sholat". Let's concern on this sentence. Is it right?  
S: (Silent)  
T: What do you think? I think something wrong with this sentence?



- Ss: (Silent)  
 T: What do you mean with this sentence werry? Can you translate it?  
 S: lamendirikansholat  
 T: Nah... Ok. Erect means to build up. Look at your dictionary.

Janganliat di kata mendirikan. Cobaliat di kata sholat. (teacher help students look the word in the dictionary)  
 Ok. Bagaimana yang lain? Dapat?

- Ss: yes..  
 T: Apa?  
 S: Perform...!!  
 T: Very good. So replace it Werry.

(Data 6)

### Isra' Mi'raj

#### Orientation

- Isra Miraj is the greatest even of Moslems.
- Isra was Journey of the prophet in the night
- Muhammad was sad a that time so God pleased him with the Journey
- It happened on 27th Rajab.
- It happened in Mecca.
- Muhammad SAW went to Masjidil Haram
- Agsa from Masjidil Haram in Mecca.

#### Events 1

- Muhammad was at Hlatim, near from the Ka'bah.
- His heart was cleaned with Zam-zam water by Jibril.
- Jibril and Muhammad went to Masjidil Agsa.
- In Masjidil Agsa He pray with previous prophet.

- Then perform two rakats prayer
- Jibril offered him two glasses of milk and arrack.
- Muhammad went up to the heaven

#### Events 2

- Muhammad met Adam AS in the First ~~heaven~~ heaven.
- He met Isa AS and Yahya AS in the Second heaven.
- He met Yusuf AS in the third heaven
- He met Musa and Harun AS in the Fifth and sixth heaven.
- Finally. He met Ibrahim AS in the Seventh heaven.

#### Events 3

- Muhammad went to Sidratul Muntaha
- Allah SWT obligated him to do fifty times prayer in a day and night.
- Muhammad met Musa AS again
- Musa asked him to go back to Allah for reduction
- Allah reduce fifty times prayer become five times.

#### Events 4

- Muhammad came back from Mi'raj in the morning
- He told his people about his experience
- Most of the Quraisy did not believe it
- Some of the trusted followers believe it

#### Re Orientation

- Isra' Mi'raj is the very important event for Muslims
- It was immortalized in the Qur'an
- Some people said Muhammad went to the heaven with his soul only
- Some of them believed he went to heaven with his body and soul.
- We have to believe Isra' Mi'raj is really happened

Figure 6: the rough plan of pooling information from the class work

The first thing the teacher did in composing a rough plan of a text, is asking the students to draw a framework of a generic structure of Islamic history text on the board. So one of the students came in front of the class and made a skeleton. She wrote the Orientation, events, and re-orientation. In the session of events, there was a little discussion between the teacher and students about the number of events that they want to write. Since there are many events on history of Isra and mi'raj, so the teacher asked

them to limit their ideas only to the most important events they know. Finally both of the teacher and students decided there will be four events to be written. Those events divided it into the "the journey of Muhammad from Mecca to baitulMaqdis", "the journey of Muhammad from baitulMaqdis to heaven", "The event in the lote tree" and "the attitude of his followers when Muhammad told them about the story of IsraMi'raj".

As we can see from the figure 6 above, there is so much information that the student gave in this pooling information. This is because the teacher asked the students to write whatever they want to write without worrying about the mistakes. The teacher also didn't forget to remind them not all the points of rough plan will be accommodated in the text.

#### Step 3: Jointly constructing the text.

After the class had already put their idea in points, it is now the time to link their ideas to become a full paragraph. The teacher again reminded the students about the key points that they had to concern in writing a history text. For example, to write the information needed, develop the topic, elaborate events, order the events chronologically, using a variety of linking words etc.

In this very important session, the teacher acted as guide in the class. She asked questions and made comments that point to the stages of



text. She guided them how to start the first sentence with the W-H questions. For example in the text of "*Isra'* and *Mi'raj*", students can start from "What is it?" Where and when it was happened? Why? The following data 7 is where the teacher guided the students in composing the first sentence by linking the ideas from the rough plan.

- T: Ok. Students. Now, we have got the points of the history of the *Isra'* and *Mi'raj*. Now, we are going to link it each other and make a full paragraph of the text. Don't forget, you still need the W-H question to make you easy in expanding your paragraph. So who want to expand the first sentence?
- S: I will mam  
(He came in front of the class)
- T: Ok. Very good, so you make the sentence become a good and complete sentence. *Isra'* and *mi'raj* was a journey of the prophet Muhammad that happened in Mecca. It is a nice opening. Thank you Tini. Ok, who will expand it more?
- S: I will mam  
(He came in front of the class and made a some addition on it)
- T: Ok. That is a good addition. You add detail information on it.

(Data 7)

In the session of pooling the information, the most of the discussions were dealing with the sequence of events. In this step, the discussions more focused on the organization of the text including diction and grammar. The data 8 below shows the students asked about the grammar aspect of a sentence.

S: Ada yang maunya mam

- T: Iya..apa?
- S: Kalimatapertamaisra and Mi'rajitupakai were atau was?
- T: Disinipakaiapa? Oh was... ok. Ok. Someone can help me?

Ss: What about the 'to be' was or were?  
Were....!

- S: Tapiadasayapernahbacapakai was mam....
- T: Oh ya.....Coba check ulang...  
Atau..mungkintidakpakai conjunction 'and'.

Jadilangsung*Isra'* *Mi'raj*

Iya mam tidakpakai 'and'

T: Nah. I see... So when it is written *Isra' Miraj*, so the writer regard it as one event, but the using of 'and' here means they were two events. The event of a journey from *Masjidil Haram* to *Masjidil Aqsa* and the event of a journey to *Masjidil Aqsa* to the heaven. Ok. Is it clear?

Ss: Yes...

(Data

#### Step 4: Assessing the students' progress.

In this step, after both the teacher and the students finished their first joint negotiation of text, the teacher assessed the progress of the students. She analyzed the process of constructing the Islamic history, analyzed some errors that students made and their difficulty in writing.

It would be another way if the teacher found that the students still got many difficulties in the process of constructing the text, she would conduct another jointly construction of the text until she was sure about the students can do this session confidently and successfully.

In this case, the semester three of the TBI students had done the process well. They showed that they could handle this stage



confidently, so the teacher decided that they could go on to attempt the next stages in independent construction of a text. The text that the class produced in this stage is as follows

### Isra' and Mi'raj

Isra' Mi'raj was the greatest event that happened in the history of Islam. It happened on 27th Rajab in Mecca before the prophet Muhammad moved to Madinah.

When Muhammad was at Hatin (near Ka'bah), suddenly Jibril came and split his chest and cleaned his heart with zam-zam-water. Then Jibril guided him leaving Mecca to Mayjidi Aqsa. In Mayjidi Aqsa, he performed two rak'ats prayer before he ascended to heaven by an animal named Buraq.

On the way to heaven, Muhammad met Adam As. In the second heaven, he met Isa As and Yahya As, they gave Muhammad their salutation. In the third heaven Muhammad met Yusuf As. Then Idris, Harun and Musa, they are in the fourth, fifth and sixth heaven. In the seventh heaven, he met an old man. He is Ibrahim As. He was leaving on Baitul Makkur.

Muhammad continued his journey to Sidratul Muntaha the late tree. It is the highest heaven that no one could ever reach it before. In this place Allah S.W.T obligated him and his people to do fifty times prayer in a day a night. Finally it reduced to become five times prayer a day as Musa AS asked him to return to Allah to ask for the reduction because Musa AS said that the obligation was too hard to do for Moslem people.

In the morning, when Muhammad came back from Mi'raj, he told his people what he had experienced about. Part of them didn't believe it. They reneged from Islam, however most of his trusted followers believe it.

Although, some Moslem scholars were still debating in the way of Muhammad went to heaven, whether he went with his soul only or both of body and soul, but no one refused that this event was really happened.

### Stage three: Independent Construction of a Text.

In this stage the students are asked to compose an Islamic history text individually. The purpose of this stage was to measure their individual achievements. They worked by using the rules and procedure given. They were also given a time limitation in constructing their new text. To overcome the lack of vocabulary, they were backed up with dictionary.

#### Step one.

This step is similar in the joint construction of a text in stage two. The students are asked to choose a new topic. The Topic also, of course, can be negotiated with the teacher like in the first stage (joint construction), but in this step, the teacher will give them another kind of field research. They do not need to go to the library to make a field research, because the teacher had prepared a film of Islamic history about the Conquest of Mecca. All the students of the TBI class were so exciting when they know that they were offered to watch a film for their field research.

This kind of activity (field research) is really helpful for the students in composing an Islamic history text especially in



gathering ideas of writing. This can be seen on the comment of the students based on their answers in the questionnaire (will be discussed in next sub chapter). Through this activity, one of the main problems of students in writing could be overcome.

Rao (2007, p. 100) asserts that many students complain that they lack of ideas and cannot think of anything interesting or significant enough to write. While most EFL teachers are often perplexed by these problems in their writing class, they cannot find an efficient way to awaken student's imagination and set their mind working.

The teacher asked them to make notes as much as they can about some events in the film that they think will be useful for their data of writing. So, each of the students will have their own data that were not same with other students. The film has about two hours in duration, so the teacher asked the students to take only the most important things in the film and abandoned other information that they think they do not need.

#### *Step two.*

Before the students start to write their draft, the teacher asks them to reverse back to the models and steps of writing that they had done in

the pooling the information. They had to make a list of rough plans of the text first. The listing of rough plan is a kind of brainstorming technique, in which students think about the topic and quickly make a list of whatever phrases, and short sentences come into their minds. The students were asked to put whatever the idea without worrying whether the ideas are good or not.

The purpose of listing is to produce as many ideas as possible in a short time and the goal is to find a specific focus to do each of them and then decide which is the most productive to develop.

When the students had already made their rough plan, now they came to expand the ideas became a full paragraph. They were ready to write while they were writing their first draft. The teacher asked them to write without concerning overly on the grammatical corrections in this stage.

The students are also asked to bring their own dictionary and are also made accustomed to not disturbing their friends because every student had their own job that is to finish the Islamic history text. During the drafting time, the teacher is always ready there for students who sometimes asked some words which were not found in dictionary.

### *Step three.*

When the students had done their first draft, the first thing the teacher asks them to do is to make a personal revision to their own writing. Revising in this step can be broken down in two parts, revising the content and organization and revising the sentences and words including the mistakes in spelling and grammar (Ur, 1996, p. 170). After personal revising, the teacher collected the works from the students and gave them out randomly to the class for peer correction. Furthermore, Gabriellatos (2002, p. 10) said that in providing correction on students' writing text is not always from the teacher. Gabriellatos stated the alternative evaluator can be the teacher in collaboration with a learner or group of learners, other learners/peer correction (learners may work individually, in pairs/groups, or as a class), and the learner him/herself (self-correction).

In this step the teacher divides the students in groups (see figure 11). This is different from what the teacher did in the second stage (joint construction) where the correction was done by the class including the teacher. The strategy of grouping the student in this step is not originally the concept of genre-based approach. The teacher thought this step need to be modified considering the ability of each of student is not equal, so by this strategy they were helped each other.

The peer correction is a very important step in the writing process. It is difficult to implement the process of writing approach without having peers work together. (Graham & Perin, 2007, p. 8). Peer correction gives many advantages for both of teacher and students. Ur (1996, p. 171) claims that correcting written work is very time consuming, especially for the large class. So one of the strategies can be used is through the peer correction.

The problem of the peer correction is some of students may not able to see or define all the good qualities or shortcoming of other students' work, so the strategy of the teacher here is to equip the students with the assessment frame work (see figure 9) and peer editing form (see figure 10) to make a feedback especially on the content, organization and also language features of the text. Below (figure 8) is one of student's first drafts after having been corrected by his friend using the frame work assessment (figure 9) and peer correction (figure 10).



Appendix 3:  
Students' assessment framework for recount text

TEXT ORGANISATION AND CONTENT	YES	PARTLY	NOT YET	NOTE
• organises the structure of the recount by starting with an orientation that aims to interest the reader	✓			
• includes important events relating to a particular occasion	✓			
• includes relevant background information needed to understand the text, i.e. who was involved, when and where it happened and other pertinent details	✓			
• develops the topic by including significant events chosen to add interest and impact	✓			
• elaborates events so that the reader is able to visualise the experience	✓			
• orders the events chronologically into easily followed sequential steps	✓			
• writes a concluding comment and/or summarises aspects of the recount	✓			
<b>LANGUAGE FEATURES</b>				
• writes about specific participants	✓			
• writes using a variety of linking words to do with time, e.g. next, after, the following day, while	✓			
• uses a variety of sentence beginnings to make the recount more interesting		✓		
• maintains past tense or appropriate tenses	✓			
<b>OVER ALL</b>				
The writer demonstrates understanding that recounts can be written for a number of purposes and audiences and that a writer's experiences influence what he/she writes				

Figure 9. Student's assessment framework to Sufianto's first draft

## Appendix 4:

## PEER EDITING FORM

Peer Editor: Wati Idris

Author: Sufianto

Work Title: Fathul Mecca

	Yes	No	Comment
1. Are there title main words capitalized?	✓		
2. Is the word choice appropriate?	✓		
3. Does each sentence begin with capital letter?	✓		
4. Does each sentence end with a proper punctuation?	✓		
5. Are there any spelling errors (underline please)?	✓		underlined Mecca
6. Are there other words that should be capitalized?	✓		Pharaoh's
7. Are plurals and possessives correct?	✓		followers
8. Is the use of tenses correct?	✓		was captured
9. Is the use of passive voice correct?	✓		by attacking
10. Is the use of Subject Verb Agreement correct?	✓		
Other comments:			

Sufianto

## FATHUL MECCA

Fathul Mecca was the greatest victory of prophet Mohammad and his followers against the infidel Quraisy. It happened in 8 Hijrah in Mecca. Fathul Mecca occurred because of the infidel Quraisy betrayed the treaty of Hudaibiyyah.

In the year 6 of Hijriyah when prophet Mohammad and his followers on the way to go to Mecca to pilgrimage, they got the information that the Quraisy were not allowed them to enter the Mecca.

He then sent one of his followers to negotiate with the Quraisy and made an agreement which is called as treaty of Hudaibiyyah. Some of the point were about between them agreed not to attack each other for ten years and he and his follower can do the pilgrimage next year, but not now. So, Muhammad and his followers should come back to Madinah.

In the year 8 of Hijriyah, the Quraisy broke the treaty and attacking the Khuzaaah tribe which is the ally of Muslim. Prophet Muhammad then prepared 10.000 to attack Mecca. These troops consist of Muhajirin and Ansar groups.

When the Quraisy knew that Muhammad on the way attacking Mecca with a large number of troops, some of them run away and most were surrender. Then Muslim troops entered Mecca with peacefully. Shortly after Muhammad and his followers entered Mecca they were doing Tawaf in Ka'bah and cleaned Ka'bah from the idols that surrunk it. After that, Muhammad asked Bilal to recite azaan on the top of Ka'bah and then Muslims performed prayer together.

The conquest of Mecca has shown the world that Muhammad and followers has won the war with no bloodshed. Muhammad also forgave most of the Quraisy and later they also embraced Islam and became a good Muslims.



The peer correction, of course, does not release the teacher from the duty of checking and evaluating students writing. There are many things that still need to be corrected after this session, but at least the process of peer correction will lighten the duty of the teacher in the next final correction.

From one of the student's peer correction above (figure 8), we can see that Wati really helped the teacher in identifying some errors in Sufianto's writing. She could identify some errors in the spelling, capitalization, verb tense, plurals, and passive voice. However, there are still many errors in it that she still could not identify. For this, after the students worked together, giving each other feedback on content, language, and organization, they then rewrite their second draft and gave it to the teacher for the final correction.

Another problem that will be faced in peer correction is the feeling of trust and willingness to accept criticism from other students. Some of the students feel uncomfortable of being corrected by their peers or even not comfortable to correct the works of their peer. In this case, the role of the teacher is very important, she told the students to not to be aggrieved of the correction, she made sure that comments from peers are only

suggestions and she herself will make the final decision about her writing. The teacher also told other students not to argue, reject, or justify in correcting someone's writing.

#### *Step four.*

The students consult the teacher about the draft. This step was a very important one. Teacher questioned, and commented on students' draft. The questions and comments focused in practical and constructive way on what students had achieved and also pointed to where and how development could occur. This is very different strategy from telling students what is wrong with their writing without being able to offer strategies for improvement or simply being encouraging without being able to offer advice on how to develop a more effective text.

In correcting the students, the teacher did not tell them directly. Here, the strategy of the teacher is by asking the students with questions, so they felt that they themselves corrected their own sentence. The following section of the transcript (data 9) is where the teacher identified a problem with conciseness in one of students' works and guided them with some questions to make them corrected the problem by themselves.



- T: Ok.. Listen on the first sentence of one of your friend's writing.....  
Or... let me write it for you...
- (silent)
- (teacher wrote the sentences in front of the class)
- Ok. Look..! "Fathul Mecca was the victory of Muhammad and moslem against paganism. It was a great victory of them". You see...? *what do you think about the second sentence?*
- S: (silent)
- T: *What do you think?* Look..! Look on the board!
- S: (silent)
- T: *Do you think the second sentence is needed..?*
- Ss: No....
- T: No...? I think it is needed but you know, it seems wordy isn't it? Tahu wordy? Terlalumakanbanyak kata.
- Ss: Yes....
- T: So, if it is wordy how to...
- S: Make it simply.
- S: Sederhanakan..!
- T: Great...! It can be simplified become one sentence. Right?
- Ss: Yes....
- T: Nah who can help me?
- S: (silent)
- T: Hasan? Novir? Ok. Hasan come on...!
- (Hasan came in front of the class)
- Ok. Very good Hasan. You did it. "Fathul Mecca was the great victory of Muhammad and Moslem.
- Thank you Hasan.
- Lihat samaya..kalimat pertamadan kedua.....
- Ss: Yes....
- T: Cobaperhatikan lagi yang ini..... "For worship" what's wrong with this sentence?

Something that the teacher should put attention in this session is that the correcting of mistakes is part of the language instruction. But too much of it can be discouraging and demoralizing. This does not mean the correction of language correction is not so important but the over emphasis on it can distract both learners' and teachers' attention from the equally important aspects of content and organization (Ur 1996, p.171). Sometimes, the teacher may ignore some of language mistakes on students' written work if there is a danger that to correct them would hinder learning more than help it. The teacher might correct only mistakes that actually affect meaning that might lead to misunderstanding or confusion or those are very basic in writing. Below is the teacher's correction on Sufianto's final draft.



Date \_\_\_\_\_

Chet → SP = Spelling  
LWS = Learning Word

Suprianto

Cap = Capitalization

FATHUL MECCA

Q = unnecessary word  
VT = verb tense

Fathul Mecca was the greatest victory of prophet Muhammad and his followers against the infidel Quraisy. It happened in 8 hijrah in Mecca. Fathul Mecca occurred because of the infidel Quraisy betrayed the treaty of Hudaibiyah. SP

In the year 6 of Hijriyah when prophet Muhammad and his followers on the way to Mecca for pilgrimage, they got the information that the Quraisy were not allowed to enter the Mecca.

He then sent one of his followers to negotiate with the Quraisy and made an agreement which is called as treaty of Hudaibiyah. Some of the points were about between them agreed not to attack each other for ten years and he and his followers could do the pilgrimage next year, but not now. So, Muhammad and his followers should come back to Madinah. ~~at that time~~

After, in the year 8 of Hijriyah, the Quraisy broke the treaty by attacking the Khuzamah tribe which is the ally of Muslim. Prophet Muhammad then prepared 10.000 troops to attack Mecca. These troops consisted of Muhajirin and Anshar groups.

When the Quraisy knew that Muhammad was on the way attacking Mecca with a large number of troops, some of them ran away and most were surrender. The Muslim troops entered Mecca with peacefully. Shortly after Muhammad and his followers entered Mecca, they were doing Tawaf in Ka'bah and cleaned Ka'bah from the idols that surrounded it. After that, Muhammad asked Bilal to recite azan on the top of Ka'bah and then Muslim performed prayer together.

The conquest of Mecca has shown the world that Muhammad and followers has won the war with no bloodshed. Muhammad also forgave most of the Quraisy and later they also embraced Islam and became a good muslim.

Figure 11. Sample of student's second draft corrected by teacher

After the teacher corrects the pieces of students writing, again the students need to rewrite the text. Their finished works are handed to the teacher. The teacher do not forget to say to the students that writing was a recursive process (Gebhard, 1999, p. 222), to encourage them from being fed up. One of the students' final drafts would be as follows.

Name : Suprianto

Fathul Mecca

Fathul Mecca was the greatest victory of prophet Muhammad and his followers against infidel Quraisy. It happened in 8 Hijriah in Mecca. Fathul Mecca occurred because of the infidel Quraisy betrayed the treaty of Hudaibiyah.

In the year 6 of Hijriyah, when prophet Muhammad and his followers were on their way to Mecca for pilgrimage, they got the information that they were not allowed by the Quraisy to enter Mecca.

He then sent one of his followers to negotiate with the Quraisy and made an agreement which was called treaty of Hudaibiyah, some of the points were about both of them agreed not to attack each other for ten years and he and his followers could do the pilgrimage next year but not at that time. So Muhammad and his followers should return to Madinah.

In the year 8 of Hijriyah, the Quraisy broke the treaty by attacking the Khuzamah tribe which was the ally of muslim. Prophet Muhammad then prepared 10.000 troops consisted of Muhajirin and Anshar to attack Mecca. These troops were leaded by Muhammad himself.

When the Quraisy knew that Muhammad was on the way of attacking Mecca with a large number of troops, some of them ran away and most were surrender. The Muslim troops entered Mecca peacefully. Shortly after Muhammad and his followers entered Mecca, they did Tawaf in Ka'bah and cleaned Ka'bah from the idols that surrounded it. After that, Muhammad asked Bilal to recite azan on the top of Ka'bah and then the Muslims performed prayed together.

The conquest of Mecca has shown the world that Muhammad and his followers had won the war with no bloodshed. Muhammad also forgave most of the Quraisy and later they also embraced Islam and became good muslim.

Figure 12. Sample of student's final draft



### *Step five.*

Publishing or post-writing activity is an optional step in final stage of Genre-Based Approach. There is no need to rewrite and publish everything that is written in the classroom but it is also important to do that to encourage students to love writing. Richard & Renandya said "post-writing may be used as a motivation for writing as well as to hedge against students finding excuses for not writing" (2002, p.319).

In this optional stage, the teacher chose one of the best Islamic history texts of the students and displayed it on notice board in front of the class. For this activity in the optional step, Richard & Renandya said post-writing includes publishing, sharing, reading aloud in front of the class, transforming text for stages performance, or merely displaying texts on notice-boards (2002, p.319).

## **Chapter 6** **Students' Attitude** **and Reaction toward** **the Implementation of Genre-based** **Approach**

**T**o know the students' reaction toward the genre based approach in learning writing skill, the observation checklist on students activities during teaching and learning process and the questionnaire were applied. As stated in the previous page, the reason of using questionnaire is because culturally, students will alter their own behaviour and answer when they are being interviewed. Especially in the situation where the interviewer is their own teacher, they will tend to give answer/ information that are not genuine.

The discussion in this chapter will be elaborated in two. The first is students' attitude to the application of the genre approach in general, and the second was their reaction to each of the stages of Islamic genre based approach.

**Students Attitude to the Application of Genre-based Approach**

The data of observation checklist showed that most students gave a good response by paying attention and participating actively in the process of teaching and learning writing using the genre based approach. From this observation checklist and the result of questionnaire, the students' attitude can be categorized in the positive and negative attitude. In analyzing those both attitudes, the researcher used the following indicators as follows:

Table 1: The categorization of students' attitude toward the implementation Genre Based Approach in writing Islamic History text.

NO	Responses	Indicators
1	Positive Attitude	<ul style="list-style-type: none"> <li>• Students have favorable thought and believes toward the implementation Genre Based approach in writing Islamic History text</li> <li>• Students like or love to do the implementation of Genre Based approach in writing Islamic History text</li> <li>• Students have anxiety toward the implementation Genre Based approach in writing Islamic History text</li> <li>• Students have a readiness for action toward the implementation of Genre Based approach in writing Islamic History text</li> <li>• Student have curiosity, that is eager to know or to learn writing</li> </ul>

2	Negative Attitude	<ul style="list-style-type: none"> <li>• Students have unfavorable thought to writing and believes toward the implementation Genre Based approach in writing Islamic History text</li> <li>• Students hate to do with the implementation Genre Based approach in writing Islamic History text</li> <li>• Students are lazy to participate in the activity toward the implementation of genre Based approach in writing Islamic history text</li> </ul>
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Adapted from Morgan (1961 cited in Ridwan, 2007, pp.132-133)

The first question that I asked the students was about their anxiety in writing skill. I want to know how they like writing compare to other skills in English like reading, speaking, and listening. This is very important because teachers have to know students desire especially after they had been taught with a new approach. The responses of the students to this question were varying. Most of the students (22 of 24) said that they like writing.



As explained in previous discussion, students found that the genre-based program had worthwhile effects on their learning experience. The majority of students reasoned that the using of media such as LCD projector and film has the influence on their motivation in learning this subject.

In last semester we learn writing subject, but it is not so interesting like this semester. The using of film and LCD made us happy to learn. I never interested in writing since I learn writing subject in this approach. (Student questionnaire 23)

They also said the program not only enabled them to know 'how' to write a text better, but also made them easily to write a text.

At first to make a good writing was not clear for me. It is so difficult. But now, writing subject in this semester seems clearer for me. Now I like writing. (Student questionnaire 9)

With this approach, I begin to love writing even though there still many things that I have to learn in order to improve my writing ability. (Student questionnaire 10)

Students' views that the genre-based approach helped them to write better are supported by analysis of their Writing in Islamic History. This will be elaborated in the next section.

Even though most of them wrote that they like writing subject, there is a note there that I analyse, some of the students who learn

English did not put writing as the only one subject they like. As Student 6 and Student 3 said:

All of skills in English is so important for me. That is why I like all of skills in English. But I like Speaking and writing because with speaking and writing we can improve our vocabulary and grammar of the sentences. (Student questionnaire 6)

Yes, I like writing. Even though Writing is a not an easy subject but from this activities, we can add our knowledge of English language especially for adding our vocabulary. I also like reading. (Student questionnaire 3)

However few of the students (2 of 24) show their negative attitudes to the writing subject even though the new approach had been applied. According to these students, writing is still become a difficult subject compare to other English speaking skills. They wrote:

I think in comparing with listening, and reading, writing is very difficult, because in writing we must translated words one by one. (Student questionnaire 11)

I like writing subject but to compare it with reading, listening and speaking, I would prefer speaking, because I want speak English well. (Student questionnaire 24)

Even though those statements above do not directly said that they do not like Writing, but it can be seen implicitly that Writing is not interesting them though this approach has been tried out. Those

negative attitudes of the students in writing skill are not surprising. In writing we need more patience to practice it. A recursive process of writing sometimes makes students boring during the learning of writing. I think the teacher had tried to do her best in applying this approach, from the data, most of the students showed that they like writing especially after this semester when Genre based approach had been applied.

In answering question number four and five about their belief and what they think toward the implementation of genre based approach especially in writing Islamic history text, all students believed that this approach will improve their writing skill. A hundred percent of them wrote that this approach is useful for them.

I think this genre based approach is very good, because we practice to write orderly...Especially in writing an Islamic history text..Honestly I did not know yet how to write an Islamic text before, but through this approach, I never lost my ideas to write, because the frame of generic structure really help me in composing the ideas. (Student questionnaire 24)

I think genre-based approach is an effective way to teach us how to write an Islamic history text. (Student questionnaire 7)

In retrospect, alike what Student 24 has stated, most of the students wrote that they feel to be helped by the frame/generic structure of

history genre in the process of writing Islamic history. The clarity of the instruction of this approach is enormously useful for the students. The student said that by knowing framework and language features of the text, they finally understand how to make a good Islamic history text. The listing of points of ideas has an important role in enriching their idea to write. It can be seen in the text they wrote more than 250 words in average (see figure 19). Some of them even could not stop to write and complain with the word limitation that the teacher asked them. They said that they do not know where of the part should be abandoned. They argued that the reducing of some parts of the writing will also reduce the meaning of the story. For this, the teacher had tried to convince them that too many information is also not good in composing a writing text.

Students also believed that this approach has changed their progress:

Of course I believe that this approach will improve our ability in writing. Especially for me, I never learn the writing subject like this way. (Student questionnaire 9)

I believe that this approach will make progress to my writing ability because through this approach I can know there are many points must be known those are



structure, time order, using third person pronoun etc. (Student questionnaire 7)

The data from students' questionnaire also showed that most of them want this approach should be applied in the writing subject one, two, and three in IAIN Gorontalo. They said:

Yes I think it is very important to teach this approach in Writing 1, 2 dan 3, because we never learn writing like this approach. It is more interesting. (Student questionnaire 23)

Yes I do because this approach can help us to improve our skill or ability in writing (Student questionnaire 1)

In relation with those students' comments about this teaching approach, as additional information, I was presenting the result of this research to some of English lecturers who are my English fellow teachers that dealing with writing subject in IAIN Gorontalo. This presentation aimed to give information about the new approach in teaching writing especially Islamic History text, and to gain some suggestion from them through the questionnaire.

Generally, most of them have a decent response on the approach. They enthusiastically support this approach to be implemented in *Tadris Bahasa Inggris* of IAIN Gorontalo. Bellow are some comments and suggestions from the lecturers.

"I think this is really a good approach for teaching writing for English Department especially for IAIN students. It should be admitted that until now we still do not applied a specific approach for teaching writing in genres like this approach" (Teachers Questionnaire 1)

"Since this approach much more emphasizing on frame-work and language features, I think this approach will be better to be implemented in writing two or three, so that students had already master some basic writing skill especially in grammar" (Teachers Questionnaire 4)

Apart from what students 1 and 23 had said about using this approach in writing 1, 2, and 3 for *Tadris Bahasa Inggris* students, I prefer to consider the suggestion of the teacher questionnaire 4 to apply this approach only in the writing two and three for the reason he had argued.

#### **Students Reaction to Each Stages in Genre based Approach**

To know the students reaction towards the Islamic History genre-based approach, students' reactions need to be taken into account. This part discusses students' overall reactions toward the approach and at each stage of the teaching-learning cycle. To illustrate relevant points, extracts from transcripts of students' statements will be referred. However the name and the initial of the

student would not be shown because they were asked not to put their name on the questionnaire.

In the Questionnaire carried out at the end of the treatment, students revealed their different opinions about each stage of the teaching-learning cycle. When they were asked to nominate the most interesting stage of the cycle for their writing from their experience, the majority ranked the jointly construction/negotiation stage as most interesting stages. There are eighteen students said that this stage is the most interesting and useful for them. The following table summarizes this.

Table 2: Students positive responses to the each of stages of Genre based Approach

STAGES	NUMBER OF STUDENTS
Modelling of Islamic History Text.	12 of 24 Students
Joint Construction/negotiation of a Text	18 of 24 Students
Independent Construction of a Text	14 of 24 Students

The Joint construction stage was regarded as the most interesting stage, as students valued the importance of writing practice. The joint construction of text was so attractive for the students because they met a new experience in building up a text. They contribute directly on the

construction of it together with the class to produce a complete text. Modelling of the text stages appeared to be resisted by students because these stages seemed like a common way in teaching writing by introducing the theory of it. This is not a completely new thing for them even though this is also a very important stage in this approach. Students' reactions towards each stage are summarized below.

#### **Modelling the Islamic history text.**

As indicated earlier, the purpose of this stage is to help students to become familiar with and to have sufficient knowledge of History text especially Islamic History Text. To achieve these purposes, teacher and students were expected to involve and participate in the following activities: discussing the social function or purpose of the text, asking some questions about the Islamic history they know and the social function/purpose of writing it, and demonstrating how the text achieve its purpose.

Some students responded positively towards the modelling activities. They stated that the activities made them realize the significance of researching information prior to writing and that they could not write factual texts successfully from their previous knowledge and ideas. Some of these students' responses were:



Modelling. It gives me more information about how to make a good writing especially writing Islamic history text. (Student questionnaire 23)

All of the stages are useful, but i think the most important is stage one /modelling. (Student questionnaire 16)

One of the students comments that he likes both of the stage one and stage two. He said:

Modelling and joint Construction. Both of this stage is the most important session in writing Islamic history text. From modeling we learn about the theory, while in joint construction we learn together in composing a text and get the correction from the teacher and my friends. (Student questionnaire 9)

However, the other students responded negatively towards the modelling activities. Most of them argued that this activity are alike another theory of teaching writing that feed them up with a lot of theories and a little practice. In their comments, it seems that these students are impatient to immediately go to the practice session. For example:

The stages in this approach that I did not like is Modeling. Because this stage is just theory. And I did not like theories. I like practice. (Student questionnaire 25)

I don't like stage one. It is boring. (Student questionnaire 13)

Students' criticisms that the teacher provided them with too much information indicated that they might not yet clearly understand the purposes of modelling activities. In other words, they might not yet realize that the activities were provided for them so that they would have sufficient information and English language vocabulary necessary to concentrate on writing about the topic prior to beginning writing their texts independently.

Even though most of the students did not mention this session as their favourite stage, but I think this stage is very useful to the improvement of their knowledge in writing an Islamic history text. Analysis of their final drafts revealed that most students were able to write texts that were close to successful Islamic History Genre. Their texts were based on facts relevant to their knowledge of genre writing that was explained in the stage of modelling rather than on their personal experiences.

Despite students' criticisms, analysis of their texts shows that most had acquired a better control of the generic structure of Islamic history and were able to use language features (that is, nouns [or participants], verbs [or processes], conjunctions and tenses etc.) particular to the Islamic history genre in their texts successfully and

effectively these will be discussed in the next discussion (see Figure

18).

### **Joint- Negotiation/Construction of the Islamic History Text.**

This stage is the most interesting stage for the students. Students who found the joint-construction stage useful (18 of 24) stated that it enabled them to share ideas with their friends and, importantly, to understand 'how' to write the Islamic history better.

Joint negotiation. It is very interesting to follow the second stage of this writing activity. In this session we can share our ideas with friends in the classroom. The teacher also gives information about many words that we still do not know. The teacher is very tolerant with our mistakes. (Student questionnaire 5)

I think Joint Construction is usefull. I can see my mistakes in writing when my friends correct me. I also learn from another studentsmisakes (Student questionnaire 24)

However, some students expressed concerns of various kinds about the joint-negotiation stage. A two of them stated that their experiences of writing in groups were less than satisfactory.

The stage I don't like is joint construction. I still cannot follow my friends. They are know more than me about writing. I like if the teacher herself check my work. Not from my friends. (Student questionnaire 4)

In hindsight, this student might have the problem with her/his self confidence. Another problem is maybe the teacher did less encouragement to the students. However, even though some of the students complained and feel not comfortable about this stage, this stage is a very important stage in Genre Based Approach. Moreover most of the students emphasize that they like the stage for many inputs that they can get from this stage.

### **Independent construction.**

Some of the students found this stage to be valuable, probably because it met their expectations. In addition, the stage provided students with the opportunity to assess their own control of the genre. The following quotes illustrate this:

Independent Construction. In this way I can practice by my self. I like writing by myself. Even though there are so may words that I still do not know but we can use the dictionary. (Student questionnaire 10)

Independent Construction. I like to write history of Islam. I think I can write better and so many ideas in my mind. Watching the film is so interesting in learning writing subject. (Student questionnaire 7)

Some students suggested that they should have been able to spend more time on this stage:



I like independent Construction, but the time for independent construction is too short. We need long time to finish the text. (Student questionnaire 4)

To conclude, students thought that their overall experience with genre-based writing was worthwhile, as the approach taught them to write systematically and to produce texts appropriate to English conventions. However, their reservations about the most and least interesting stages of the teaching-learning cycle suggest that the further research of this approach would need to be conducted for the better teaching methods of Islamic history genre in IAIN Gorontalo in the future.

## **Chapter 7**

### **The Impact of the Genre-based Approach on Students' Writing**

From the questionnaire, it is clear for me as the researcher that all of the students, even though there are few of them aware that there are many kinds of text types in writing, have never been taught by this approach, especially in writing Islamic history text.

Based on the results of the study, it was evident that the genre-based approach had significant impact on students' writing Islamic history. Analyses of students' final drafts showed that their control of generic structure conformed to that which is typical of the Islamic history text, containing the 'Orientation', 'sequence of events' and 're-orientation'. In addition, most students were able to use language features appropriate to a written Islamic History text. To illustrate this, one of the texts of a student will be discussed (See Figure 12).

Analysis of the student's text (figure 12) revealed that the author was able to write a text that approximated successful factual recount text. In the first paragraph, the orientation statement was

clearly established. The author started his first sentence by answering the questions *what* then *who*, *where*, *when* and finally he closed his orientation with the question *why*. It is interesting to see how he leaded his sentences with the questions to be a paragraph:

What :Fathul Mecca was the greatest victory....

Who : Muhammad and his followers

When : in 8 Hijriah

Where :in Mecca

Why :It occurred because of the infidel *Quraisy* betrayed the treaty of *Hudaibiyah*

Answering the questions successfully, he began to compose his orientation of the text in a paragraph.

Fathul Mecca was the greatest victory of prophet Muhammad and his followers against the infidel *Quraisy*. It happened on 8th Hijriah in Mecca. Fathul Mecca occurred because of the infidel *Quraisy* betrayed the treaty of *Hudaibiyah*.

When he felt that the information given in the orientation is enough for readers as the introduction to his next text, he started to write the first event. In this text, Suñyanto wrote four events. In the first even, he talked about the journey of Muhammad and his followers to Mecca for pilgrimage. In the second events, he talked about the negotiation between the Moslem side and the *Quraisy* that ended with an agreement between them which is called as treaty of *Hudaibiyah*. In the third event, he wrote about

the disavowal of the agreement by the *Quraisy*. This event is a climax of the text. Suñyanto describe how Prophet Muhammad prepared his troops to attack the Mecca, and finally he describe how the city of Mecca was occupied by Moslem peacefully with no bloodshed between both sides of Moslem and *Quraisy*. Each of the events contains a topic sentence and supporting sentence clearly identifying the events being focused on.

Suñyanto ended his text with re-orientation. He made a conclusion without explicitly said it. She also did not make a repetition in making a conclusion of the history text. I think it is a good point of him.

In analyzing the generic structure of Suñyanto's text, it is obviously can be seen that he has the awareness of generic structure of the history text. He wrote according to the frame work of a genre based. Now he knows how to construct a generic structure of Islamic history text. See the following figure for the complete illustration of the students' assesment.



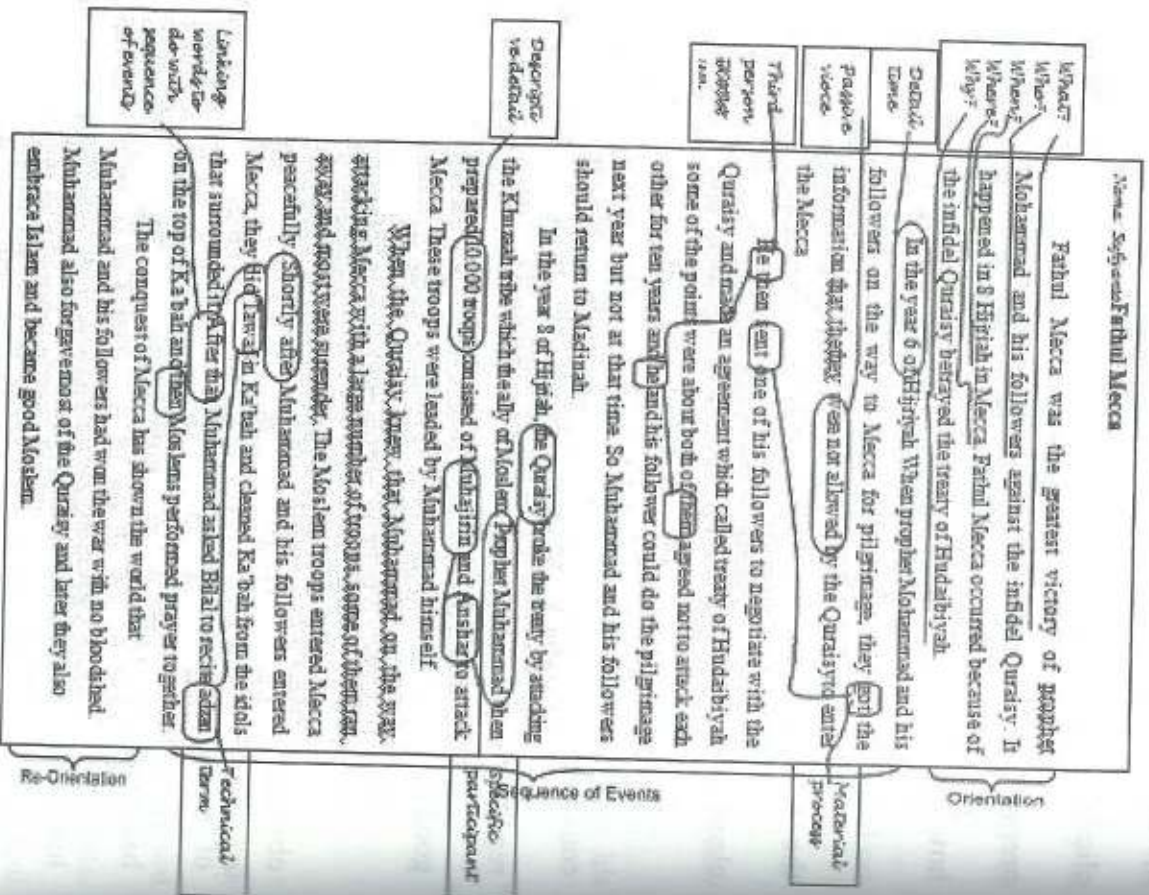


Figure 13: The Assessment on Successful Student's Final draft

Analysis of Sufiyanto's text also shows that he is aware of language features typical of written Islamic History Text. He frequently used the past tense (for example, *Fatmih Mecca was the greatest victory*

[paragraph 1], *they got information about* [paragraph 2]). He also described the action verbs in the past for example, (*He sent one of his followers* [paragraph 3], *the Quraisy broke the treaty* [paragraph 4]). Passive voice was used to organize information confidently (for example, *they were not allowed* [paragraph 2] and *These troops were leaded by Muhammad himself* [paragraph 4]), enabling Sufiyanto wrote the clauses with information useful to the reader looking for information about the text. His choices of participants were mainly specific for example, (*The prophet Muhammad, The Quraisy, Muhajirin, and Anshar*). Sufiyanto seemed to avoid the first personal pronoun since he understands that in the history genre, the using of personal feelings is probably not appropriate. This is because the Islamic history text is a kind of factual recount. It would be different if he writes personal recount or imaginative recount; he can use the first personal pronoun to express her personal/emotive feeling (Derwianka 1994, p.17).

His text also included a substantial number of technical terms relevant to the Islamic text for example, (*tawaf and adzan*). He used temporal conjunctions to mark the staging of the text successfully. For example, the conjunctions (*after that, then and shortly after*) are used to mark the sequence of events respectively.

Sufiyanto's control of the generic structure and language features

make his text achieve the purpose successfully.







*conquest of Mecca was the biggest winning, the Quraisy had the power and influence), the specific participants (Muhammad, Quraisy, Gabriel), and technical terms (tahannuts, iqra). She is even better than* Sufianto in describing a detail time of events (*at night of 17<sup>th</sup> Ramadhan, on 6<sup>th</sup> August 610 M).*

From the analysis of the two students' final drafts, the most serious problems found from the students' writings are only about the choosing of the significance events for their writing text, and some aspects of writing like spelling, grammar, and mechanic. However, over all, I can say that most of the students are successful in applying the frame work of factual recount (generic structure) of history text together with the lexicogrammatical features of it. The table 3 below shows what the class has achieved in controlling the text organization, content and language features of Islamic history texts.

Table 3: Class achievement on the text organization, content and language features of Islamic history.

No/	Assessment Frame Work for Islamic History Text			
	Text organization and Content	Very Good	Good	Poor
1	Organises the structure of the recount by starting with an orientation	10 students	9 students	5 students
2	Includes important events relating to a particular occasion	8 students	13 students	4 students

	Includes relevant background information needed to understand the text, i.e. who was involved, when and where it happened and other pertinent details	8 students	11 students	5 students
3				
4	Develops the topic by including significant events chosen to add interest and impact	5 students	14 students	5 students
5	Elaborates events so that the reader is able to visualise the experience	7 students	11 students	6 students
6	Orders the events chronologically into easily followed sequential steps	9 students	12 students	3 students
7	Writes a concluding comment and/or summarises aspects of the recount	9 students	9 students	6 students
	<b>Language Features</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>
8	Writes about specific participants	19 students	5 students	-
9	Writes using a variety of linking words to do with time, e.g. <i>next, after, the following day, while...</i>	7 students	11 students	6 students
10	Uses a variety of sentence beginnings to make the recount more interesting	6 students	12 students	6 students
11	Maintains past tense or manipulates tense	10 students	10 students	4 students

## Chapter 8

### Conclusion and Suggestion

**T**his chapter deals with conclusions and suggestions. The conclusions are drawn on the basis of the findings and discussion in the preceding chapter, whereas suggestions are presented on the basis of the conclusion of the study. The suggestions are intended to the improvement of the teaching and learning of English especially writing skill and also for future research.

#### Conclusion

Based on the findings and discussion in the previous chapter, I put forward the following conclusions.

##### **The implementation of Genre-based approach.**

The implementation of Genre-based approach in English writing II to the fourth semester students of English Department (Tadris Bahasa Inggris/TBI) of IAIN Sultan Amai Gorontalo was done based on the procedure of Genre-based approach. In this case, the genre-based approach had been introduced by considering the

main teaching goals of writing, which enabled the students to write an Islamic history genre.

In the process of teaching and learning writing using genre-based approach, the teacher and students were following the procedure of the approach i.e, modelling, joint construction, and independent construction with certain steps in each of those stages. The classroom interaction was so alive. Students actively shared their ideas with others. They acquired the inputs not only from the teacher but also from their classmates. It was surprising that most of the students were drilled by some stages on this writing process.

##### **Students' attitude and reactions toward the genre-based approach.**

Based on data from the questionnaires, most of the students reacted positively to this approach. This can be seen from the indicators that most of them have favourable thought and believe on the implementation of this approach to improve their writing ability. They are also having anxiety, curiosity and enthusiasm toward the implementation of genre-based approach. They felt being assisted by using the genre-based approach to practice writing. From the questionnaires, I may conclude that at least there are three main



reasons why this was helpful for them: active participation, clear instruction, and specific genres.

### **The impact of the genre-based approach on students' writing.**

I can conclude that the Genre-based approach has significant impact on the students' writing and to their attitudes and response to the teaching and learning writing. It can be seen in their final draft and their comments on the questionnaires. All of the students said that this is the first time for them to write an Islamic text. They also said that in their previous writing subject, they were taught something general such as talking about their experience and etc. The samples of the students' writing show the evidence the students are able to compose the Islamic history texts successfully when the genre-based approach is used in the teaching process.

### **Recommendation**

The Genre-based approach has been proven to be successful to be applied in English Department students of IAIN Gorontalo. It is strongly recommended that this approach can be continually implemented in teaching writing. This approach is designed to the

framework of current teaching theories to make learning writing more meaningful and significant.

The collaborative research conducted by Firkin et al (2007) shows that the combination Genre-based approach and another approach (activity based pedagogical approach) are effective in teaching writing. So, it also can be considered that the using of Genre-based approach can be combined with others approaches such as communicative approach.

The Using Genre-based approach in teaching writing has attracted students' attention, so I hope the writing teachers of English department of IAIN Gorontalo will use this approach to teach writing not only Islamic history text (factual recount) but also other text types such as exposition, narrative, and other kind of genre text.

The use of internet as the recent sophisticated prominent technology particularly in education is also available for the students to help them in carrying out the field research beside using the media film or asking them to find any source from the library. From the internet, they can browse many source of Islamic history or many topics related to their writing text.

The implementation Genre-based approach will be better to be

taught in writing subject two or three in *Tadris Bahasa Inggris* of IAIN Gorontalo, because they have already been equipped with enough vocabularies and basic knowledge of writing in their previous Writing Subject. This is considering

Some of the strategies such as peer correction, the students' reservations about the stages, and the time allocation in this approach were identified as the weaknesses in this approach; therefore, further research on this field needs to be conducted.

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# GENRE-BASED APPROACH

IN TEACHING TO WRITE ISLAMIC HISTORY TEXT



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