



Genre-Based Approach on Students' Writing Performance in an Online Writing Instruction

Mark Daryl S. Labajo^{1,*}

¹Faculty, Language Education Department, College of Education, Central Mindanao University, Philippines

* f.markdaryl.labajo@cmu.edu.ph

Abstract. Writing is an essential and difficult academic skill. With the sudden onset and spread of the COVID-19 pandemic and the shift towards online education, writing became more challenging. Thus, it is crucial that the instruction of writing be based on a highly effective methodology tailored to online learning settings. Genre-Based Approach (GBA), as a writing strategy, instructs students in the linguistic and social conventions of various text types. The present study aimed to determine the level of writing performance of the students utilizing the Genre-Based Approach. A quasi-experimental design was employed. There were two groups of respondents: an experimental group of 46 students and a control group of 41 students. Each group was instructed differently: non-GBA for the control group and Genre-Based Approach (GBA) for the experimental group. Both groups took part in a pre/post-writing performance in which the target genre was an argumentative essay. The data was analyzed using an adopted scoring rubric. The findings revealed that using GBA increased the respondents' writing performance level from moderate level (mean score = 2.86) to competent level (mean score = 3.65). The results indicated that students who participated in online Genre-Based writing instruction were able to improve their writing abilities in terms of content, accuracy, fluency, appropriateness, and intelligibility.

Keywords: Genre-Based Approach, Writing Strategy, Writing Performance, Online Writing Instruction

1 Introduction

The Philippine educational system places a premium on writing since it is among the most critical and challenging academic skills to master. As Cabigao (2021) mentioned, students need to possess the requisite skills for effective writing to produce well-written text. However, students in writing classrooms usually need to be more motivated, making it difficult for writing teachers to instruct students of varied competency levels (Pham & Bui, 2021). Adula (2018) concurred with the view that writing instruction is multifaceted, requiring teachers to be good observers of student writing and able to make instructional decisions in response to the writing issues with which students struggle when writing.

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The coronavirus disease (COVID) 2019 pandemic and resulting online instruction have made it much more challenging. Complex tasks include motivating students, making online classes engaging, and retaining the effectiveness of offline courses. Siamak et al. (2021) conveyed that since the academic scene has changed due to the pandemic, it is crucial that the instruction of writing competencies be based on a highly effective methodology. These methodologies include the Genre-Based Approach (GBA).

Writing instruction using a Genre-Based Approach (GBA) emphasizes how language is produced to perform specific social roles (Hyland, 2007; Suksawas, 2018). GBA is based on the idea that students need guided practice to complete various written texts following their respective forms and styles (Herman et al., 2020).

Numerous researches have been conducted in recent years to contextualize and apply the GBA to the process of teaching writing. According to studies, GBA improved respondents' writing skills and comprehension of general structure (Nueva, 2016; Nagao, 2018). Through genre analysis, Iddings and De Oliveira (2011) observed that students recognized the topic and intended audience of their various writing assignments. However, the application of the GBA in schools employing online learning is still uncommon because previous researches were carried out using face-to-face instruction, and there is limited knowledge regarding whether teaching writing strategies are appropriate for use in virtual environments.

Filling a current gap in the literature pertaining to approaches to feedback that fulfill the needs of nontraditional students, this quasi-experimental study used Genre-Based Approach and Non-Genre-Based Approach to evaluate students' writing performance receiving online instruction at Central Mindanao University.

1.1 Objective of the Study

Specifically, this study attempted to determine the level of writing performance of the students utilizing the Genre-Based Approach as online writing instruction.

2 Theoretical Framework

2.1 Genre

The word "*genre*" refers to the recurrent and predictable patterns found in popular, scholarly, and literary texts within a specific community (Hammond & Derewianka, 2001; Tuan, 2011). According to Hyland (2008), the idea of genre arose due to the interaction between writers and repeating structural components within a specific context.

2.2 Genre-Based Approach

According to Yasuda (2011), as cited by Yang (2016), understanding one's genre is critical to producing excellent writing. GBA instructs students in the linguistic and social conventions of various literary genres, which helps students improve their writing

skills (Osman, 2004; Nueva, 2016). The primary premise of the genre-based approach to teaching is that direct instruction (explicit teaching) is the most crucial component. Direct instruction is accomplished through the empirical analysis of models, the study of genre elements and their patterns, and the collaborative and then solo creation of examples on the nature of the particular forms to explain certain aspects of the language (Suksawas, 2018).

2.2.1. Teaching-Learning Cycle

The Teaching–Learning Cycle (TLC) is utilized by the Genre-Based Approach, which places emphasis on the significance of engagement and instruction in the process of acquiring the ability to read and write text (De Oliveira, 2017). As described by Herman et al. (2020), TLC is a text-based conceptual process that leads the student from dependent to independent understanding development. According to Ueasiriphan and Tangkiengsirisin (2019), the major objective of the teaching-learning cycle is to follow the process of learning a genre through a series of interdependent stages.

GBA determined four TLC stages. These stages are Building Knowledge of Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Mingsakoon & Srinon, 2018; Lail, 2022).

Building Knowledge of Field (BKOF). This phase offers students the context of the meaning of the modeling text and the content they will be writing to motivate and inspire them to write. At this point in the process, it is anticipated that the students will speak up and give their thoughts on the material that will be reviewed in the classroom (Mingsakoon & Srinon, 2018; Lail, 2022).

Modelling of the Text (MOT). In this stage, the teacher utilizes example texts to help students comprehend the text's overarching objective and the sequence of stages that help it achieve that purpose (Correa & Echeverri, 2016).

Joint Construction of the Text (JCOT). During this phase, the teacher and the students work together to develop texts similar to the mentor texts they disassembled in the previous phase. The students first use the linguistic characteristics of the genre being studied. Teachers are expected to assist students in bridging the gap between the language they use at home and at school. They will concentrate on the text's organization, including its goal, flow, and linguistic elements (De Oliveira, 2017).

Independent Construction of the Text (ICOT). In this stage, students can develop genre-specific texts themselves. Teachers are supposed to reduce help, scaffolding, and supervision so students may write independently (De Oliveira, 2017).

2.3 Online Writing Instruction

During the pandemic, students at all levels were unable to attend traditional face-to-face classes. The vast majority of schools have embraced online classes to preserve student learning. Although the sudden development and spread of the COVID-19 pandemic replaced traditional face-to-face classrooms with online classes, this rapid change has necessitated the development and implementation of new approaches for

teaching and learning writing. Ariesta (2020) mentioned that even during the pandemic, teachers must utilize effective and efficient teaching strategies.

3 Methodology

This study followed a quasi-experimental design in which respondents were divided into two groups: experimental and control. The two intact classes were required to write an argumentative essay but received different online writing instructions. The experimental group employed a Genre-Based Approach (GBA). The control group utilized a Non-Genre-Based Approach. Online writing instructions were done using *Google Meet* and *Google Classroom*. Students' pre and post written assignments were graded using an adopted rubric. To improve the reliability and validity of the research findings, the triangulation method was employed.

4 Results and Discussion

4.1 What is the level of writing performance of the students utilizing Genre-Based Approach?

Table 1 shows the mean score, standard deviation, and qualitative description of the experimental group's pre-and post-test results, as determined by the raters.

Table 1. Students' Level of Writing Performance Under Genre-Based Approach

GBA (N=46) (experimental)	Mean	Standard Deviation	Qualitative Description
Pre-test	2.86	0.600	Moderate
Posttest	3.65	0.490	Competent

As can be seen in Table 1, the students' mean scores on the pre-test and the post-test are quite different. Students who were given genre-based online writing instruction were able to improve their writing abilities, as shown by the mean pre-test score of 2.86, which indicated a "moderate" level of writing performance. The mean post-test score of 3.65 indicated a "competent" level of writing performance, suggesting that the student's writing abilities improved as a result of receiving the instruction.

The students' level of writing performance while utilizing GBA for online writing instruction is considered to be competent. This indicates that the students have produced texts that are understandable and well-organized in terms of *Content*, *Accuracy*, *Fluency*, *Relevance*, and *Intelligibility*.

With reference to *Content*, students noted a broad spectrum and logical progression of concepts. There may still be a few isolated problems, but they effectively articulated and organized ideas in the phrase. Relevant concepts and evidence were included in the writings of the students, although greater depth may be desired.

On the subject of *Accuracy*, the written essays produced by the students demonstrate a good knowledge of lexical, grammatical, textual/relational patterns, and style; nonetheless, issues may still arise with the students' use of punctuation, spelling, verb tense, voice, and the application of coherent techniques. In addition to this, the relationships within and between the propositions are often well-managed.

With regard to *Fluency*, students often have the ability to write spontaneously on a variety of topics. The writings that were generated make adequate use of a wide variety of grammatical structures as well as vocabulary. In addition to this, there is a satisfactory degree of both subtlety and flexibility.

As to *Appropriateness*, within a moderate variety of text kinds, students utilized language that was generally suited to function, text type, and communicative purpose. Further, the organization and layout of a written essay are appropriate to the text type.

In the matter of *Intelligibility*, errors in students' written outputs rarely interfere with their ability to successfully communicate meanings.

The aforementioned findings are congruent with those of Nashion et al. (2021), who indicated that GBA could be used to boost students' abilities and is encouraged to be employed when teaching writing, particularly in university lectures. These findings also lend support to the view of Nagao (2018). The researcher discovered that employing GBA can enhance students' genre comprehension and writing skills. Further, GBA may facilitate students' understanding of argumentative essays.

5 Conclusion

Based on this study's findings, the following conclusions were drawn:

When implemented as part of the online writing instruction for the experimental group, the Genre-Based Approach resulted in an improvement in the writing performance of the group. The students' level of writing performance increased as a result of the explicit instruction that utilized the Teaching and Learning Cycle (TLC) with its phases of Building Knowledge of the Field (BKOF), Modelling the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). This was demonstrated by the students' argumentative essay ratings.

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