

GENRE BASED ACADEMIC PARAGRAPH WRITING: LEARNING FROM EACH OTHER THROUGH THINK PAIR SHARE

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Abstract

This action research study investigates the effectiveness of Genre based Academic Paragraph Writing through a Think Pair Share task in developing the students' competence in organizing the paragraph of hortatory exposition text and the effectiveness of learning-teaching activity is when Genre based Academic Paragraph Writing through think pair share Task is applied in teaching paragraph writing. Paragraph writing test was used to examine the improvement of the students' competence in organizing the paragraph. Personal interview and observation were applied to know the increasing of the effectiveness of learning-teaching activity. Based on the data, it reveals that the implementation of Genre-based Academic Paragraph Writing through a Think Pair Share Task develops the students' competence in organizing the introduction, body and the conclusion of the paragraph. Besides, it also increases the effectiveness of learning-teaching activity. The contribution of this study is that this combination approach improve the students' writing skills through experiencing a whole writing process.

Keywords: Action Research, Effectiveness of learning-teaching activities, Genre, Organization, and Think Pair Share.

Introduction

Writing in educational setting is increasingly important since it is one of the productive skills that should be mastered in using a language. It has significances as a medium of delivering the ideas, feeling and perceptions of the writer to the reader. Based on the writer observation in classroom teaching-learning activities, writing skill is one of the most complex skills because it is the most demanding skill. It requires not only the mastery of grammar but also the rules of paragraph organization. In addition to that, good writing depends on the ability to organize words, sentences and paragraphs into a meaningful whole. This statement is supported by Richards and Renadya (2002) that writing particularly in an EFL context (i.e. Indonesia) has been considered one of the most difficult skills for learner to master.

Parallel with the above statement, Richard in Widodo (2007) states that the status of writing in language teaching has accelerated tremendously since 30 years ago. Further Widodo (2008) states that Indonesian learners often encounter difficulties in transferring ideas from their native language—Indonesian into the target language—English. This case calls for teachers' greater attention to help learners to be successful in a writing skill. Conveying written message through written texts is not simple. The students still found difficulties especially in developing a paragraph. It is based on the writer's observation in writing class of the third semester students of English Department of Tidar University. The above facts are also supported by the results of writing test in pre-cycle stage. It is found that

some students were confused in organizing the messages. In this case, some of the students could not develop the paragraph coherently. Based on the above facts, it can be seen that the students still found problems and difficulties in writing a text. They still made mistakes in Organization (introduction, Body and conclusion), Logical development of idea (content), grammar, punctuation, spelling and mechanics and style and quality of expression. They still made many minimum requirement mistakes. Besides that, the difficulties of the students in developing the idea or the message in their paragraph. Based on the problem above, implementing cooperative activities that are able to improve the writing skill of the students is really needed. Integrating genre-based activities and Think Pair Share model can be useful alternative model for teaching writing of hortatory exposition text. Hortatory exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. In addition to that, according to Butt, et al (2000: 241) the social function of hortatory exposition is to persuade people to particular point of view.

It is generally agreed that discussing genres, it cannot be separated from competency-based curriculum applied in Indonesian school curriculum. Martin in Eggins (1994) states that a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture. Genres are how things get done, when language is used to accomplish them. Swales (1990) identified a genre as “a class of communicative events, the members of which share some set of communicative purposes”. In addition to that, Johns (1997: 38) states that texts are examples of genres that encourage the study not only of the structure and content of written discourse, but how these internal textual elements interact with other texts and social cultural forces in particular context.

In completing genre-based approach, think pair share model is applied. Think-pair share is a type of cooperative learning. Johnson in Jacobs (1998) claims that cooperative learning is one of the best- researched approaches in education, and when the public asks educators what we know that works in education, cooperative learning is one of our surest answers. Think-pair Share Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; they then share their thoughts with the class (Kagen in Liang, 2002).

Methodology

In this research, the writer applied Classroom Action Research approach. It is because action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. In this classroom action research, the writer conducted this in three cycles. It was to treat the students to improve the students' competence in developing the paragraph. The cycle consisted of four stages. They are Planning, Action, Observation and Reflection.

The subjects of this research were the students of English department of Untidar. The students here referred to the fourth semester students of B class of English Department of Tidar University who took writing 3 subject in 2016/2017 academic year. To collect the data in this research, the writer used writing test and to analyze the data, she used quantitative data analyses. It was to analyze data from the results of the teaching-learning process. It was

done to compare the students' competence in developing the paragraph before and after the action or the results of pre-cycle test and post cycle tests. In analyzing the quantitative data, she used descriptive statistics. In analyzing this, the writer used Burns' theory (2010). It measured the central tendency and dispersion (or variability). In this case, the writer calculated the mean, and mode and the numbers which are spread, scattered, or dispersed across the data set.

Findings

The present study was conducted to investigate the improvement of the students' writing skill and the effectiveness of teaching-learning activity of writing class after implementing Genre based Academic Paragraph. Writing through think pair share Task in teaching writing. In this section the research findings are presented according to the research questions.

The Improvement of Students' Writing Skill

The first purpose of present study was to investigate the improvement of the students' writing skill after implementing Genre based Academic Paragraph. Writing through think pair share Task in teaching writing of hortatory exposition text. Based on the stages implemented by the writer in this classroom action research, it can be seen that implementing Genre based Academic Paragraph. Writing through think pair share Task can improve the students' writing skill. The focus of the study was on the students' writing skill and based on Brown's theory, the research findings would be emphasized on five aspects of writing skill indicators. Based on the results of the data analysis in pre cycle, cycle one, cycle two and cycle three, it can be seen that the implementation of Genre based Academic Paragraph. Writing through think pair share Task can improve the students' writing skill of hortatory exposition text. It could be seen from the results of paragraph writing tests that could be seen in the following table.

Table 1. The Summary of the Average Score

	Average Score of Each Component					Mean Score of Writing
	Organization	Content	Grammar	Punctuation, Spelling and Mechanics	Style and quality of Expression	
Pre-cycle	10.88	11.00	10.85	14.19	13.65	61.45
Cycle 1	15.62	15.46	14.46	15.69	15.35	76.75
Cycle 2	17.30	17.24	15.89	16.95	16.80	84.24
Cycle 3	17.53	17.45	16.31	17.15	17.15	85.73

Based on the above data, it could be seen that there was an improvement of the students' writing skill after the writer implemented Genre based Academic Paragraph. Writing through think pair share Task. The improvement was on those five aspects of writing indicators based on Brown's theory. Those are organization, content, grammar, punctuation,

spelling and mechanics and style and quality of expression. In other words, based on the previous explanation, it can be concluded that the implementation of Genre based Academic Paragraph. Writing through think pair share Task can improve the students' writing skill of hortatory exposition texts.

2 The Effectiveness of Teaching- Learning Activity

The second purpose of this present study was to investigate the improvement of the effectiveness of teaching learning activities by implementing Genre based Academic Paragraph. Writing through think pair share Task in teaching paragraph writing of hortatory exposition. Based on the stages implemented by the writer in this classroom action research, it can be seen that implementing Genre based Academic Paragraph. Writing through think pair share Task in teaching paragraph writing of hortatory exposition text can improve the effectiveness of teaching learning activities. Teaching-learning activities of paragraph writing class was effective because it matched with the seven indicators of effective teaching. Based on the research data in this case through observation (students and collaborators' observation) and interview, it can be concluded that teaching- learning activities of paragraph writing class were effective because there were ten indicators emerged in the teaching-learning activities of writing class. The improvement of those seven indicators can be seen in the following parts.

a. Preplanned Curriculum to Guide the Instruction

One of the indicators that made the teaching- learning activities of writing class effective by implementing Genre based Academic Paragraph. Writing through think pair share Task was that *the instruction was guided by preplanned curriculum*. It is through syllabus and lesson planning. In this case, through syllabus and lesson plan designed by the lecturer, she could develop and prioritize learning goals and objectives and organize the materials into lessons.

b. The Clarity and the Focus of the Instruction

The third indicator is that *the instruction is clear and focused*. It was related to how the lecturer gave lectures and demonstration in a clear and focused manner. Based on the data, the writer could find that the implementation of Genre based Academic Paragraph. Writing through think pair share Task made the instruction clear and focus. It was because the teaching- learning activities were guided by clear demonstration and instruction either verbally or non verbally.

c. Monitoring of the Learners' Progress

The fourth indicator was that the learner progress is monitored closely. Based on the data, it can be seen that through Genre based Academic Paragraph. Writing through think pair share Task, the lecturer could monitor the students' learning regularly, reviewed and required that students be accountable for their academic work. In addition to that the development of the students could be monitored through group work.

d. Interaction between Teacher and Students

The following indicator of effective teaching by implementing Genre based Academic Paragraph. Writing through think pair share Task

was *personal interactions between teachers and students are positive*. The lecturer paid attention to the student interest, problems, encouraged student effort, encourage students to develop a sense of responsibility and self-reliance. In addition to that, the lecturer recognized the students well and did not discriminate the students.

e. Having Positive Attitude

The fifth indicator was *having positive attitude*. The positive attitude in teaching-learning activities are really needed. It is because it helps to cope more easily with the activities. It also brings optimism into the students' life and makes it easier to avoid worry and negative thinking. Based on the research data, it was found that there was positive attitude in writing class by implementing Genre based Academic Paragraph. Writing through think pair share Task. The indicators of this positiveness are that the lecturer always motivates the students to be creative, have good responsibility, and to develop good attitudes, the students and the lecturer have to be able to be discipline, finishing their assignments on time. Besides that, the positiveness here can be seen from the grouping model applied by the lecturer in writing class. The students would not depend on the other members of the group. How the lecturer communicated in the class also stimulated the students to have good responsibilities.

f. Strong Lesson Structuring

The sixth indicator was *Strong lesson structuring*. Strong lesson structuring here is related to the way the lecturer arranges or organizes the lesson. The lesson should include varieties of activities. Based on the results, it can be seen that teaching-learning activities of writing class could be arranged well. The steps were clear and could be followed by the students. Besides that, the arrangement of material based on level of difficulties made the teaching-learning process effective. In addition to that the lecturer applied the steps clearly and interestingly. It is also in line with Rosenshine and Steven's opinion (1986) who state that achievement is maximized when teachers not only actively present material but also structure it by beginning with overviews and/ or review of objectives, outlining the content to be covered and signaling transitions between lesson parts, calling attention to the ideas and reviewing main ideas at the end.

g. The Use of Variety Teaching Methods

The seventh indicator was the use of a variety of teaching methods. The variety of teaching methods refer to the methods of teaching applied by the lecturer in teaching-learning activities. The lecturer did not only apply one method but she applied various methods that made the class not monotonous. Based on the research data, it can be concluded that teaching-learning activities of writing class applied various teaching methods and techniques and the use of suitable techniques makes students understand the material easily and it was interesting for students. Besides that through various techniques, it would motivate the students to be active and creative.

The results of 3 cycles of implementation of Genre based Academic Paragraph. Writing through think pair share Task in teaching writing showed improvement on the students' writing skill of hortatory exposition. It can be seen from the improvement of score especially

in organization aspect. Through this model, the students are trained to develop the paragraph.

Based on the above explanation, it can be concluded that Genre based Academic Paragraph. Writing through think pair share Task is effective model for teaching writing. It is because through this model the students are trained to develop the paragraph by presenting the first clause or sentence. Through this, the students are expected to develop by taking the elements of the previous clause or sentence.

Conclusion

Based on the stages implemented by the writer in this classroom action research, it can be concluded that implementing Genre based Academic Paragraph. Writing through think pair share Task in teaching writing can improve the students' writing skill of hortatory exposition. Besides, implementation of Genre based Academic Paragraph. Writing through think pair share Task in teaching paragraph writing showed improvement on the effectiveness of teaching-learning activity.

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