

ABSTRACT

Tajmillah, Azmi (2024) Genre-Based Approach in Teaching Writing Procedural Text for EFL Students: A Case Study at One Senior High School in Bandung.

This study portrays the application of genre-based approach for teaching writing procedural text in tenth grade at SMAN 26 Bandung. This study reveals the process of teaching writing procedural text using genre-based approach, the enhancement of students' writing skills using genre-based approach, and students' perceptions toward GBA used by the teacher in their writing skills.

This study used qualitative research methodology and employed a case study as the research design. The data was obtained through observation, questionnaire, interviews, and students' writing documents. There are 33 participants. The observation was used to obtain data on the process of teaching writing procedural text using genre-based approach. The questionnaire and interview were used to reveal students' perceptions toward GBA used by the teacher in their writing skills. Lastly, the writing documents were used to obtain the data on students' enhancement in writing skills using genre-based approach.

The findings show the process of teaching writing procedural text in the present study is appropriate to the teaching-learning cycle in GBA which starts from BKOF, MOT, JCOT, and ICOT. The process follows the cycle in an orderly manner and focuses on student orientation. The student participates actively in the process. Thus, the findings show the students accomplished enhancing their writing skills after using genre-based approach. Moreover, based on the questionnaire and interview the students have good perceptions toward GBA, they completely understand what procedural text is and its social purpose.

Based on the findings, the study found that vocabulary limitations are the main problem for EFL students in writing skills. To minimize the problem, the present study suggests English teachers and future researchers to provide additional time in the BKOF stage, to build students' ability in vocabulary. After their knowledge of the vocabulary is sufficient, the students are less likely to make mistakes in their writing.

Keywords: Genre-Based Approach, Writing, Procedural Text.