

CHAPTER 2

LITERATURE REVIEW

This chapter argues the relate literature review of genre-based approach composing the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), writing, genre-based approach, how to find out the efficiency of lesson plans, self-efficacy, and previous studies related to the present study.

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is conducted by the Ministry of Education, Thailand (2008). It focuses on enhancing the competence of all learners in order to achieve balanced development in all respects-physical strength, knowledge and morality. The Basic Education Core Curriculum has prescribed the following eight learning areas: Thai Language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Occupations and Technology, and Foreign Languages. It covers three educational levels: primary education level (primary education grades 1-6), lower secondary education level (lower secondary education grades 1-3, also known as grades 7-9), and upper secondary education level (upper secondary education grades 4-6, also known as grades 10-12). As the researcher teaches English in primary education level and intends to solve the learners' problems in English writing, the area of foreign languages learning is revealed.

2.1.1 The Area of Foreign Languages Learning.

2.1.1.1 The Importance of Foreign Languages Learning

The Ministry of Education, Thailand (2008) declares learning foreign languages is very crucial and necessary to daily life in the present global society, as foreign languages are used as an important tool for communication, education, seeking knowledge, livelihood, creating understanding of cultures and visions of the world community, gaining knowledge of diversity of cultures and viewpoints in the world community, lead to friendship and cooperation with various countries. The foreign language constituting fundamental learning content prescribed for the complete basic education core curriculum is English.

2.1.1.2 The Areas of Foreign Languages Learning

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society.

2.1.1.3 Learners' Quality Graduated Grade 6 (Primary Education Level)

After graduating grade 6, students will have the qualities as follows:

- 1) Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories

2) Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications

3) Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them

4) Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests

5) Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais

6) Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing

7) Use languages to communicate various situations in the classroom and in school

8) Use foreign languages in searching for and collecting various data

9) Are skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)

10) Use simple and compound sentences to communicate meanings in various contexts

2.1.1.4 Strands and Learning Standards

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Strand 1: Language for Communication

Standard F1.2 : Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Strand 1 : Language for Communication

Standard F1.3 : Ability to present data, information, concepts and views about various matters through speaking and writing

Strand 2 : Language and Culture

Standard F 2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Strand 2 : Language and Culture

Standard F 2.2 : Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Strand 3: Language and Relationship with Other Learning Areas

Standard F 3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Strand 4 : Language and Relationship with Community and the World

Standard F 4.1 : Ability to use foreign languages in various situations in school, community and society

Strand 4 : Language and Relationship with Community and the World

Standard F 4.2 : Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

2.1.2 Curriculum of Foreign Language Department for Students in Grade 6, Thatumsanitratwitthayakhom School

Thatumsanitratwitthayakhom School has developed the curriculum according to the learning manual, Foreign Language Department that parallel with

Basic Education Curriculum 2008. As for the English course, the research is responsible for Fundamental English, grade 6. The course has the details as follows:

Course Code	E 16101
Learning Unit	1
Course Name	Fundamental English
Department	Foreign Languages
Semester	Second
Level	Grade 6
Status	Core subject
Number of Period per Week	3

The strand 1: language for communication (standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing, and indicator 1: speaking and write to present information about oneself, experiences, news, incidents, matters and various issues of interest to society) of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is focuses on conducting lesson plans of English writing in order to improve writing ability of grade 6 students by using genre-based approach.

2.2 Writing

Writing skill is a complicated aspect of learning requiring the writers to use the basic skills such as the use of correct grammar, structure, and vocabulary (Raimes, 1983 : 3). It must be taken and put into practice step by step to achieve a good result.

2.2.1 Definition of Writing Skill

There are several definitions of writing that can be stated by educators

as follows:

Harmer (2004 : 86) states that writing is a process that writers have to write down their idea in accordance with the given genre. They must also consider difference factors to make their writing a better one. They should consider the topic, the convention and style of genre, and lastly the context in which it will be done and be read. Writing is always a part in teaching English to develop and improve English proficiency.

Caroline (2006 : 98) states that writing is not an easy task. It is not just taking a pencil and writing down letter symbols or figures. It is an action which the students learn how to express their thought, opinions, feelings, and organize in the form of simple sentences or short paragraphs well.

Jetarikarn (2007) points out that writing skill contains a set of contrasts. It is a physical act of giving out expressions or ideas to the readers. It produces what are the writers' imagination, plans, drafts, revisions, and changes that had occurred till they have come up with the final result.

Shokrpour and Fallahzadeh (2008) points out that writing is a complex process. It reflects the writer's communicative skills or ability. The teachers have to take their major problems in writing into account if they are expecting a good outcome to help EFL students write in English correctly.

In short, writing can be considered as a difficult and a complex method. Thus, both the teachers and students must have idea about the concepts and theories which involve writing such as types of writing, writing process, and proper method of teaching writing in order to help the students improve their writing skill.

2.2.2 The Importance of Writing Skill

The importance of writing skill for language learning is as follows:

Worasuk (2007) mentions that English writing skill has a significant role in the educational lives of Thai learners as they have to cope with general writing assignments at school and up to university level. They have to deal with the overwhelming innovation of world technology and global communication. They necessitate obtaining English skills and capable level of accuracy and fluency to get access to crucial information and primarily deal with the above mention circumstances.

Pillai (2010) considers writing skills are necessary for achieving in education, applying a job, web content writing, business communication, scientific papers, government, international affairs, and disturbing trends of today goals. It is a significant standard of communication if one desires to accomplish his goals.

Writing Theory (2013) indicates that writing develops a person's ability to think briefly and obviously. Learners learn to arrange their thoughts in a cohesive and flowing manner. Writing is a crucial element of the developing child.

In short, writing skill is necessary for learners to develop a person's ability to think briefly and obviously.

2.2.3 Types of Writing

Derewianka (1990) identifies six main types according to their primary social purposes:

- 1) Narratives : tell a story, usually to entertain;
- 2) Recount : to tell what happened;
- 3) Information reports : provide factual information;

- 4) Instruction : tell the listeners or readers what to do;
- 5) Explanation : explain why or how something happens;
- 6) Expository texts : present or argue a viewpoint.

In addition, Morin (2013), claims that when teacher is asked for help about writing assignment, the teacher should ask the students first about what the topic is. Moreover, teacher should encourage them to think about type of the topic has been given. There are four types of writing style as follows:

1. Narrative : It is used to tell the story, fictional stories, plays or even plot summarizations of a story. It typically uses the first person (I).
2. Descriptive : It is used to create a vivid picture of an idea, place or person.
3. Expository : It includes definitions, instructions, directions and other basic comparison and clarifications.
4. Persuasive : The purpose of this writing is to express the idea about something and support that opinion in order to convince the reader to agree with he/she.

In this study, the researcher chooses narrative writing and instruction or procedural writing to be as the topics of writing by using genre-based approach.

2.2.4 Writing Process

To write well, the students should understand the process of writing in order to be an effective writer.

Olsher (1996 : 8) points out that writing is like a puzzle because it does not know how to start. There are 6 steps to produce writing as follows:

1. Pre-writing , the writer collects data and ideas from making notes.

asking questions, making lists, and drawing pictures.

2. Writing a first draft, the writer starts to write. However, it is not a perfect writing yet because it will be improved again. As a result, the writer will have more ideas, while he/ she is writing.

3. Peer-editing, the writer and friends will read each other's drafts, then they will give suggestion or idea and ask more questions in order to improve their writing.

4. Revising, the writer will add more information, correct the mistakes, and move some words in order to write again.

5. Rewriting, the writer writes again after revision. In addition, the writer may add or think about new ideas.

6. Proofreading, the writer checks the mistakes such as spelling, punctuations, and other details.

In addition, there are 5 stages of writing process (Tomkins. 2004) as follows:

1) Prewriting : This is a planning stage where the writers are being given the ideas how to plan and what to write. It is the time where teachers might give ideas and strategies such as, graphical editing, free writing, and associative to help students who have a difficulty stating up (Kapka & Oberman. 2001).

2) Drafting : Students write down information on paper following to what they plan in prewriting stage. In this step, teacher ignores about spelling rules for the written text, just let the students try to create the content themselves independently (Marchisan & Alber. 2001).

3) Revising : This stage is considered quite difficult stage for students to check down their work, share ideas with, and make changes in their writing basing upon the feedback given by writers. It is also the time where they can make revision, make changes or cut up unnecessary words or ideas (Kapka & Oberman. 2001).

4) Editing : It is the stage where teachers check for spelling and punctuations errors which are called the mechanical aspect of writing because content is very importance for this stage. Thus, students check their work for the last time before sharing with others.

5) Publishing : It is the final stage in the writing process. In this aspect, students share their work to the other readers. What is important here is that teacher makes writing meaningful for student. Clearly, sharing is not only good for students to recognize writing as an effective communication tool but also motivate them to write (Lehr. 1995).

In conclusion, the teacher should explain each step clearly to students in order to help them understand the process of writing and improve their writing to be more effective.

2.2.5 How to Teach English Writing

Aksaranukhro (1989 : 109-110) states that in teaching writing, first, the teachers should let students to familiarize with various forms of writing such as narrative and descriptive, etc. After that, teachers should put the importance of the mechanics and punctuation and write language used in everyday life. In addition, teachers should combine many teaching approaches and select the one that is the most appropriate for the students. Then, teachers' role in this part is being the readers in order to point out the weaknesses and suggest ways to help them to improve

the written work. Moreover, the activities used in teaching writing should be divided into three stages as follows:

1) Pre-writing activities : Teachers should encourage the students to listen well in topic they are going to write. Moreover, teacher should teach them about writing techniques such as punctuation and mechanics and also review using tenses.

2) While- writing activities: Teachers should assign students to do activities in this stage such as let them to write a letter to pen pal by using some letters as writing models which students are permitted to change some words or some statements.

3). Post- writing activities: At this stage, the students will do other activities related to what they have previously done for example, reading their own written work in class, criticizing each other's work, using the written work as material in role-play. However, the topic should be interesting and relating to the students' age and ability.

In addition, Hyland (2003) identifies four stages of process as a basic of teaching wring including :

1. Familiarization : Teacher teaches grammar and vocabulary through the text.

2. Controlled writing : Students manipulate fixed patterns, often from substitution tables.

3. Guided writing : Students imitate model texts.

4. Free writing : Students write by using the pattern they have learned.

In conclusion, in teaching writing, teacher should combine many writing

techniques and choose the best one that is appropriate with their students. In addition, the role of teacher is to point out the weakness and give suggestions to help them improve their writing.

2.2.6 How to Evaluate Writing

The researcher uses West Virginia Writing Rubric for Grade 6 students (2013) to be the rubric of evaluation of the students' writing which consists of organization, development, sentence structure, word choice/grammar usage, and mechanics. The details are presented below.

Table 2.1 Writing Rubric

Rating	Criteria
	Organization
4	Clear and logical progression of ideas
3	Logical progression of ideas
2	Some evidence of a logical progression of ideas
1	Limited evidence of a logical progression of ideas
	Development
4	Strong development of the topic for narrative and descriptive writing; Strong use of examples, evidence or relevant details
3	Appropriate development of the topic for narrative and descriptive writing; Clear use of examples, evidence or relevant details
2	Adequate development of the topic for narrative and descriptive writing; Sufficient use of examples, evidence or relevant details
1	Limited development of the topic for narrative and descriptive writing; Some use of examples, evidence or supporting details

Sentence Structure

- 4 Complete and correct ; Strong evidence of sentence variety :
(types/length)
- 3 Complete and correct; Clear evidence of sentence variety : (types/length)
- 2 Minor errors in structure; Some evidence of sentence variety :
(types/length)
- 1 Some errors in sentence structure; Limited evidence of sentence variety :
(types/length)
-

Words choice/Grammar Usage

- 4 Vivid, specific, economical, connotative; consistent grammar usage
- 3 Economical, specific ; clear meaning, connotative, mostly consistent grammar usage
- 2 Appropriate, somewhat specific; somewhat simplistic and somewhat consistent grammar usage
- 1 Vague, redundant, simplistic and several inconsistencies in grammar usage
-

Mechanics

- 4 May have minor errors; needs little or no editing
- 3 Few errors; needs little or no editing
- 2 Some errors; needs editing but doesn't impede readability
- 1 Frequent errors; begins to impede readability
-

2.3 Genre-based Approach

2.3.1 Definitions of Genre

Genre does not refer only to literary texts but also to the predictable and recurring patterns of everyday, academic and literary texts occurring within a particular culture (Hammond & Derewianka. 2001). Many scholars give the definition of genre as follows:

Swales (1990), a pioneer in the field of the ESP genre, discourse structure, and linguistic features of scientific reports, defines genre as “ a class of communicative events, the members of which share some set of communicative purposes”.

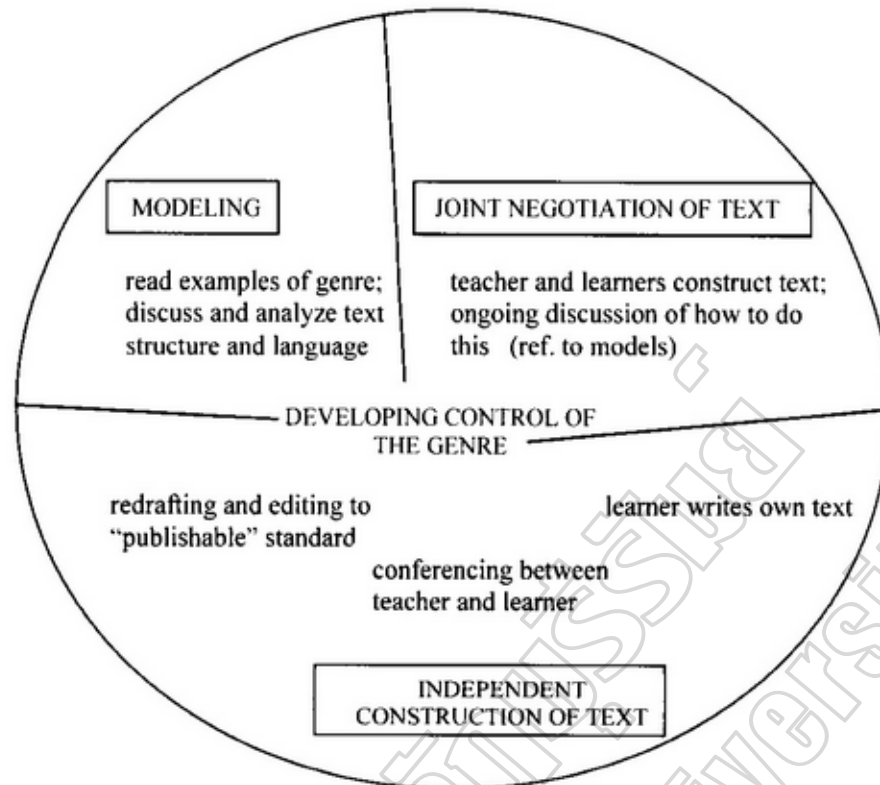
Mahwah (2002) defines genre as means for analyzing text that has become a means for better pragmatic and linguistic understanding of texts.

Byram (2004 : 235) defines genre as “ a staged, goal- oriented, purposeful activity in which speakers engage as members of their culture.”

In conclusion, genre is a kind of writing which helps the writers understand the goal or reason of the texts and also be able to write it in accordance to its given purpose.

2.3.2 Steps of Teaching Genre-based Approach

Hammond (1990) proposes a teaching learning cycle that adapted from Callaghan and Rothery (1988) as shown in figure 1.



Source : Hammond (1990; cited in Prachanant 2005 : 115)

The teaching learning cycle outlines the process of genre instruction in three phases: Modeling, joint negotiation of text, and independent construction of text.

Phase 1: Modeling

This phase, the teacher gives the model of text types to the students, and let them to analyze the various features, including 'what the texts are for (functions), how the information in the text is organized (schematic structure), and aspects of the way the text 'speaks' (lexico-grammatical features)' (Cope & Kalantzis, 1993: 10)

Phase 2: Joint Negotiation of Text

It involves a negotiating process between the teacher and students in which 'the teacher acts as a scribe for the class group and shapes the students' contributions into a text which approximates to the genre under focus' (LERN, 1990: 11)

Phase 3: Independent Construction of Text

It comprises the teacher and students working together to discuss

and revise the group's jointly constructed texts and the students' construction of their own independent texts.

From the cycle, Martin (1986) points that the rationale for the close guidance of the teacher in both the modeling and joint construction phases is that 'language acquisition ... is really highly interventionist' (cited in Hyon. 1996 : 704). In addition, the cycle can be used flexibly; the teachers can begin the cycle at any point, but for the first time it is preferable for teachers to work through all phases.

2.3.3 Advantages and Disadvantages of Genre-based Approach

Genre-based approach is effectively because it helps the students to understand clearly the rhetorical move structure of the target genres. In addition, genre-based approach offers the students an explicit understanding of how target texts are structured and why they are written in the way they are (Hyland. 2007). Besides, the students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose.

Swales (1990) points out how rhetorical instruction plays as pivotal a role in writing improvement as prior knowledge. As Bhatia (1993; cited in Kim & Kim. 2005) recommends, it is meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects. If the rhetorical structure of content is analyzed by students in the genre approach, some common patterns can be identified in each genre. Naturally, these patterns will form a kind of background knowledge students can activate in the next learning

situation. Eventually, the prior knowledge will make it easier for students to produce acceptable structures in their writing tasks. Therefore, an assigned genre seems to serve as an influential tool for both the learning and teaching of writing.

Furthermore, genre approach encourages students to participate in the world around them, to comprehend writing as a tool that they can utilize, and to realize how writers manage content to promote logical organization. Bawarshi (2000 : 343) points out that genre- based approach helps learners to identify and interpret literary texts. Moreover, it allows students to become more flexible in their thinking and eventually to realize how authors organize their writings and produce written work with confidence.

However, many scholars point that genre approach is beneficial with students at beginning or intermediate levels of proficiency in a second language rather than those at advanced levels. As a result, it decreases the students' deep anxieties in writing. Whenever people learn something new, they commonly need something that they can follow as samples. Therefore, that's why low proficiency students absolutely need something that they can rely on since they have little exposure to English writing (Kay & Dudley-Evans, 1998: 310). In addition, there are two concerns about genre approach. One is that it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency (Byram, 2004: 236).

Likewise, if teachers spend much time on the discussion of the functions, explaining how language is used for a range of purposes and with a variety of readers, learners tend to be bored and lose their interest on the subjects. Thus, genre approach is blamed for limiting learners' creativity in expressing their thoughts in their writing and is criticized in that it overlooks natural processes of learning and learners'

creativity (Badge & White. 2000:157). Bawarshi (2000: 343) points out that genre-based approach interferes learners' creativity because students may end up writing genres as meaningless reproductions. Thus, if the genre approach is to be continued, then teaching in the genre approach should encourage or allow students to break the style of the existing genre and let it evolve.

Based on this, though a genre-based approach remains controversial but the researcher still believes that this approach will help the students to be able to write in different types of text and have more self-efficacy toward writing. However, the researcher should think about the concepts of genre-based approach before introducing it to the students and how to use it into practice carefully.

2.4 How to Find out the Efficiency of Lesson Plans

Lesson plans are tried out with the target groups of students.

Most of lesson plans are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test as follows (Kitrakarn. 2002: 44-49) : Two numeric values such as $E_1/E_2 = 75/75$, $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, etc.

The criteria of calculating for the efficiency, such as $E_1/E_2 = 75/75$, has meaning as follows:

Standard criterion $75/75$, first standard criterion 75 (efficiency of the process), is percentage of learners' total mean score from the exercises scores of lesson plans. Second standard criterion 75 (efficiency of the outcomes), is percentage of learners' total mean score from the achievement scores (post-test). The statistical formulas are as follows.

$$E_1 = \frac{\sum X}{\frac{N}{A}} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Score of Students who Pass the Post-test

N = Number of Samples

B = Total Score of the Post-Test in the Lessons

Standard criterion to find out the efficiency of lesson plans should be 75/75, 80/80, 85/85, or 90/90, depending on the content and characteristics of subject.

Normally, definition standard criterion 75/75 is for the subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subject related to cognition. The level of mistake is accepted at 2.5 percents.

2.5. Self- efficacy

2.5.1 The Definition of Self-efficacy

Barling and Beattie (1983) define self-efficacy as people's judge about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed.

Bandura (1994) defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.

Vander Bijl and Shortridge-Baggett (2002) define self-efficacy as one's belief in the likelihood of goal completion can be motivating in itself.

To sum up, self-efficacy is as the belief in one's capabilities to achieve a goal or an outcome.

2.5.2 How to Evaluate Self-efficacy

The ways to evaluate self-efficacy are using questionnaire so that the teacher will know the students feel toward writing. In order to evaluate the students' self- efficacy toward writing before and after learning via the genre-based approach, the data from five-rating scales will be computed for mean (\bar{x}) and standard deviation (S.D.). The following criterion will be employed for interpretation (Srisa-ard, 2002: 103).

Meaning		Interpretation
1.00 – 1.50	means	The least agree
1.51 – 2.50	means	Less agree
2.51 – 3.50	means	Moderate agree

3.51 – 4.50	means	More agree
4.51 – 5.00	means	The most agree

2.6 Previous Studies Related to the Present Study

There are many researches studied on genre-based approach. These studies are summarized as follows:

Burns (2001) applied genre-base approach to teach beginning ESL adult learners to write a job-application letter through three stages: modeling, joint negotiation of text, and independent construction. The results showed that learners have drawn upon the model provided by the teacher to structure the text appropriately in terms of layout and overall presentation. In addition, they have used appropriate schematic staging. Burns concluded that a genre-based approach provided students with learning activities presented within a social contextual framework which encouraged them to focus on language and which assisted them to become more independent and analytical learners.

Prachanant (2005) employed a genre-based approach to teaching business letters for undergraduate students of Buriram Rajabhat University through three stages: modeling, joint negotiation of text, and independent construction of text.

The results showed that the genre-based approach can improve the students to produce an effective job application letter. It also provided the students with learning activities within a social contextual framework which encourage them to focus on language and which assisted them to become more independent and analytical students.

Changpung (2010) investigated the use of the genre-based approach (GBA) and its effects on the writing achievement and attitudes of Thai engineering students.

The subjects were 40 mechanical engineering at King Mongkut's University of Technology North Bangkok (KMUTNB) during the first semester of academic year 2010. They were divided into three groups of 11 students of high, medium, and low ability based on their writing pre-test scores. The instruments used in this research were test of writing request e-mail, questionnaire, and interview. The results showed that not only the mean scores of the post- test were higher than the pre -test but it was also found that the students writing achievement scores from the post -test in each group were higher than the pre-test significantly ($p < 0.05$). Moreover, it was found that all of three groups have positive attitude toward the GBA and felt more confident in writing.

Arunrat (2011) studied the effects of genre-based teaching approach on learning achievement and attitude toward English of 37 Prathomsuksa IV students in Kasetsart university laboratory school center for educational research and development. The research instruments were lesson plans, achievement test, and questionnaire. The finding revealed that learning achievement posttest more scores were higher than pretest scores at the level of .05 significance. In addition, English learning attitude posttest more scores were higher than pretest scores at the level of .05 significance.

Istianah (2011) conducted the use of genre-based approach in teaching writing procedural texts to improve students' writing skill with 29 students of the eleventh graders of SMK N 1 SLAWI in the academic year of 2010/2011 by using cluster random sampling technique. The instruments were procedural writing tests, observation, and questionnaire. The results showed that the genre-based approach give some contributions and improve students' achievement and students' behavior in

writing procedural text. In addition, it was found that the students' writing achievement scores from the post -test were higher than the pre-test.

Trong (2011) explored the impact of genre-based approach on students' writing. The participants were 45 first-year students of class 010C from Ho Chi Minh City university of Finance- Marketing. Student essays and questionnaire were collected for data analysis. The results presented that most of students gained the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure.

Rezvani,Aqdam, and Saeidi (2013) examined the effects of genre-based approach teaching upon EFL writing achievement. The samples were 54 female EFL university students in Iran, Islamic Azad University, Mahabad branch. The instruments were a pre-test and a post-test. The results showed that genre-based approach had the great effect on task-based writing achievement.

To sum up, genre-based approach is effective in enhancing writing abilities. The students learn how to write from sentence samples which is a great help to them. Moreover, learning to write English through genre-based approach make the students feel positive and have more self-efficacy toward writing.

2.7 Summary of the Chapter

In summary, this chapter indicates the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), details of writing, how to teach writing skill, how to evaluate writing skill, genre-based approach, how to find efficiency, self-efficacy, and the previous studies related to the present study. Next chapter presents information about the research methodology.