HOW TO TEACH WRITING IN LITERATURE CLASS THROUGH GENRE-BASED APPROACH

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Abstract

This present study was conducted in order to portray how to teach writing in literature class throgh Genre-Based Approach. Specifically, this study identifies (1) how lecturer guides students write their response to literature through Genre-Based Approach, and (2) how the students write their response to literature using Genre-Based Approach. Qualitative case study design was chosen as the method of the study. The participants were 1 lecturer and 40 students who studied Prose in English Education Study Program at one state university in Palembang. The data were collected through observation, documentation, and questionnaire. The data were analyzed qualitatively by doing thematic analysis. The result shows that (1) all the procedures of Genre-Based Approach which incorporated Building Knowledge of The Field (BKOF), Modelling, Joint Construction and Independent writing were helpful in facilitating students writing, specifically BKOF and Joint Construction; (2) Most of the participants, to some extents, have applied the schematic structures (introduction, expands-on and summary) and the linguistic features modeled in this study.

Keywords: Genre-Based Approach, Teaching writing, Literature Class

1. Introduction

Teaching literature as one of the content teaching also contributes to literacy education. Teaching literature means to train students' skills in reading, writing, and speaking. Teaching literature can invite students to understand the literature and also use language to express his understanding (Coenen, 1992 in Witte, Janssen & Rijlaarsdam, 2006). In the context of learning a foreign language, especially English, teaching literature can enhance the knowledge of students about the literary works being read and improve language skills, especially reading and writing skills.

Writing in literature classes differ from writing in other subject learning. Writing activities in literature classes is intended to encourage students to respond to and reflect on literary works. In other words, in literature classes students write

literary response text. The purpose of writing literary response text varies ranging from free writing, review, summary, critical review, and academic essay (Purves, Rogers, & Soters, 1990; Beach & Marshall, 1991; Feez & Joyce, 1998; Gibbons, 2009). Writing activities in the current literature classes tend to encourage students to write freely or to write personal response without giving much concern on language use. So the students' writing are likely to be too long, and contains many grammatical errors, ineffective and unclear. There are times when lecturers ask students to write a response to literature in the form of an academic essay. The results, however, also sometimes do not meet the purpose of writing an essay, not cohesive and coherent.

This was evidenced by the results of the writer's observation, which were carried out over the last few years, on literary response text written by college students. It was found that their writings tend to have grammatical errors, punctuation errors, lack of proper word choice, and ineffective or long-winded sentences. According to Kim (2006), students usually found difficulties in writing, specifically when it is to do with "choosing appropriate vocabulary, organizing the structure depending on the topic or the purpose of writing, following correct grammar rules, and integrating ideas". Based on the observation, it was shown that in teaching writing in these literature classes, the lecturers applied a traditional approach in which essay writing and free writing became the focus.

Through this traditional way, the students write an essay by following the procedure of writing essays that have been defined by the lecturers. For instance, the essay should consist of five paragraphs, each paragraph should be the main sentence, in each paragraph, there should be a conclusion sentence and so forth. Then the students are a guided by some grammar rules such as avoid using first person pronoun and second person forms; avoid using slang words; or use the correct tense. All of these rules are set by the teacher as the requirement of a writing assignment. If eligible, students will be rated good and vice versa, if the text does not qualify, the students' scores will be ugly. An assignment like this would be a burden to students and would not improve the ability to write. As what Rezvani, Aqdam, and Saeidi

(2013) states, "Test driven learning also makes them ignore the crucial process in such condition. Students write only to practice grammar at a sentence level for getting high scores on tests". This is the weakness of traditional essay writing. Students do not undergo the process of writing such as drafting, revising, and rewriting. This makes the students do not know for sure if their writing is good or not because the lecturer did not comment on the written response. Another consequence is lecturers will find difficulties in evaluating and assessing the text. In this case, the lecturers did not explain well the purpose of writing an essay, if the essay aims to criticize, evaluate or argue.

In connection with the GBA (Genre-Based Approach), teachers and lecturers in Indonesia have started to use the GBA since a decade ago as a strategy to improve the students' ability in writing. But they rarely apply it in content class like literature classes. They believe that language and content are two different things and they should be taught separately. This is not in line with the principle of Genre-Based Approach implementation. In GBA, lecturers of the content subject are not only responsible for the subject but also concern with the language use. Therefore, exploring the students' ability to write literary response text through Genre-Based Approach (GBA) is necessary in order to get an insight of the influence of GBA in improving students' ability to write a literary response in literature class. The main issues that were examined in this study are (1) How lecturers guide students to write a literary response text with the GBA?, (2) Does the use of GBA effectively help students write a literary response text?, (3) How is the students' ability to write literary response text?, and (4) What are the students 'perceptions regarding the application of GBA in the classroom?

2. Theoretical Background

Genre-Based Approach

Ideally, in order to implement the teaching cycle in a literature class, lecturers should follow the four stages of teaching (Derewianka, 2000; Butt, Fahey, Feez, Spinks, &

Yallop, 2000, p.264-265; Hammond, 2001, p.54-55; Gibbons, 2009, p.115). These stages consist of:

1. Building Knowledge of the Field (BKOF)

This stage requires students to build information or content which is likely to emerge from learning issues. To study the theme analysis, as in this study, students should interpret the themes built by the story's author. This can be done with a collaborative activity between teachers and students in order to "build a shared experience in the context of the text that they learn to use" (Butt et al, 2000, 264; Gibbons, 2002). This activity can be a hands-on experience, the task of research, discovery learning and problem-solving activities, activities outside the classroom and a trip (ibid).

In addition, according to Gibbons (2009, p.116), all teaching and learning activities (such as practical activities, discussions, use of IT, and all the activities of speaking and writing) done in the classroom are classified in this stage. These activities aim to guide students' understanding to construct information on the topic of writing itself (see Derewianka 2000; Butt et al, 2000; Hammond, 2001) so that students will be familiar with words, expressions or terminology related to the main topic (Gibbons, 2009). By doing this the students will have "self-confidence" (Harmer, 2004) with what they want to write.

2. Modeling

In this stage, the activity is focused on the schematic structures and the use of language that includes forms and functions. It is time for students to identify clearly the purpose of a literary response text, schematic structure, and linguistic features. To do this, teachers can perform the the following procedure (see Derewianka, 2000; Hammond, 2001; Gibbons, 2009, p.118): 1) introducing a model of the genre to class, 2) discussing with students the purpose of the genre , 3) providing a number of different examples of the genre and explain how they resemble, 4) asking the students to identify how the structures of the text (structural schematic), 5) asking students to focus on the essential features of the language, 6) discussing the functions of each stage, 7) asking students to reconstruct the text, 8) asking students to

compare the structure and stages of the sample text with other texts that have been checked or the texts that have not reached its goal, and 9) displaying information about the genre (such as the purpose, structure, and language features) on the board.

3. Joint Construction

This phase invites students to be aware of the language as well as literature as the subject. Lecturer and students work together in this type of writing. They should discuss literary response and the use of appropriate language for writing. This time, the students have the opportunity to articulate their own ideas and expressions while the lecturer's job is to correct, improve, add or elaborate on what is meant by the students. Specifically, joint construction activities include activities such as 1) finding a topic to be written; this time the lecturer and the students determine a topic, 2) in the process, asking students to write, organize ideas, correct words, fixing grammar, and spelling; discussing language and how language is used while students compose the text, 3) helping students improve the structures by correcting or deleting; 4) giving them a copy of the literary response text created in this stage as a model for further response (Derewianka, 2000, p.8; Butt et al, 2000; Gibbons, 2009, p.119)

4. Independent Writing

The final stage is to give the students the opportunity to work independently in building their own text (see Derewianka, 2000; Butt et al, 2000; Hammond, 2001; Gibbons, 2009). In this stage, the students choose their own topics and write their first draft. This draft will be improved by getting feedback from their peers and their teachers. In giving feedback, teachers can discuss the draft of the student.

There are some recommendations to lecturers, especially lecturers of literature, to implement the teaching cycle in the classroom. Adapted from Gibbons (2009, p.124), the recommendations are:

1. In teaching subjects like literature, the lecturer should choose a genre which is relevant to the ability or the way of thinking of learning context. In this case, the learning context encourages the selection of genre.

2. The teaching cycle should be carried out thoroughly until the students can do the writing independently. The teaching cycle will be effective if it is done repeatedly. In this way, students will learn progressively every stage and they will move into a next stage if the previous stage has been mastered.

3. The cycle can be implemented flexibly. Once students are familiar with a genre and they can use it well, then presenting briefly stage 2 and stage 3 or skipping stage 2 or 3 can be done. However, it is important to remind the students about the schematic structures, linguistic features, and the topics that will be discussed in their writing.

4. The lecturer is allowed to encouraging students to use their first language in each stage. The use of this first language will facilitate the students to find the appropriate vocabulary and compare ways of writing between two different cultures.

5. Due to integrating language and content learning takes time, it needs a solution. At this point, it is better for lecturer of subjects to think in terms of "exposing subjects" instead of "finishing the content". This means that teaching and learning activities must be made on how to use the language and the way of thinking in subjects explicit for students. As a result, teachers will find it efficient in assessing students' writing.

6. Lecturers of subjects should be responsible for language teaching. Every lecturer is a language lecturer.

From the above explanation, it can be concluded that the cycle of teaching writing should be done within the class of subjects. By doing this, the students can be good writers. They will know how to organize their writing and know what language features that conformed to the purpose of their learning.

Literary Response Text

According to Feez and Joyce in Gibbons (2009, p. 177), literary response text, as in table 1 below, has a typical goal, schematic structures, and linguistic features. The purpose of writing this text is to summarize, analyze, interpret and respond to literary works, art, and drama (see Gibbons, 2009,p. 177). To meet this goal, the students must follow the three stages of writing, namely the introduction, expands-on and reaffirmation. In the preliminary stage, the students must describe the background of the theme of literary works, setting, character, topic or author of a story. In this phase, students are expected to provide an overview of argument (theme) that will be studied. After that, in the expands-on phase, students should explain their arguments to the selected interpretation. In this case, the citations should be written to support the argument (Feez and Joyce, 1998, p. 45). In the last phase, reaffirmation, the students provide a review regarding the interpretation that has been made in an earlier phase. Here is the concept of literary response text.

Table 1. Literary Response Text

Purpose, Schematic Structures and Linguistic Features

No	Written Response	Purpose	Schematic Structures and Linguistic Features
1.	Literary Response In Emma, Jane Austin is concerned with appearance versus reality: discuss in relation to Emma's journey of Moral awakening	To summarize, to analyze, interpret, or responds to a literary text, art work, or performance	Schematic Structures: • Introduction, with context and background information about general themes of the work (e.g., summary of narrative), preview of arguments to be presented • Expands on (1), argues for a particular interpretation using as evidence discussion of stylistic features of the text, artwork, or production; uses of close reference to text • Summarizes writer's judgment reaffirms interpretation of work Linguistic Features: Connectives: first, finally, therefore, nevertheless, Reference to specific people and things

			Negative and positive evaluative vocabulary, indicating writer's personal belief or stance
			Simple present tense
			Quotations to support ideas

Source: Feez and Joyce (2004) in Gibbons (2009, p. 177)

With regard to aspects of language, literary response text must have connectives like first, finally, therefore, nevertheless; a reference to a person or a certain thing like she, or the name of a person; negative and positive evaluative vocabulary indicating students' opinion; the simple present tense as well as citations to support the interpretation

3. Method
Research Design

The research design for this study is a qualitative case study design. The context of this study is the English education study program of one state university in Palembang. The participants of this study were 40 students of English education study program class of 2009, semester 7, who enrolled in Prose class.

Data Collection Procedures

Classroom observation

Classroom observation was conducted at the beginning of the study. It was conducted in eight meetings, starting from mid-September to mid-November 2012. In this observation, the lecturer's and the students' activities were recorded by using the camera. In addition, these activities were also noted down directly on the laptop in class in the form of classroom observation.

The role of researcher-lecturer in this observation was a participant-observer (Creswell, 1988, p.125). This means that researcher was involved in the class observation. That is the researcher also became the lecturer who taught literary

response text writing through Genre-based Approach. As a participant-observer, the researcher always strives to be objective in order to avoid research bias.

Documentation

Documentation was done by collecting students' writing in the independent writing phase. The text was then analyzed its schematic structure and language features that have been discussed in the previous section. In this study, three students' works written by high-achiever (HA), mid-achiever (MA), and low-achiever (LA) were documented in order to illustrate the way the students write literary response text.

Questionnaire

The questionnaire was administered to students to find out their perceptions about the use of GBA to improve the students' skills in writing literary response text. The items of the questionnaire were compiled in accordance with the research objectives. At this point, open-ended questionnaire, which consists of 30 items, was selected so that what students perceive on the application of GBA in class can be picturized.

Data analysis

Data analysis was carried out by correlating the findings of the observation, documentation, and questionnaires. In this case, in class observation, the list of activities done by the researcher-lecturer was obtained. This list was then categorized based on the phases of existing GBA, BKOF, modeling, construction joint and independent writing. The data from documentation were collected in order to find out the usage of the schematic structures and language in students' writing. They were analyzed with reference to the literary response text proposed by Feez and Joyce (1998) and Gibbons (2009). In this case, the patterns found were conceptualized by comparing and contrasting it with the standard of literary response text and the tendency of individuals.

Finally, data from the questionnaires were tabulated based on the types of questions asked. Every question that indicates a specific theme was tabulated in the table so how students respond to every item of the questionnaire was obtained. Lastly, any

discovery of the data were correlated in accordance with the research questions formulated at the outset.

4. Result and Discussion

Data From Observation

Based on the eight meetings of class observation, it can be said that the writer has applied Genre-Based Approach in guiding students to write literary response text. The four phases of GBA which include BKOF, Joint Construction, Modeling and Independent Writing have been done by the writers' in Prose class. To get a detailed explanation, the following sections discusses how lecturer guided students to write.

Building Knowledge of the Field

At this stage, all the activities undertaken to lead the students to interpret the text they read is called Building Knowledge of the Field (BKOF). According to Gibbons (2009, p.116), all activities that support learning content can be categorized as BKOF. Based on the observation, the writer did five meetings for BKOF stage. In this phase, the lecturer explained prose class syllabus, introduced two novels entitled Wuthering Heights by Emily Bronte and Tess of D'urbervilles by Thomas Hardy, described the characteristics of prose, asked students to select reading texts, asked students to read a selected novel, explained the concept of writing in literature class, GBA concepts, and concept of theme analysis.

Table 2. Activities in BKOF Phase

Meeting	Activity	Remark
1	a. Introducing Syllabus of Prose b. Explaining characteristics of Prose	
2	a. Introducing novel entitled Wuthering Heigths and Tess of D'urberville b. Telling a brief synopsis of the stories c. Distributing the pdf file of Wuthering Heights and Tess of D'Urberville d. Asking the students to do fast reading and choose the story that they really like	

	e. Asking the students to start reading the novel	
3	a. Explaining the concept of writing in Literature Class b. Explaining the relationship of literature learning and language learning c. Explaining Genre-Based Approach d. Summarizing story	PowerPoint and Handout PowerPoint and Handout
4	a. Discussing the story b. Identifying important events in the story **c.** Discussing new words	Lecturer poses questions related to stories, students give responses
5	a. Explaining variety of responses to literature b. Explaining theme analysis c. Practicing theme analysis d. Making theme analysis board e. Identifying nouns for themes, for example, happiness, adventure, darkness, sorrow etc **f.** Developing critical thinking by always giving evidence for supporting the theme analysis	PowerPoint and handout, reflection, Teachers' questions, group discussion Students are asked to specify the concept of the theme using noun like struggle, love, obsession students were asked to explain in their own words why they chose the theme, then shows excerpts for support reasons. They write it on a piece of paper

What has been done by the lecturer in BKOF were in accordance with the procedures recommended by experts like Derewianka (2000), Hammond (2001), Gibbons (2009). The lecturer has chosen genre which was relevant to the purpose of doing theme analysis (Derewianka, 2000, p.6). She has prepared students with the theme of the story that will be drawn up and the vocabulary needed in the analysis of the theme (Gibbons, 2009, p.115). She also established herself as a facilitator by asking some questions to guide students in understanding the analysis of the theme. By asking themes, she opened wide the elaboration, invited students to deepen their thinking for making a response (Hammond, 2001, p.40).

Modeling

In this modeling stage, the lecturer shared two examples of essays or literary response text regarding the analysis theme. Both of these essays were then analyzed by the students to get the similarities in terms of writing organization and structure or grammar. The students were also asked to determine which text was better. To do this, students worked in groups. They were asked to mark the texts with a colored pen, for example, words for the conjunction striped, red-inked words for connectives, and so forth. After that, they discussed with other groups with guidance from the lecturer. The results of their discussion were then compared again with the literary response text suggested Feez and Joyce (1998) and Gibbons (2009).

Table 3. Activities in Modeling

Meeting	Activites	Remarks
6	a. Students (in group) read two texts discussing theme analysis b. Students found the similarities of texts by identifying the structures and the linguistic features of the texts c. Students discussed the texts. Each group presented their findings.	
7	a. Prose quiz: students were asked to summarize the story b. Students and lecturer compared their findings and the standard *literary response.* c. The writer explained the purpose, *schematic structures* and language features of the text.	This phase should be done in BKOF

As a final point, in this modeling phase, the lecturer introduced and displayed a model of a good literary response text. During that time, she explained the goal, schematic structures, and language features as suggested experts like Butt et al (2000), Derewianka (2000, p.7), Hammond (2004, p.57), Gibbons (2009, p.118).

Joint Construction

Joint construction was done by dividing the students into groups consisting of 4 to 5 people. Then the student got a blank sheet of paper on which they wrote. At this stage, students in one group, together, tried to write literary response text in accordance with their capability after getting modeling phase. What they do was talking about what would be written and the language used for writing. The task of the researcher here is to monitor each group's work and to give feedback to their shared writing. This is in line with Derewianka (2000, p.8) who states that in the phase of joint construction, the text could have been constructed throughout the class, groups, or by lecturer and students during the conference. Derewianka also said that the purpose of is to guide, provide questions and give advice (p. 9). In this phase, the researcher also encouraged the students to use their first language, Indonesian, when having difficulties expressing their ideas in English. This motivation will greatly assist students in writing (Butt et al, 2000: p.267).

Tabel 4. Activities in *Joint Construction*

Meeting	Activities	Remarks
1.	a. Students worked in groups to write literary response text b. The lecturer gave questions and feedback to the students' writing	
2.	a. The lecturer assessed students' writing which was created in Joint Construction b. The students re-wrote literary response text after they got corrections from their peers and lecturer	

By doing phase 8 and 9 as written in table 4 above, actually, lecturers continually tried to check the progress of each group or each student. According to Derewianka (p.9) and Butt et al (2000, p. 267), this is very good because the students will develop in proportion to their ability without compulsion. In addition 9.b activity was a process of "editing and proof-reading" (Butt et al, 2000, p.267), which helps

the students write a literary response text with accepted grammar, spelling, and punctuation. According to Qian (2010), by correcting their peers' writing, the students learn how to see their own writing critically.

Independent Writing

Independent writing is the last cycle conducted after the lecturer believed that the students have been able to write individually. Independent writing was done in one meeting and the results of independent writing became the documentation of this study. At this stage, the lecturer shared a form of independent writing, asked students to write in the classroom, asked students to see notes and handouts them back when writing text individually, motivated students to use assignment sheet on analysis of themes and its related quotation which had been worked out in different sheet, responded to several questions from the students.

Table 5. Activities in *Independent Writing*

Meeting	Activities	Remarks
1	**a.** Asking students to consult to their notes and handout when they wrote **b.** Encouraging students to use the worksheet to support their writing **c.** Responding to questions from students	

Step 10a, 10b, 10c were some steps recommended by Gibbons (2009, p.119) in the phase of independent writing. Gibbons suggested lecturers or teachers to constantly make a draft, revise, show the results of the writing to peers and obtain feedback, to motivate the students that their text would be publicly displayed.

From the foregoing explanation, it can be concluded that the researcher had done properly every step of the GBA. He had a good understanding of what should be done in each phase. However, some activities done seems rigid, and too serious. Some students still had difficulties in getting ideas for their writing although BKOF phase has been implemented to the fullest where a set of questions were posed to

students as a means of understanding the analysis of the theme. This can happen because the lecturer applied less hands-on experience   in the classroom as recommended by Gibbons (2009, p.117). Hands-on experiences that can be potentially done are a semantic map, wallpapering, picture dictation, barrier crossword, interviewing experts, world wall, progressive brainstorming, and jigsaw reading.

Moreover, it can also be concluded that the lecturer plays an important role in each phase of GBA. The task of the lecturer is to explain, guide and provide feedback. The ability of the lecturer to provide questions and respond to questions as well as a stimulus to the activities of the student's writing was necessary specifically in the phase BKOF. Questions from the teacher will improve or sharpen the students' understanding of the theme analysis (Hammond, 2004, p.41).

Data from documentation

Schematic Structures by High Achiever (HA)

Schematic structures written by High Achiever (HA) were considered good although there were several unclear parts. HA had written a brief review of the narrative story of Tess of D'Urberville. But how HA wrote a preview of argument seems not explicit, otherwise HA tends to give suggestion to read the story as "therefore this novel is a very good novel to read". Expands-on phase was written by HA in three paragraphs. However, there are only two themes analyzed in the text. HA did not clearly mention the third theme to be discussed. In the second paragraph, arguments are not explicitly stated and no explanation was significant. Yet, HA presented excerpts to support the argument she made as suggested by Gibbons (2009, p.177).

Tabel 6. *Schematic Structure* **written by** *High Achiever*

Student	Schematic Structures		
High Achiever	*Introduction*	Context, background, synopsis	"Tess od D'urbervilles is a novel written by Thomas Hardy. It tells about how a woman keeps her love even when she is in a bad condition. The story begins…"
		Preview argument	"Therefore this novel is a very good novel to read"
	Expands On Paragraph Two	Argument	"The story of Tess' life explains about how Tess keeps her faith with her husband". An honest feeling of still loving someone or thing in every condition (weakness or strength, happiness, and also sorrow) is called faith."
		Explanation	-
		Quotation	"As it is showed in page 410, line 7-12"
	Paragraph Three	Argument	"Another theme of Tess of D'Urbervilles beside Faith is sorrow."
		Explanation	"Sorrow occurs almost in every event that Tess faces"
		Quotation	"…to suck human knowledge (page 140, line 12 -17).
	Paragraph Four	Argument	-
		Explanation	"…there is still another sorrow that is faced by Tess"
		Quotation	"As it is presented in page 334, line 20-29)
	Summary of Writer's judgment	Reaffirmation	"…this novel talks about woman's faith dan her sorrowful condition that she should face in life".

In the third paragraph, HA tried to argue that one of the themes of the novel Tess of D'Urberville is Sorrow. In this paragraph, HA provided an explanation in the form of evidence and quotations which were important to strengthen students' understanding of the text read (Feez and Joyce, 1998, p.49). While in the fourth paragraph, the HA did not provide arguments, it only gave more explanation of the themes analyzed in the third paragraph. Literary response text written by HA was ended with good response review to the arguments she advanced on the theme of the novel Tess of D'urbervilles.

Schematic Structures by Mid Achiever (MA)

Literary response text written by MA was not very successful. The text still has many shortcomings such as a summary of the narrative is too short; groove to explain is ambiguous; no citations exist, or with citation but without showing the page and line as recommended by Feez and Joyce (1998) and Gibbons (2009). However, the text written by MA has presented a preview of the arguments in the first paragraph which was not found in the text by the HA.

Tabel 7. *Schematic Structure* **written by** *Mid Achiever*

Student	*Schematic Structures*		
Mid Achiever (MA)	*Introduction*	Context, background, synopsis	"This novel by Thomas Hardy tells us about a girl that innocent and also struggle in her life. Beside that she is very care and also love with her family"
		Preview of argument	"There are two themes in this novel. They are: love and care"
	Expands On Paragraph two	Argument	"Firstly about love. Tess feel a natural feeling that is love with a young man. When she meet with a young man at dancing party"
		Explanation	-
		Quotation	"He wished that he asked…" **without page and line**
	Paragraph Three	Argument	"And secondly about care. It means Tess give more attention with her

			family"
		Explanation	"Although she is pretty girl but she is not selfish with her sister and also her brother moreover with her parents"
		Quotation	-
	Summary of Writer's judgment	Reaffirmation	"In conclusion, Tess is very care and also love with her family. All about her family is important to Tess".

Schematic Structures by Low Achiever (LA)

Literary response texts written by LA can be said to be inadequate. The text did not meet the purpose of writing which aims to present the analysis of theme (see Gibbons (2009, p.177). At the preliminary stage, LA did not provide a summary narrative of literary works being read. Even the LA did not relate at all the introduction with literature she read. Besides, the preview of the arguments were presented unclear.

In the section of expands-on, LA also did not provide a complete and clear arguments, as well as with quotation to support evidences. There is only one argument which says "she can change her life". But this argument does not correspond to the statements made in previous paragraph. Ultimately, LA failed to restate the interpretation or argument she made at the beginning of the paragraph.

Tabel 8. *Schematic Structure* written by *Low Achiever(LA)*

Student	*Schematic Structures*		
Low Achiever (LA)	*Introduction*	Context, background, synopsis	"The good product in our life not automatically . we can start it step by step. In this proses not easy. The obstacle can change with easy. If the first opinion make us sad or tragic we can come up…"
		Preview of argument	-
	Expands On Paragraph Two	Argument	"Tess can change her life"
		Explanation	-
		Quotation	-
	Paragraph Three	Argument	-
		Explanation	-
		Quotation	-
	Summary of Writer's judgment	Reaffirmation	"Happiness more expensive in life. Our full power can change it better".

In summary, it can be concluded that the participant-students' literary response text are somewhat developed. The writing organization indicates the students-writer had an effort to fulfil the purpose of writing literary response text. They started their text with a brief summary of the story then continued with a preview of arguments. Their expands-on phase, especially LA, lack of explanation, and evidence. It seems the students found problems in explaining the arguments they made earlier and in correlating it with the quotation from the story. There are several viable factors which can affect the result of the students' writing above. First, probably, the students, particularly LA, were not yet ready to move to the independent writing stage after participating in joint construction. According to

Gibbons (2009, p.124), students should move to the next stage of the cycle when the students are reasonably proficient in recognizing the selected genre. This means that if a student is not proficient in a particular phase, then the student is expected to identify the phases that he has not advanced. The unprepared students should, therefore, have more exposure to theme analysis in BKOF stage and more engagement with the standardized literary response text. The second reason is that the students were not used to think deeply and critically. They were reluctant in building an association between opinion and reasons.

Linguistic Features by HA, MA, and LA

Linguistic features of literary response text, as discussed in section 2, include a reference to people or specific terms, positive and negative evaluative vocabulary, simple present tense and citations. The literary response texts written by HA, MA and LA are successful enough in employing the proposed linguistic features. Table 9 summarizes the linguistic features used by the students.

Tabel 9. Language Features by HA, MA dan LA

	Reference	Evaluative Vocabulary	Simple Present Tense	Quoation	Connectives
Text HA	Yes, clear	Yes	Yes	Yes	Yes
Text MA	Yes, clear	Yes	Yes, but with grammar mistakes	Yes – No page and line	Yes, not grammatically correct
Teks LA	Yes, unclear	Yes, clear	Yes, but with grammar mistakes	No	No

According to table 9, the lingustic features adopted by HA was better than text MA and LA. HA's text has a clear reference about Tess and her family in the novel Tess of D'Urberville. HA was also mentioning Thomas Hardy as the author as can be seen in "Tess of the D 'Urberville is a novel written by Thomas Hardy ..." whereas MA wrote "Tess of D'Urbervilles by Thomas Hardy ... ". Evaluative

vocabulary in text HA includes faith and sorrow, whereas in the text MA No love and care. HA text uses simple present tense consistently like "It Tells about ..", or "The story begins ...". On the other hand, MA and LA used present tense that were not grammatical like "Tess feel a natural feeling ..." (by MA) and "She now feels her economic life" (by LA).

Data from Questionnaire

Table 10 below shows the perception of three students who participated in learning the concept of Genre-Based Approach (GBA). Based on table 10, the students considered GBA effective in guiding their writing literary response writing (item 30), and they gave a positive response to the stages of the writing of the GBA (item 7). Two of the participants, HA and LA, said that the joint construction phase (item 28), is a phase that helps them write a literary text response. While MA found BKOF (item 28) as a phase that contributes a lot in writing activities.

Tabel 10. Data from Questionnaire

Questionnaire	HA	MA	LA
1	Yes	Yes	Yes
2	Yes	Yes	Yes,
3	-	-	-
4	Concept which the author wants to convey to the readers	Various themes in the novel, for example STRUGGLE	Understanding the details of the story
5	Yes, to analyze what the author's perspective	Yes, theme analysis	Yes, to have a clear picture of the story
6	Yes	Yes	Yes
7	Just so so	Yes	Yes, (like)
8	Yes,	Yes	Yes
9	To argue	To give response, to understand, to criticize and to get literary meaning	To summarize, to analyze text, and to interpret the texts
10	Yes	Yes	Yes

11	Introduction, Expands on and summary of writer's judgment	Orientation, event, complication and resolution	Giving response by criticizing
12	What to analyze, and backgroung information of literary works	Background information	Background,major theme, and reviewing the content
13	Development of themes stated in intoduction	One or two paragraphs with conclusion and quotation	Explaining facts and main ideas
14	Advantages and disadvantages of literary works	Conclusion of all themes discussed	Theme reaffirmation
15	Yes	Yes	Yes
16	Connectives, reference, negative positive vocabulary, present tense, quotation	Tenses, linking verb	Simple present tense
17	Yes	Yes	Yes
18	To support argumentation	To srengthen the explanation	To support opinion, to affirm opinion
19	GBA	GBA	BKOF
20	BKOF, modeling, joint construction, independent writing	Analysis, introduction, body, conclusion	Determining themes, titles, developing the body or content of writing
21	Reading and discussion	To develop information and content	To build information and content, seek for solution
22	The model of theme analysis essay and the discussion of it	To have more understanding to text being read	The purpose of the writing
23	Writing collaboratively	Comprehending text in groups	Looking for topic, content writing, correcting draft, checking punctuation, grammar and revising
24	Yes	Yes	Yes
25	Writing essay or literary response with two themes	Writing with individual writing	selecting and developing topic
26	Yes	Yes	Yes
27	Grammar	Tense and generic structures	Language structure, punctuation, and content
28	Joint construction	BKOF	Joint construction
29	Yes, grammar and topic development	Not Really	Not successful
30	Effective	Yes, Effective	Yes, effective

All the participants, HA, MA and LA said that lecturer gave feedback or comments on their writing (item 27). According to the experts, to give feedback in writing activities will make the students manage to write a literary response text (Butt et al, 2000; Gibbons, 2009). Feedback can be given in the form of comments on the use of grammar (tense), generic structures, content as well as punctuation.

The questionnaire was also given to determine whether or not the students understand the content. From the responses obtained, it can be said that HA was thoroughly familiar with what was being taught in the classroom. This can be seen in most of HA responses which portray steps carried out by the lecturer. Therefore, HA was quite successful in writing a literary response text because of her understanding of the GBA, analysis of themes and language use. Conversely, MA and LA had no deep understanding of the GBA, the analysis of the theme, and language use. Then it is understandable if their writings were less successful.

5. Conclusion and Remark

It can be concluded that, first, the procedures which turned out to guide students to write literary response text are all of the phases of the GBA, ranging from BKOF, modeling, joint construction and independent writing. This is line with Tuan (2011) who states that the procedures in GBA do help students in improving their writing skills. It was shown by a positive attitude toward the application of GBA by the participant-students of Tuan's study. However, the most helpful phase, based on classroom observation and questionnaire, is BKOF and joint construction phase. In phase BKOF, lecturers provided questions that lead the students to understand the analysis of the theme. While in the joint construction phase, students had the opportunity to discuss and fix their writing by obtaining feedback from their peers and lecturer.

Secondly, the ability of the students to write literary response text was fairly good especially for HA and MA. This is indicated by the schematic structures and linguistic features which are comparable to the modeled text. While text written LA

was not successful because of the unclear structures, grammatical errors, and unrelated quotations.

Ultimately, the students consider the use of GBA can improve students' ability to write literary response text. They found that through GBA they can get feedback from peers and lecturers as what they went trough joint construction phase.

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