



Exploring Students' Response Of Applying GBA In Creative Writing: An Action Research

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Abstract

Writing considered as one of the language skills that learners need to acquire as it is an important ability for them to fulfill their role as a student. While prior research focused on GBA in analyzing academic writing, this study bridges the methodological void by exploring the student's responses to its implementation in creative writing contexts. This study used action research involving six students in the eight-grade of a private senior high school. Data was collected through observation, interviews, and students' documents. Positive responses, increased motivation, and transformed perspectives on writing emerged as key outcomes.

Keywords: Creative Writing, Genre-Based Approach

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INTRODUCTION

Writing appears to be the most challenging out of the four language skills, especially for students who live in an environment where English is not a native language. Writing in English can make this language skill difficult to master (Yuliyawati & Nuriyanti, 2019) because writing requires writers to have the vocabulary, understand grammar and schematic frameworks (Pham & Bhui, 2021). However, GBA has been proven by many researchers as a suitable approach for writing instruction and has been used by lecturers around the world (Pham & Bhui, 2021). It is a writing instruction that includes evaluating and dissecting examples of genres (Bruce, 2008, p. 6, as cited in Burgos, 2017) and many researchers agree that it is not only improves writing skills but also the affective aspects (Lee, 2006; Lee, 2012; Bae, 2012; Han & Hiver, 2018, as cited in Na & Lee, 2019).

Genre-Based Approach has already been used in teaching many genres and has already been applied to various courses. Despite having been widely used in teaching many genres, this approach is rarely used in teaching creative writing. Creative writing is a written form of art in which the imagination is used to tell a story and compose essays, poetry, scripts, works of fiction, lyrics, as well as other works. It necessitates that students manipulate the language in appealing, interesting, and challenging ways in order to express uniquely personal interpretations (Tok & Kandemir, 2015, as cited in Pratiwi, 2019). And free writing or creative writing is arguably the easiest one as Yuliyawati and Nuriyanti (2019) stated because one doesn't have to worry about the rules of grammar and simply write whatever they desire from their imagination.

By using creative writing, students can explore and use creative writing to experiment with numerous genres and self-expression concepts (Tu, 2021). Creative writing also encourages a learning environment wherein EFL learners'

self-expression is the main focus of the writing activity, making writing more relevant, enjoyable, and interesting (Riber & Pontus, 2020). Tu (2021) claim that engaging in creative writing enhances their written material, prompts a fresh exploration of subjects, and fosters ongoing contemplation of the writing journey. It is also revealed that incorporating a creative writing approach with minimal teacher involvement can empower learners to immerse themselves in the creative process and fully embrace the learning experience. (Hung-chun Wang, 2021).

Although there are many studies similar to this one, little is known about how Genre-Based approach is used creative writing and the students' response about since the previous research was always about using GBA in analyzing students' academic writing. It is an attempt to explore the Genre-Based approach in creative writing field and the students' response about it. Based on the mentioned previous research, it is clearly recognized that there is a methodological gap. This present study emphasizes on using GBA towards students' creative writing.

Based on the background of this study, the current research aims to know the students' response about applying GBA to creative writing. By exploring students' genre- based approach towards the students creative writing and their response about it, the study seeks to provide valuable insights into applying genre-based approach to teach creative writing.

METHODS

The study used classroom action research adopted from Burns (2005) involving six students of eight-grade in one of the private senior high schools in Jakarta. The technique of the data collection were observation and interview. T researchers used research instruments to collect the data such as observation guidelines and focus group interviews. The researcher adapted Ramdani, Yanto, Sri, and Djunaedi's (2022) action classroom-based research procedures and analysis of the data followed Braun and Clarke (2006) six-stage thematic analysis approach.

RESULTS & DISCUSSION

Students Engagement in the Stages of GBA

In the first stage of GBA, the researcher teaches the students about the general structure, language feature and social function of the short story. The researcher used learning tool such as PowerPoints and asked questions to the students to measure their understanding of the material. In this stage, the students were uninterested and looked confused with the changed of the teacher. The majority of the students paid attention to the learning process however some students were busy on their own. When the researcher asked some questions regarding the general structure, the language feature and the social function to the students to measure their understanding, the majority of the students were able to answered correctly.

The students' engagement became more evident in the second stage where the researcher gave a model text of short story and asked each student to read it out loud. Then the researcher explained in each paragraph about the structure of the story and asked the students to translate the sentence to Bahasa to make sure they were understanding the model text that was given. The students began to pay attention and looked enthusiastic, attentive, active throughout the learning process. They uttered their own opinion when analyzing model text and applied what they

had been learned in the first stage. It could be seen from the students vignette below:

Student Vignette 1

It helped me so much because from the model text we understand how to write the story and it can also be the standard on how to write. (NAD, May 2023)

Student Vignette 2

for me, it's helpful and I can make it as a guide to write a story. (NA, May 2023)

Student Vignette 3

yes miss, it makes the story clearer and guided so it's easier to create the story and its plot. (NNK, May 2023)

From the students vignette above, the students agreed that model text in the second stage of GBA helped them to write the short story as it assisted and guided them and became a standard for them to write a short story.

The students' enthusiasm and activeness can also be seen in the third stage of the genre-based approach, JCOT, where a construction activity that must be completed in a group. In this stage, the researcher assigned the students to formed a group of five to six students and gave a group assignment to create a short story. Most of the students looked glad, relieved and delighted as the researcher asked them to work on the short story within a group. The students actively seeking their own friends to made the group and sat together and worked on the group assignment. The students' enthusiasm was visible as they all participating in their own group, one of the students even stated that group assignment was a good task for someone that was not fluent in English because the member of the group was able to help each other as stated below:

Student Vignette 4

The group assignment is what I like best, because I'm not alone and I can ask for other people's opinion and how to work on it. So, I'm not too burdened since there are a lot of people to discussed about it. (MAS, May 2023)

Certainly, most of the students are aligned with him since they looked glad and relieved and they attentively sought their own friends to join a group together. However, some students had a different opinion about it as stated below:

Student Vignette 5

group assignment is chaotic and it was all over the place. For example, I want to write this but other people in the group want another thing. It makes everything become difficult. (LPL, May 2023)

Student Vignette 6

Honestly, I'm a bit pissed Miss, everyone in the group was silent the whole time so this group assignment feels like an individual assignment because everyone is working on it by themselves. Then it's better to work on my own. (RLP, May 2023)

From the students vignette above, the students gave reasons on why they did not like group assignment. One student claimed that it was difficult to reached an agreement on what to write on group assignment as other members has their own ideas. Another one claimed that it felt like an individual assignment as someone in the group working on it themselves. Thus, some students stated that a group assignment was difficult for them because everyone has their own ideas of the short story. Nevertheless, the students were able to write a short story along with their friends and they were able to applied the general structure, language feature and social function of the short story that were taught in the previous stage as it shows

on the figure:

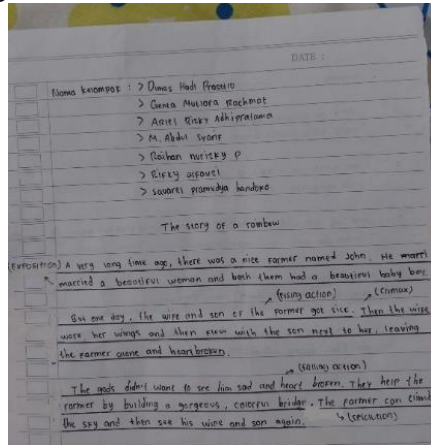


Figure 1. students' work in JCOT stage

In the fourth stage of GBA, the researcher asked the students to write a short story individually with the knowledge they possessed from the previous stage and assignment. Even though the students were not as excited as they were in the group assignment however, they looked content and comfortable as they already knew what to do. The students were attentive and working on their assignment meticulously following the general structure, language feature and social function that has been taught in the previous stage. The model text also helped them as they stated in the interview and they became more confident in writing a short story as it showed on the figure 2 below:

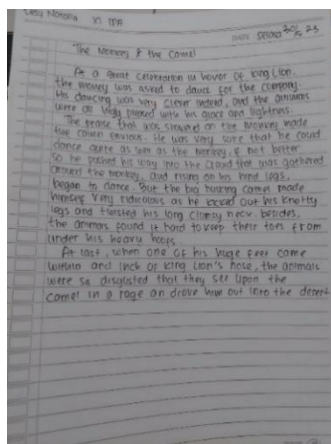


Figure 3. Students work in ICOT stage

The Students Opinion About the Implementation of GBA in Creative Writing

In the implementation of genre-based approach in creative writing, students showed a positive response and they were actively participating, attentive in the learning process and did not hesitate to ask when they were lost. From the observation, each stage of GBA gave an assistance and guidance to the students to write the short story and the students gave their opinion regarding the implementation of GBA in creative as it showed below:

Student Vignette 7

quite a little bit of fun, I understand the material and it was easier to understand because there are steps that guide us. (MAS, May 2023)

Student Vignette 8

It was interesting because I'm able to learn the steps of writing a story, read the model text and have a new experience in writing a story with friends or by myself. (NAD, May 2023)

From the students vignette above, it can be concluded that the student's opinion regarding the implementation of the GBA in creative writing was favorable. Students were satisfied of the implementation of the creative writing because they were able to learn from the very beginning and realized that some points that needed to be focused on when they write short story. They were also found some fun in writing short story with the instruction of GBA and how it teach them the material and pushed them to write their own short story. Students claimed that it was an interesting because it gave a full set of material, its example and a new experience in writing a story along with peers or by themselves.

It can be concluded that students felt an interesting experience after the implementation of GBA in creative writing as it equipped them with the knowledge of how to write a short story, the model text of short story that became their guidance to write as well as the group and individual assignment that pushed them to applied what they had learned in the previous stage.

Students Motivation After the Implementation of GBA in Creative Writing

After the implementation of GBA in creative writing, the students' response was positive and they were attentive, active and followed the instruction from the researcher well. Their opinion regardless the implementation of GBA was also favorable as they felt that it was such an interesting experience and they were satisfied of how GBA equipped them with the material and analyzed the model text before pushing them to applied what they had learned in the previous stage. However, before the implementation of GBA, the majority of the students thought of writing as the most difficult language skill as it stated below:

Student Vignette 9

for me, writing is the most difficult language skill miss. (LPL, May 2023)

Student Vignette 10

Writing is so difficult because it requires the understanding of the grammar and I don't really understand grammar. (RLP, May 2023)

From the students vignette above, it showed that students thought of writing as the most difficult language skill with various reason. One student claimed that it is difficult because it requires a certain level of understanding the grammar while another one stated that writing is simply boring and the lack of ideas made it even harder for them to start writing. However, after the implementation of GBA in creative writing, students had a change of mind as it showed below:

Student Vignette 11

Yes, with GBA, I realize that writing activity is not as boring as I thought, and with creative writing, it motivates me to learn to write more. (NKK, May 2023)

Student Vignette 12

I guess it's explorable and fun to write and make me a bit motivated to write. (NA, May 2023)

From the students vignette above, students agreed that the implementation of

GBA in creative writing changed their mind about writing. One student stated that with GBA as the writing instruction, writing became more enjoyable as it gave steps and instruction and assignment to pushed the students. Creative writing also motivated them to write and changed their perspective of writing being a difficult language skill to learn. Students stated that creative writing is explorable, less restricted and with a creative mind, they were able to write their own ideas in the short story. It can be concluded that the implementation of GBA in creative writing helped students become more motivated to write and changed their perspective of writing being a difficult and boring language skill to learn.

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Student Vignette 13

for me, writing is the most difficult language skill miss. (LPL, May 2023)

Student Vignette 14

Writing is so difficult because it requires the understanding of the grammar and I don't really understand grammar. (RLP, May 2023)

From the students vignette above, it showed that students thought of writing as the most difficult language skill with various reason. One student claimed that it is difficult because it requires a certain level of understanding the grammar while another one stated that writing is simply boring and the lack of ideas made it even harder for them to start writing. However, after the implementation of GBA in creative writing, students had a change of mind as it showed below:

Student Vignette 15

Yes, with GBA, I realize that writing activity is not as boring as I thought, and with creative writing, it motivates me to learn to write more. (NKK, May 2023)

Student Vignette 16

I guess it's explorable and fun to write and make me a bit motivated to write. (NA, May 2023)

From the students vignette above, students agreed that the implementation of GBA in creative writing changed their mind about writing. One student stated that with GBA as the writing instruction, writing became more enjoyable as it gave steps and instruction and assignment to pushed the students. Creative writing also motivated them to write and changed their perspective of writing being a difficult language skill to learn. Students stated that creative writing is explorable, less restricted and with a creative mind, they were able to write their own ideas in the short story. It can be concluded that the implementation of GBA in creative writing helped students become more motivated to write and changed their perspective of writing being a difficult and boring language skill to learn.

Discussion

The finding of this study revealed that in stages of GBA, learners showed a positive response especially in the MOT and JCOT stage. In the first stage of GBA proposed by Hammond (1992) students were uninterested and looked confused however as the time passed, the students began to paid attention and engaged in the class as they were actively answering the teacher's question. This was in accordance with Lail (2022) that stated that the class was initially fairly silent since the students appeared to be having difficulty understanding what the teacher was saying however after some time the pupils began to be attentive in the class.

In the second stage GBA proposed by Hammond (1992) the students began to be attentive and active during the learning process. They paid attention when the researcher gave a model text and they heavily participated in analyzing each paragraph of the model text. However, when the researcher asked them to read aloud of the model text that was presented, the students seemed reluctant. It was in line with Lail (2022) that stated that students needed an assistance from the teacher read the English text out loud however the students still participating and discussing about the model text together. It was aligned with Ummah (2019) that stated in this stage, the students were able analyzed and evaluating the model text from the material that they had learned in the first stage.

Furthermore, in the third stage of GBA according to Hammond (1992), the students' enthusiasm and activeness can be seen through the observation. They were happily formed the group on their own and actively participating in the group assignment. The result of the students works in a group assignment showed that they were able to apply what they had learn from the previous stage. However, some students were irresponsible and some were working on the assignment on their own. This was similar with Febriana et al., (2018) that stated that some students were irresponsible as they were copying the story from the internet while other students working on the assignment by themselves and not involving other member of the group. Lail (2022) also stated that some students did not complete their job and instead did something else.

Finally, in the last stage of GBA, the students were asked to make a short story individually and they did not look as happy as they were in the JCOT stage. However, they already had the experience on writing short story from the previous stage, hence, they looked content and comfortable in writing a short story individually. The result of the students works were positive as it showed that they were able to make a short story with the structure, language feature and social function because the model text became their guidance. It was in line with Lail (2022) that stated that the learners managed to arranged the structure and the components correctly and the tenses understanding was improved because of the model text in the MOT stage. The students writing skills also got better in this stage as stated by Ummah (2019) because of the experience given by the JCOT stage and the material from the previous stage.

This indicates that the response to the implementation of GBA in creative writing was favorable. It was in line with Ummah (2019) that stated the students' responses were positive. The outcome of integrating the genre-based approach in the classroom was evident, as students perceived the teaching and learning process as more captivating, explanations more comprehensive, comprehension of material improved, and even though the exam was more

challenging, they expressed fondness for it. It was also in accordance with Lail (2022) that claimed that GBA helped the learners understanding of the text increased since the approach used was good and interesting, they found it simpler to retain and grasp, especially for those who did not speak English. Fanani (2018) also agreed as he stated that this approach works well since its process began from the very beginning with assistance from the instructor and friends and progressed to the final stage when learners were expected to work independently.

The study findings also revealed that the students' opinion regardless the implementation of creative writing was positive. They felt an interesting experience after the implementation of GBA in creative writing as it equipped them with the knowledge of how to write a short story, the model text of short story that became their guidance to write as well as the group and individual assignment that pushed them to applied what they had learned in the previous stage. It was in line with the result of Lail (2022) that stated the method was good, engaging, and simple to comprehend and retain, even for students who could not communicate in English. The application of the genre-based strategy also well received by the students as they stated it was more engaging, intriguing, and complete (Ummah, 2019). GBA had a favorable influence on EFL students who were not natural English speakers as stated by Montero-Arévalo (2019). The students responded satisfactorily to implementing GBA, believing that it made studying more enjoyable and less dull, thereby increasing their enthusiasm to learn. It was also aligned with Astuti et al., (2022) that stated the students responded positively to the implementing of GBA, believing that it made studying more enjoyable and less dull, thereby increasing their enthusiasm to learn.

Furthermore, the study findings revealed that the students became more motivated to write because of creative writing in an assistance of GBA. It was in line with Nasution et al., (2022) that stated that students became more motivated to write after the implementation of GBA. It was also in accordance with Adelia and Apsari (2022) that stated employing the Genre Based Approach in teaching writing allows learners to absorb the content more easily and to be more courageous in expressing their opinions, as well as to create an enjoyable and non-boring learning environment and to increase students' willingness to study. It was also changed students' perspective of writing being a boring and difficult language skill. It was aligned Montero-Arévalo (2019) hat stated that GBA changed students' perspective of writing from a negative to a positive reaction. And changed their perspective of writing being a difficult and boring language skill to learn.

CONCLUSION

The study revealed that after the implementation of GBA in creative writing, the students' response was positive and they were attentive, active and followed the instruction from the researcher well. Their opinion regardless the implementation of GBA was also favorable as they felt that it was such an interesting experience and they were satisfied of how GBA equipped them with the material and analyzed the model text before pushing them to applied what they had learned in the previous stage. The implementation of GBA in creative writing helped students become more motivated to write and changed their perspective of writing being a difficult and boring language skill to learn.

Two implications can be drawn from the research findings. First, from the finding of this study, the English teacher might consider give a creative writing assignment to the students once in a while since creative writing increasing the students' motivation to write in English. Lastly, The English teacher can also pay attention to the students as they work on the group assignment as some students tends to work on it individually or not working at all and leave it to their member in the group. This study has a limitation and it only focused on exploring the students' response of applying Genre-Based Approach in creative writing. The researcher suggest that future researcher may investigate the effectivity of GBA in creative writing in a long period of time with repeated cycle to gain a deeper understanding and impact for the students' creative writing skills. The research hope that this research can helps future researcher as the references in similar contexts.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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