Approximation Practice on Students' Writing

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Abstract:
The primary aim of this paper is to investigate students' difficulty in the implementation of genre-based approach to teach English skills. It focuses on approximation exercise. The author reported the result of the study in the form of qualitative data. The practice revealed that the students faced difficulty to start writing their ideas. In this point, the students who have quite good English proficiency felt easy in constructing the text without employing elementary sentences. It happens although their text construction is somehow not grammatically correct. On the other hand, for those who have low English proficiency, the incorporation of elementary sentences and final realization help them a lot in constructing the text effectively. In a nutshell, the students in high and low English proficiency have their own difficulty in putting their ideas in the form of a text. Teacher's assistance is crucial in developing students' skill independently. Finally, this pedagogical practice might become the teacher's guidance in practicing genre-based approached in the classroom.
Keywords: *genre-based approach, writing skill*

1. INTRODUCTION

Understanding language is not simply identify the meaning of the message. This statement owing to the language varies based on the context and situation (Gibbons, 2015). One cannot use language solely without noticing with whom he/she speaks to, when, in what situation and the like. The understanding of such thing delivers the interlocutor to achieved effective communication. As Cook (1989) argues that formal links only (the facts inside the language) are not enough to understanding the language. Further, one should also understand contextual meaning (the facts outside the language). In addition, Gibbon (2015) describes how Australian girl face difficulty learning English in her school. She was Juliana. Moreover, Gibbons (2015) mentions what makes Juliana an eleventh-years-old has difficulty in learning English in the school. However, she is an Australian girl who uses English daily since born. Indeed, the case is closely related to context and situation. She uses English daily in the form of informal conversation and also engage in the communication with people close to her like families, teachers, friends and the like. Conversely, English in school is in the form of formal situation such as academic work or school work. Furthermore, Juliana usually uses English with the people she knew. However, when she is starting a conversation with a stranger, the conversation held in the form of formal talk. As a result, she finds difficulty since it is unfamiliar to her. From this case, it clearly highlights the important of understanding context and situation in using the language.

In addition, Derewianka (2012) states the important of students' development on how language function to achieve particular purpose. In line with this, the way language is processed and organized is also necessary to be emphasized in order to deliver information clearly (Gee, 2011). Likewise, language mastery might be developed through genre-based teaching. Thus far, a number of studies already reported about genre (Bauman, 2001; Macaulay, 2001; Liu, 2013; Martin, 2009). Genre is part of language and social context (Martin, 2009). Martin also adds that genre developed as a figure of how language is used to live, organize the language, done things with language, endorse it over and over again, and finally drop unnecessary things. Text structure and several aspects of genre learning are equally significant to support students' writing development (Johns, 2011).

In addition, the spoken and written form are dissimilar. The language employs in both form is totally different. Someone might use less formal language in spoken context, yet it will be inappropriate apply in written one. The condition leads to the notion of language context and situation as has been mentioned earlier. Meaning that language varies based on context, situation even circumstance within the talk (Dijk, 2008). In spoken form, one should notice when the conversation happens, to whom the talk is held, when is it happen and so forth. By doing so, the intend meaning of the message will be successfully addressed (Gibbons, 2015).

Writing is considered as the most difficult skill to learn (Widodo, 2006). It would be more difficult if one has not enough vocabulary since vocabulary is one of the important elements in writing. Furthermore, transferring idea from local language to target language is another challenge for students that make writing more difficult. In

addition, establishing ideas, choosing the appropriate vocabulary, using grammar, selecting punctuation and transmitting it to the readable text are somewhat very frustrating (Richard & Renandya, 2002 in Tuan, 2011). Therefore, in assisting students to develop good writing skill, teacher might select an appropriate technique in teaching. The employment of genre-based approach might become one of the solutions (Paltridge, 2001). The use of different kinds of genre probably can help students to develop their writing ability effectively step by step. Further, teacher might employ real-life materials as learning sources. The presentation of materials using real-life context significantly increasing students' interest toward the topic (Herrington & Oliver, 2000). By doing so, language learning will be more meaningful and remarkable. Moreover, it is not only writing, but also the other English skills such as listening, reading and speaking need to be taken into account as well. The teacher should be able to assist students' learning English skills using suitable method. By doing so, the students will enjoy learning and be able attain learning goal maximally.

Based on the reason above, the author intends to implement genre-based approach in teaching writing. This implementation focuses on elementary sentence to construct a discourse. This practice is important to see how the students' difficulty in constructing the text with and without the employment of elementary sentences. Furthermore, the result of this practice might become consideration in applying genre-based approach in English learning process.

2. LITERATURE REVIEW

2.1 Discourse Analysis

Discourse analysis attempts to show the relationship between language and context in use (McCarthy, 1991: 5). It studies the language use in written form cover all of genres and spoken form include conversation and other form of talk. This definition is in line with Gee (2011: 100) who inserts that discourse is the study of language in-use. Further, Gee (2011) describes discourse analysis is based on the speech details. It asks someone who use the language to consider to whom she/he talks and what the person intends to do with the talk.

Furthermore, discourse is closely related with the language. Language allows people to exchange information. In fact, language not only plays to exchange information. Gee (2011: 2) mentions language as saying, doing and being. Language as saying meaning that people can share information each other. Further, language never goes without also doing things and being things. It allows people to do things by engaging in many activities. People promise things, propose to their lovers, argue in a discussion, and so on and so forth. These are among the myriad things do by the people with language beyond exchange information. Furthermore, language also let people to be thing. It allows people to be different than they should be and put other identity to be an expert, a doctor, a skillful chef, lawyer or as normal people. In brief, language is broader. It is more than give and take information from people, it allows people to do and be a thing using the language.

2.2 Genre-based Approach

In term of genre, scholars have different word in defining it. As Derewianka (2003: 135) addressed that some authors use the term of genre and text type interchangeably. In other words, some scholars use the term genre as it is, while the others use text type as well in the same term. On the other hand, Richards, Platt & Platt (1993) in Abbaszadeh (2013: 1880) define genre as a certain category of speech event that also includes written form which is considered as being the same type of its community. It includes prayers, sermons, conversations, songs, speeches, poems, letters, novels and the like. Further, Hyland (2007: 149) inserts that genre belong to an abstract. It also recognizes by the community as the way to use the language. In brief, genre is the way people use language as a social purpose and believe by the society in both spoken and written form. Further, Derewianka (1990) in Tuan (2011: 1471) proposes six main school types of genre based on primary social purpose. First, narrative to tell a story, also function to entertain. Second, recount is usually to tell what happed. Third, information report to provide information about fact. The subsequent is instruction, to tell either the readers or listeners the order of something or what to do. Next, explanation, to explain why and how something take place. And finally, expository to present or argue a certain view. It also has text organization such as introduction, body and conclusion. More, the language feature covered in those genres mentioned above include vocabulary, grammar, punctuation, conjunction, verb, and the like.

In addition, this approach provides explicit knowledge to the students about language. It closely related to the Vygotsky's work called ZPD (zone of proximal development) Elashri (2013: 8). Vygotsky argues that every student has two level of development. They are level of independent performance and potential performance. In addition, the gap between those level is called zone of proximal development (ZPD). Again, Vygotsky believes that students can learn better by another people's guidance. It can be the teacher or peers that have better understanding toward the topic being studied. The guidance assists the students before they can work independently. Further, Sternberg & Williams (2010) also argues that in such environment, students develop interaction with people which can stimulate students to work together. Through the process of genre-based approach, both teachers and students work simultaneously to construct a text which can develop students better understanding of certain genre in both spoken and written form.

2.3 Principles of Genre-based Teaching

Genre is also known as a model of teaching and learning. A particular genre is given by the teacher to the students in the classroom. After that, they examine it to understand its features like linguistics features, structures and communicative purposes of the genre. It is important to know those features due to the different features in each genre.

There are several stages in genre-based approach. The following is the process of teaching with genre-based approach proposed by Firkins, Forey, & Sengupa (2007) as cited in Dirgeyasa (2016: 48). Those steps are elaborated as follow.

a. Modelling a text

There are several steps in this modelling text. Those are first, the teacher chooses a particular type of genre writing to develop classroom activities based on several kinds of text. The type selection of genre should meet to the students' need. By doing so, the learning become more authentic and meaningful. Second, the teacher and students discuss the text by showing, analyzing, even manipulating the text to meet students' understanding. Next, the teacher directs the students to know and understand function and communicative purpose of the text. Take a case of recount text, the function of recount text and the purpose of the text. Finally, the students learn about the vocabulary of the text, grammatical, and the structural pattern of the text. Those activities assist the students to have better understanding the text.

b. Joint construction

In this stage, the students do more practical along teacher guidance. They have not produce their own writing yet, but simply modify and manipulate the text given by the teacher. There are three steps in this stage. First, the students reconstruct a genre given. It can be done by revising, paraphrasing or changing particular vocabulary as well as grammatical pattern in the text. Next, the teacher guides the students to discuss the order of the genre. By doing so, they have better understanding on a particular genre discussed. And last but not least, review from the first stage until this second stage, before moving to the next stage. This is important to do, since it can recall students understanding of the previous stage discussed.

c. Independent construction of a text

After having former understanding in the first and second stage, in this stage, the students produce their own writing independently. Again, the teacher must be sure that the students already have clearer understanding about the particular genre to be produced. The students' understanding includes the communicative purpose of the genre, grammatical usage, vocabulary selection and the like. Finally, this stage leads the students to practice their understanding upon a particular genre independently. The teacher only monitors their activity, not to help them produce their writing.

To sum up, those principle of genre-based approach which include several steps became the basis of the classroom activities. It hopes can increase students' awareness of their own work. Through this approach, they might compare their previous work and final one. Further, they will realize the weaknesses and strengths. It slowly but sure encourages students to be more aware of their writing at the same time promote students' autonomy. The principles also guided the author in developing lesson plan. Lastly, the practice took the aforementioned process that cover modelling a text, joint construction and finally independent construction of a text to implemented in the classroom.

2.4 Approximation in Discourse

The way people understand a sentence is influenced by comprehending the meaning beyond a word or sentence. Sentences are usually a part of discourse (Berkum, Zwitserlood, Hagoort, & Brown, 2003). Moreover, to gain understandable message, it needs to be interpreted into a context within the talk. In understanding a discourse, the employment of discourse part like approximation might assist the students to comprehend the discourse easily. Approximation comprises the breaking down of a piece of discourse into a number of isolated sentences (Cook, 1989). In approximation, the students are instructed to combine the breaking down sentence into a whole discourse identified as an approximation exercise. In breaking down an original discourse one shall refer to thing called elementary sentences. Further, Cook (1989) asserts that elementary sentences refer to a set of simple sentences without cohesion, innately derived from a discourse and use for students' exercise combination. Moreover, Thadani (2014) reports that approximation strategies take significant improvement in assisting students' work. Therefore, it is important to take into account approximation strategies to perceive satisfied result.

Approximation practice might best fit to be implemented in English skills particularly writing. It because writing might become one of the most difficult skill to be mastered out of other English skills (Widodo, 2006). Further, Bryne (1988) in Pratiwi (2012) mention a number of factors that probably make writing more difficult. Those are linguistic difficulty, physiology difficulty and cognitive difficulty. Linguistics difficulty refers to some aspects namely language use, word and sentence choices, grammar and vocabulary as well. Further, physiology difficulty appears from the writers themselves since there is feedback from the reader. Finally, cognitive difficulty such as punctuation, spelling, paragraphing, capitalization and the like. More, Hartfield, Jacob, Zinkgraft, Wormuth & Hugey (1985) in Subekti (2018: 20) emphasize that one can measure students writing mastery through their ideas and topic which employ appropriate grammar, coherent writing organization, diverse dictions, and suitable mechanics. Those attributes contribute to the success of students' writing mastery. In this case, teachers' might give understanding and assistance to reduce students learning insecurity of the aforementioned writing challenges. Regarding to those writing difficulty, the implementation of approximation strategies hopefully can assist students' learning effectively.

3. RESEARCH METHODOLOGY

3.1 Design to the Study

The study was conducted by employing descriptive qualitative method. Hence, the implementation result was reported in the form of descriptive writing qualitatively. The data was obtained through the students' practice based on the topic given by the teacher.

This study discussed the case of students' difficulty in the implementation of approximation in students' writing. It focuses on the availability of elementary sentence. Whether or not elementary sentence help students in constructing the

discourse. The report first describes the theories under the practice. After that, it offers the elaboration of the method which include the explanation of the subject to the study and description of lesson plan. Finally, the finding and discussion drawn to report the practice that mainly highlighted on the approximation practice as what Cook (1989: 110) explains on his book. The conclusion was written in the last part of writing to see the overall practice result.

3.2 Subject to the Study

The subject to the study was twenty-six students of environmental engineer from Islamic University of Indonesia located in Yogyakarta. They are in the first-year of university level undergraduate program. They are fresh graduate from various senior high school all over Indonesia. So, they do not only come from one region, but also from several regions in Indonesia. Most of them are 17-19 years old. They have good motivation in English due to quite active response of simple short question in the classroom. Moreover, most of them showed good attitude in learning English. It demonstrated from their outlook in working on exercises. They did it quite seriously. They probably hesitant to ask a question regarding to the thing they did not really understand. Yet, they still enthusiastic following the lesson.

In general, most of the students learned English since elementary school, even some of them learned English since they were in pre-school. However, their English vocabulary is still very limited. Even though they learned English in early age, less practice hinders them to perform fluent English. In fact, English subject in school does not required them to do a lot of practices. Probably, several schools do so, yet most of them experience less practices. Furthermore, school's English subject mostly emphasis learning activity on students' grammar mastery instead of lead them to perform good communication. All of the students in the classroom experience the same. Although, not all schools do this kind of activity. Again, the students are in the same English proficiency and do not speak fluent English. Other than that, the most important thing is they have a will to learn English.

3.3 Lesson Plan

The lesson plan design was based on genre-based approach. As mentioned previously that the term genre might refer to text type, yet the author uses the term text type in this writing. In addition, the lesson plan genre is based on recount and take biographical recount sub-type as the focus in the lesson plan. The lesson plan is designed in integrated skills. Unfortunately, certain skill might dominate the practice due to the time constrain and students' proficiency. In addition, the teacher also somehow unconsciously sticks on certain skill in which the students are weak, in this case writing skill.

In biographical recount text, the author puts the biography of BJ. Habibie and Ir. Soekarno as figure in the text presented. Those two figures are selected to teach students writing text or receptive skill. In addition, local culture content might contribute to the students fast understanding of the topic since the culture is very close to them. The topic of local culture also facilitates students with low English

proficiency. Furthermore, the content of local culture guides them to transfer ideas in English easily due to the familiarity of the topic (Margana, 2016).

Since the topic is close to them, they seemed enthusiastic during the class. They follow the lesson quite well. They also responded to the teacher's questions and commands. However, few of them seem to be passive. Those who sit in the back row. Yet, they still have desire did the exercise exactly as the teacher's order. Hence, they were not busy with their own business and distracting the activity.

The activity was run quite well. First of all, the teacher opened the class and introduced herself to all of the students in the class. After that, the teacher tried to engage with the students by asking simple question regarding to the text they have been studied in the previous school. They were excitedly answer the questions. Consequently, the teacher cannot grasp their answer. So, the teacher asked them to raise their hand the time they want to answer the question. By doing so, the teacher can hear the clear voice from the student. Unfortunately, this suggestion did not fit them. They were all silent when the teacher wanted them to answer the question by raising their hand. This condition made the teacher realizes that they have low confident to perform something independently. Meaning that if they should perform it one by one they felt doubtful. To solve this problem, the teacher tried to convince them to not worrying whether their answer was correct or not. The teacher just wanted to focus on their desire in learning English. It was not a serious matter if their answer was incorrect. The teacher can guide them to give the correction in the process of learning later. After persuading them with such understanding, then one and two of them tried to answer the question by raising hand. Even though, not all of them did that, it was a relief. There were still some of them who understand what the teacher actually wanted them to do.

After that, the teacher gave short explanation on biographical recount text, the definition of the text, the purpose and generic structure. The explanation was done by engaging the students as well. The teacher asked the students then discuss it together with the teacher. After that, the teacher asked two of them to read the sample of the text loudly to see how well their reading skill was. In fact, their reading skill is quite good, only some difficulty on unfamiliar words they pronounce them incorrectly. After finishing reading loudly, teacher together with the students identified the structure of the text to recognize introduction paragraph, even, and reorientation of the text. The teacher also guided them in recognizing verb (regular and irregular), action verbs, linking words and the like that is dominant in biographical recount text.

In the next activity, the teacher asked them to work in group of two and did the exercise. It was not to asked them produce the writing, yet manipulating the text given by the teacher. In this exercise, the teacher gave them jumble sentence which is called elementary sentences and asked them to put the jumble sentence in correct order as a whole text. The teacher investigated their difficulty and how the elementary sentence help them in constructing the text. After that, the teacher checked their work and found out that most of them perform good in the exercise.

The next exercise, the students worked independently. They produce their own writing based on what has been learned that was related to biographical recount. They were free to select which figure to be the model of their writing. They might employ elementary sentence to construct a discourse. During this activity, the teacher investigated students' difficulties. After they done their work, the teacher then asked them how they felt. They reported dizzy, confuse, fun, happy, and so on. They also reported that the familiar text helped them understand the content and facilitate them to done the exercise quickly. The detail lesson plan is attached.

4. FINDING AND DISCUSSION

After investigating students' activity in the classroom deeply, the author found several points. The finding and discussion are elaborated as follow.

1. The students who perform quite good English proficiency perform better without utilizing elementary sentence.

It leads to the conclusion that they can construct the text independently without using elementary sentences although their text construction did not produce perfectly. The possible explanation of this might be that students who have high English proficiency tend to ignore the presence of elementary sentence since they are able to do the work without utilize it. Although the thing faced by the students who have good English proficiency is not a big matter, the goal of grammatically correct sentence has not been achieved yet. On the other hand, the students who perform low English proficiency got a lot of difficulties constructing the text without elementary sentences. This finding is consistent with that of Thadani (2014) who reported that approximation strategies takes significant improvement in assisting students' work. It proves by the students with low English proficiency who do utilize elementary sentences to help them constructing the text easily. Hence, the presence of elementary sentences in assisting the students who have low English proficiency in creating a discourse in crucial.

In the same vein, the students face the equal difficulty, yet the students who have good English proficiency did not realize their mistake during the text construction. This reason may be explained by the fact that they focus on the correct text structure as biographical recount text should be. In brief, the students either in low or high proficiency have their own difficulty constructing a discourse.

More, people need to realize that writing and reading is a unity. Lestari, Sofendi, & Petrus (2018: 167) argue that to be proficient in writing, the students have to read more. By doing so, they might acquire ideas to support their writing. Initially, students should be aware of reading habit importance. Through reading, the students get a lot of knowledge and information regarding to the particular things which can support them exploring ideas in writing. The more they read, the more they can develop their writing skill. This principle should be realized by the student. Therefore, by engaging them to such writing activities hopefully can make them realize that writing without reading is nothing.

2. The students reported difficulty in deciding which sentence should be in the first paragraph and which sentence should be in the last paragraph in employing elementary sentences.

When they employ elementary sentence to create a discourse, they should be well-understand about text construction. This knowledge assists them in creating the discourse successfully. However, in referring to the students' case, they were lack of vocabularies. It hindered them to construct the text successfully since they did not understand what the sentence was about. Vocabularies became the main obstacle for the students who have low English proficiency. They need teacher's guide intensively before they can work independently. This result is likely to be related to what Bahri & Sugeng (2009) reported that the students have writing difficulty particularly identify, describe and explain their ideas include vocabulary and grammar. Indeed, students fail to develop basic skill that can assist them in writing. Therefore, they are unable to work on writing successfully. Another possible alternative explanation of the finding is that the students face linguistic difficulty, physiology difficulty and cognitive difficulty that hinder them perform good writing (Bryne, 1988 in Pratiwi, 2012). Linguistics difficulty includes some aspects namely language use, word and sentence choices, grammar and vocabulary as well. Further, physiology difficulty comes from the writers themselves since there is feedback from the reader. Finally, cognitive difficulty such as punctuation, spelling, paragraphing, capitalization and the like.

In addition, write a text academically is another challenge for the students. Ariyanti (2016: 64) asserts that academic writing is different from ordinary writing. The students should understand formal and informal vocabulary. Hence,vocabulary selection should be taken into account to perform better academic writing. Besides, the students might face several difficulties in words selection. In this case, teachers guidance is important to support the students' consistency. In other words, to produce good writing output, they have to get suitable input. Reading is the most significant one. Persuading the students to read any text and sentence as the first step to build reading habit is another important point. For that reason, both teacher and the students have to be aware of those input and output to gain acceptable writing in reality.

Those difficulty influence students' writing production neither directly nor indirectly. Therefore, the students need to be aware of the aforementioned aspects of writing to support them perform better writing.

3. It seems reasonable to state that the incorporation between elementary sentence and final realization is needed to facilitate students low English proficiency done their work better.

If elementary sentence and final realization is separated, it would be difficult for the students to construct a discourse. Subsequently, elementary sentence will guide them develop their writing easily. Moreover, elementary sentence probably can assist students work due to their limitation in vocabulary mastery. Hence, the presence of elementary sentences and final realization in a unity enable students to develop their

writing ability effectively. Further, as Thadani (2014) reported that approximation assist the students' writing better. To this case, elementary sentence is a part of approximation which allow the students to construct text after breaking down the discourse. A piece of breaking down discourse which called elementary sentence helps the students to construct a discourse easily.

However, the students should be aware the crucial role of vocabulary mastery. Although the presence of elementary sentence can assist the students who are lack of vocabulary, yet they cannot ignore the importance of vocabulary mastery. It because elementary sentence only helps them in developing ideas, not in constructing the whole discourse. Therefore, vocabulary mastery is another crucial thing to be mastered particularly in writing skill.

Regarding to the implementation, the author also met several obstacles during the implementation. First, in the beginning of the class when the teacher asked them to raise their hand before answering teacher's question, all of the students were silent. No body raised hand and answered teacher's question independently. In fact, the teacher just wanted to know clear answer from them, instead of they answer the question together. It sound murmuring, therefore it was hard to notice the answer clearly. Then, the author realizes that the students lack of confident. Furthermore, they did not want to be spotted or something else since they were afraid to response incorrect answer. In this situation, the teacher should be able to raise students' confident and engage with them. Creating comfortable atmosphere is one of various ways to make students feel secure in learning. By doing so, they become more confident and not feel hesitant of either asking or answering question. What the author did to the students was enlightening them that incorrect answer was not a big sin. The author tried to convince them that she appreciates every single effort. The effort is what matter during the learning process. This knowledge was expected be able to change their view toward something especially for those who have low interest in learning.

4. Students face difficulty to start writing and put their ideas on a paper.

The teacher assumes the students were probably not familiar in writing. Because, when they were asked to write their ideas, it needed more time and even until the time was up they had not finished the writing yet. In addition, the use of cohesive devices was another difficulty for the students. They often asked how to use the word. Further, they still confuse to decide whether the word was appropriate or not to put in their writing. In this case, the teacher got difficulty in handling them to explain the correct function of the word. At the end of the class, the teacher realized that they had not understand well the use of cohesive devises. This stage was miss from the explanation of the text previously. This view is supported by Jordan (1997) in Pratiwi (2012) that putting the words down on the paper is the most confusing process in writing. This theory proved through the study that indeed it was difficult for the students to just start writing. Therefore, the author emphasized the important of practice, in this case writing practice to the students. They should first love writing and make writing as their habit before they finally can bring out ideas easily.

Furthermore, the finding of this study is correlated each other. The author wants to highlighted that the students' difficulty comes from several factors namely inner and outer factor. Inner factors like their motivation, learning interest and the like. Likewise, outer factors include the linguistics knowledge, cognitive and the understanding certain topic. Those are interrelated each other. If the students pose good inner factors without outer factors supported, then their skill is not categorized as success. As mentioned previously that they should pose good inner and outer factors to have better performance.

Moreover, even though several students pose quite good English proficiency, most of them were in fair English proficiency. It indicated that they still have so many difficulties understanding unfamiliar words particularly in constructing the text. Even, some of them felt that English is not an urgent subject to learn. In this case, the teacher tried to describe the future of English to the students so that it can broaden their knowledge and imagine the existence of the world outside their own world. The world that they probably interact with in the future, yet they cannot use their own language in the global interaction. To case, English plays an important role.

Subsequently, to increase students' motivation in learning English, the teacher probably can recommend a number of ways. Since Indonesian students tend to be reluctant to read book (Lestari, Sofendi, & Petrus, 2018: 169), read an interesting book such as short story might be one of choices. In addition, Omar & Ghazali (2016: 154) claim that short story apperently can be one of recommended sources to develop students language competence and promote reading habit. More, it can assist students in generating ideas and remove insecurity which somewhat increase during reading or writing a text. Literary work selection particularly short story also good option for foreign language learners since it less of difficulty yet high interest (Galda, Cullinan, & Sipe in Omar & Ghazali, 2016: 149). Accordingly, it can develop students' language competence and increase their interest in learning.

All in all, the implementation in the classroom practice make the author realizes that teacher job will be harder and more difficult in the future. Hence, the appropriate knowledge on the field like the selection of teaching techniques should be carefully chosen. By doing so, it can facilitate students' need and want effectively.

5. CONCLUSION

Mastering English skills probably is a difficult thing to do especially for those who do not think that English is important. Those who possibly have negative attitude in learning English will find a lot of difficulties along the way learning English. Indeed, English is an important language in this globalization era where people from all over the world having interaction without boarder. In addition, teacher as an educator should be able to know his/her students' proficiency, want, need, and so forth better. By doing so, he/she can facilitate the students learning properly.

Based on the implementation of elementary sentence in genre-based approach, the author speculates that the employment of elementary sentence is important and should be incorporated with final realization. The author assumes that the

incorporation of elementary sentence and final realization can facilitate students learning better especially for those who have low English proficiency. Further, it can facilitate the students' who have limited vocabulary in constructing the text. Besides, the students also face difficulty to write their ideas. In this case, the teacher gives assistance in addressing their ideas so the product of writing can be developed well. Further, the teacher should give students knowledge regarding to the importance of reading to support their ideas in writing. Likewise, the students should be aware the importance of vocabulary mastery to assist them develop their skill effectively.

In brief, the students will perform better English proficiency if only they have desire to learn the language by doing countless practices. More, the teacher might use genre-based approach and modified it with other teaching technique or media to enhance the result of students learning for future practice. Again, the author realizes that this practice is far from perfect. The limitation of classroom practice was done once somehow become the weakness of this study. Therefore, the next researcher might be able to enrich the result of the practice in the future to fill in the gap of the present practice.

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