



## Genre Based Approach to Teaching Multimodal Text

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### Abstract

*The study is aimed to reveal the implementation of genre based approach in teaching english especially to teach writing multimodal recount text. Photograph is involved as the material in multimodal text. The study employed a qualitative research design, embracing characteristics of a case study. The data was obtained from several sources including classroom observations, and students' texts. The analysis reveals that despite the limitation, the teaching program is successful. The students are able to develop the activities in Background Knowledge of Study (BKOF), Modelling of Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The students show positive responds to improve their writing ability. The data from observation reveals that the students can follow the activities in the teaching program. The students are able to handle the instruction given by the teacher and discuss them with their classmates. The teacher as the participant observer can bravely describe that the students enjoy the activities and have good enthusiasms to involve in each activity. The analyses show that the students have many progressions toward the implementation of the teaching program. The progressions are observed before the implementation, during, and final writing in the teaching program. Based on the results, the students can develop their ability in terms of the writing concepts. The data support the assumption that multimodal texts help the students to understand and construct the text in a good way.*

**Keyword:** Teaching Writing, Multimodal Texts

### INTRODUCTION

Frequently, a written text is now no longer the mode of representation in learning materials—textbooks, teacher's materials, meanwhile images are increasingly prominent as carriers of meaning (Bezemer & Kress, 2008, p. 166). By the time, writing and images have become the major means of representing the content (Kress & Van Leeuwen, 2006, p. 17). It is since technology becomes the one which have impacted human's way of communication and social change. People are now able to communicate instantly with combination of texts, photos, or videos through mobile phone technology, different types of computers and multimedia devices (G. Kress & Van Leeuwen, 2001, p. 2).

Writing and image relationships are frequently known as a part of multimodality. Multimodal texts refer to meaning-making written texts which combined with other modes such as images, sounds, gestures and movement (Walsh, 2011, p. 12). The dominance of multimodality has begun to rise. Not only the pages of magazines or art media but also in teaching and learning system. Multimodal learning is believed being able to encourage the teacher to think about how to involve students in looking at multiple forms of text (Thompson, 2008, p. 144).

Furthermore, an approach to teaching text which is relevant to teaching context in the curriculum is Genre Based Approach (GBA). The genre-based

approach has been mainly developed in Australia. It is to teach writing based on systemic functional grammar as developed by Halliday. The genre-based approach is moving through four stages (Derewianka, 1990, p. 3; Gibbons, 2002, p.60). The stages are begun with Building Knowledge of Field (BKOF), then Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). At the end of GBA cycle, it is expected that students can understand the texts genre as well as their writing products. It is because, genre-based approach to teaching writing focuses on teaching particular genres that students need control of the texts, as well as the context in which the text is produced.

By viewing the accomplishment of multimodality in teaching, this study analyzed the using of images in the classroom for students who use English as a foreign language. Specifically, the present study is limited to the use of photograph and text. Whereas it was concerned on the implementation of photographs in teaching writing.

#### **METHOD OF THE RESEARCH**

This study uses a case study design on the basis that the study was aimed to provide an investigation in real situation of students' behavior in the teaching program. Therefore, the data was reached from the classroom observational records, and students' writing documents.

The classroom observational records were referred to as field notes. The field notes described the detail, nonjudgmental, and concrete descriptions of what happened in the setting. It was written immediately after each session because the memory of observation is still fresh (Van Lier, 1996, p.32). The field notes focused on both students and teacher have been said and one in the interactional setting (Liamputtong, 2009, p.141).

The documents were students' composition in recount text using

photographs as a kind of multimodal text. There were six texts to analyze in the study. Three of them were diagnostic texts, and others were products of ICOT stage. A diagnostic test was employed in the first meeting to see students' profile in writing. It was to expose students' difficulties and skill deficiencies during the course (Hughes, 2003; Cohen, 2007). Meanwhile, independent construction writing was a product of ICOT stage which was applied as the final stage of the genre-based approach.

#### **FINDINGS AND DISCUSSIONS**

There were four activities that had been applied before the implementation of the program. They were 1) informing students with the program, 2) deciding the topics of writing, 3) performing diagnostic writing, and 4) searching the material. Firstly, the students were informed about things they would do during the class, including things that they should have prepared throughout the class activities, and the importance of having authentic photos as part of the students' activities. This activity was intended to realize that what would be learnt should be clear to the students (Feez, 2002, p.66).

Then, the students can choose the topics that would be used as the teaching materials. To simplify the process, several possible topics which related to recount text have been previously selected by the teacher. Those topics were then offered to the students to decide which one to discuss. This activity was aimed to build up students' confidence with the topic and activities before they were asked to do them (Emilia, 2005, p.33).

After that the students were asked to write a recount text on any kind of topics. This activity was aimed at gaining students' profiles of English writing (Feez & Joyce, 1998, p.66). Diagnostic writing would allow teacher to identify the course to focus special attention (Brown, 2010, p.335). In diagnostic writing, the students should produce a whole written text which

was used to analyze the writing skills (Feez & Joyce, 1998, p.66). The data from diagnostic writing were expected to assist in identifying broad areas of need for the whole class and specific need for the individual. The example of students' diagnostic writing can be seen in Figure 1.



Figure.1 Students' Text in Diagnostic Writing

The last step before implementing the teaching program was searching the material. It was done by the teacher to find out relevant texts and materials for the students. It was aimed at providing the students to take advantage of them as input (Van Lier, 1996, p.32). From the provided texts, the students were expected to gather information, vocabulary, expression, and language patterns that enable them to write about the topic.

After a long way in preliminary phase of the teaching program, the teacher now can implement the genre-based approach in the classroom. The teacher implemented the teaching method using photographs as a material to write multimodal recount texts in genre-based approach. The students were taught in eight meeting for 5 weeks. Each meeting was about 90 minutes. The activities and materials in each session were constructed in a lesson plan as a guide to run the program. The teaching model of the study was divided into four stages; Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The cycle of the teaching model of genre-based approach in the present study can be seen in Figure 2.

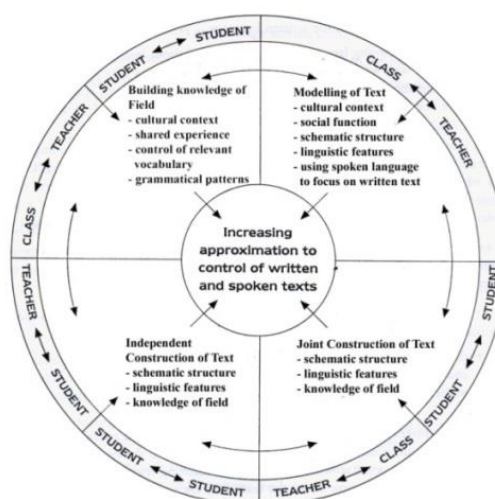


Figure.2 Teaching Phase Used in the Study (Hammond, et al. 1992, p.18)

#### a. *Building Knowledge of Field (BKOF)*

The main focus on this stage was to build up students' knowledge about the topic. Context building was an important foundation for second-language learner (Feez, 2002, p.65). Therefore, the activities at this stage were aimed to make sure that the students have enough knowledge about the topic (Gibbons, 2002, p.61).

First of all, the students were showed several photographs of some persons who were taking holiday. Then, each student shared their opinions about the photographs. Several questions were asked to stimulate the students' ideas. The developed questions were merely; 1) look at the photo, what the man probably did?; 2) where did they go?; 3) what they probably felt? Since English is used as a foreign language therefore the instructions were constructed in both English and the students' first language- Indonesia. It was to make sure that the students can understand the materials and the activities given.

The fact that English is used as a foreign language creates a situation where the students always produce ideas and sentences in their first language. Therefore, the teacher must maintain the class and encourage the students to expose their ability in foreign language- English. One way to handle is by using the

semantic map of what the students was already said (Gibbons, 2002, p.61). The teacher can interpret the students' first language idea into English. So that, the students know how to express some phrases in English.

Afterward, the activity was that the students were given several photographs with short conversation. The conversation was about two high school students who talked about their last holiday experience. It included the speaker's photographs which described their experience. In this activity, students were not only discussing the text, but also the photographs. It is because the photographs in the text were able to give stimulation to students in recognizing the purpose of the text (Bearne & Wolstencroft, 2007, p.26; Salway & Martinec, 2005, p.339). The example of the conversation text in Building Knowledge of Field (BKOF) stage can be seen in Figure .



**Frank:** So, how was your vacation?

**Brandy:** Oh! This was the best vacation I've ever had in my life!

**Frank:** Wow! Where did you go?

**Brandy:** We went to the Bahamas. It's such an amazing place.

**Frank:** Really? Did you go with your parents?

**Brandy:** Of course not! I went with my cousins. We had a blast!

**Frank:** I can imagine that. Did you take any pictures?

**Brandy:** Yes. I'll be uploading them to Facebook today. You can check them out.

**Frank:** That'd be great!

<http://twominenglish.com/video/341-What-Did-You-Do-in-the-Holidays-Conversation-in-English-about-Holidays.html>

Figure.3 The Conversation Text in BKOF

The teacher then read the text aloud, and the students one by one tried to read

the sentences correctly as what was illustrated by the teacher. The students were instructed to practice the conversation with their pair. Next, the students should read the conversation in front of the class. Several pronunciations which spoke incorrectly were noticed and corrected. The students practiced to pronounce the words as accurate as possible. This activity was aimed to increase the students' mastery in speaking English.

The following activity was that the student in pair made their own conversation about their holiday trip. The students should use their own photographs to enhance their thought to create the conversation. The students were able to use the former text as the sample in composing the conversation.

At this stage, most of the students owned good knowledge and clear concept about holiday time. They were able to notice several activities which might be seen and done in holiday time. The students freely discussed and shared their experience during the holiday. The students showed there was no big difficulty for the activity.

The photographs that the students' owned were about their own holiday moments. The students looked so enthusiast to talk about their experiences. However, there were several students who did not bring their photographs. Therefore, these students should join others.

During the activity, the students were suggested to list the activities/event in the texts. It was aimed at providing the students with the information on the topic. Therefore, they can have enough background knowledge to write in recount texts. Throughout the activity at this stage, the students could see how the native writers wrote a text. It would help students in developing their writing because students got more information about how the writers develop their writing and put the ideas in the text (Gibbons, 2002, p.61).

### *b. Modeling of Text (MOT)*

The aims of this stage were to familiarize students with the purpose, organization, and language features of recount genre (Gibbons, 2002, p.61). The students were presented and explained about the social function and language features in details. The activity was intended to build up students' understanding on purpose, structure, and language features of recount text (Gibbons, 2009, p.61). Some good models of recount texts were shown to students. It was to illustrate the organization and language features of the genre (Callaghan & Rothery, 1988, p.38; Derewianka, 1990, p.17; Feez, 2002, p.65; Gibbons, 2002, p.61; Emilia, 2011, p.69; Derewianka & Jones, 2012, p.8).

Modeling of text was started from familiarizing the students with recount text

in the social context. Recount text is a piece of text that retells past events to give the reader a description of what occurred and when it occurred (Derewianka, 1990, p.8; Anderson & Anderson, 1997, p.48; Barwick, 1999, p.49).

A recount text is begun with an orientation that gives background information needed to understand the text. It should answer the questions of who, where, when, etc. It also contains of a series event that are ordered in a chronological sequence to describe how the events have occurred. The last part is some personal comments or reorientation which relates to the events (Derewianka, 1991, p.8; Barwick 1999, p.49). An example of the modeling text in Modeling of the Text (MOT) stage can be seen in Table 1.




Picture	Recount Text	Text Organization
	Yesterday morning, I woke up at 6am, got ready for Saturday cooking.	Introduction/ Orientation
	I baked a batch of blueberry cookies. They look a bit weird, but oh my god, they are a taste sensation, juicy sweet fruit bursting on the tongue with soft chewy cookie melting.	Event 1
	After cooking, Dana and I went to walk around. We left home around 12. Then we planned to eat some food. So we headed downtown to Savory Cafe & Bakery. We ordered grilled chicken and vegie burger. YUMMY! Service at this restaurant is always good.	Event 2
	And luckily we met our old friends in the cafe. So we spent the day with friends and it was such a great time.	Event 3
	It was a very exciting hangout! Loved it. I had a good feeling yesterday, and that good feeling was spot on!	Concluding/ Comment

Table.1 Modeling on Multimodal Text

By acknowledged the organizations of recount text, the students also should master its linguistic features. Therefore, the linguistic features in recount text were

presented together with the text. The students were showed how to put the linguistics aspects of recount texts in a right way. The example of the teacher's

material in presenting the linguistic features can be seen in Table 1. Furthermore, the students were also given a hand-out about the organizations and linguistic features in recount texts. Therefore, the students can use the materials as a reference on the future occasion as if they have to write the text in Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) stages (Gibbons, 2002, p.61).

### c. Joint Construction of the Text (JCOT)

The first step at joint construction stage was deciding on the topic. Topics on joint construction should be new (Callaghan & Rothery, 1988, p.38). Thereby, based on the discussion on the preliminary phase, the next topic to be discussed was “My last weekend”. To prepare the students with JCOT stage, the students were instructed to bring their own photographs which describe their activity during the weekend. The second step was pooling information. It was aimed to demonstrate what was the process involved in writing a text (Derewianka, 1990, p.8). The students were showed three big-sizes of photographs in the whiteboard and discussed the topic that can be developed. The sentences mentioned by the student were “Last weekend I went jogging with the sister; “Last weekend I and my friend went to gymnasium to have sport”. It was followed by the students’ construction in the next sentences. Together, the students were shown how to build a paragraph. At this stage the students were able to see how the teacher wrote a sentence then revised it again and again. Therefore, the students knew writing was not a thing that could be done in one sitting (Emilia, 2011, p.43).

The third step was jointly constructing the text. In this step, the students were asked to make a group of three or four. The member of each group was chosen randomly. As then, the teacher acted as a guide and a leader in composing recount

text (Callaghan & Rothery, 1988, p.38). The students were guided through the steps of preparing, drafting, explicit discussing and negotiating the meanings they were making as they go (Gibbons, 2002, p.61).

However, in this activity, most of the students used Indonesia as the first draft in their writing. The fact that English is as a foreign language in Indonesia made the students constructed their ideas in their mother language first, and then translated it into English.

The example of students’ first draft in their mother language can be seen in Figure 4. In some conversations with the students during the activity, the students confirmed that they felt more comfortable to write the idea in Indonesia rather than in English.

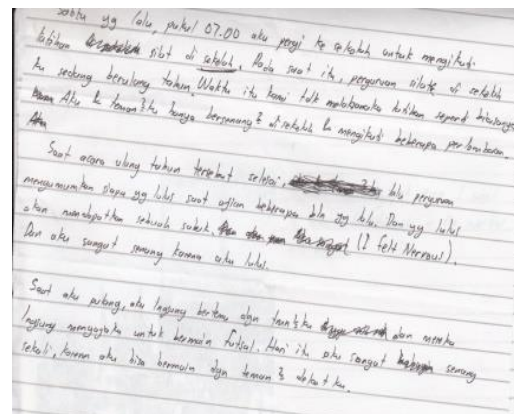


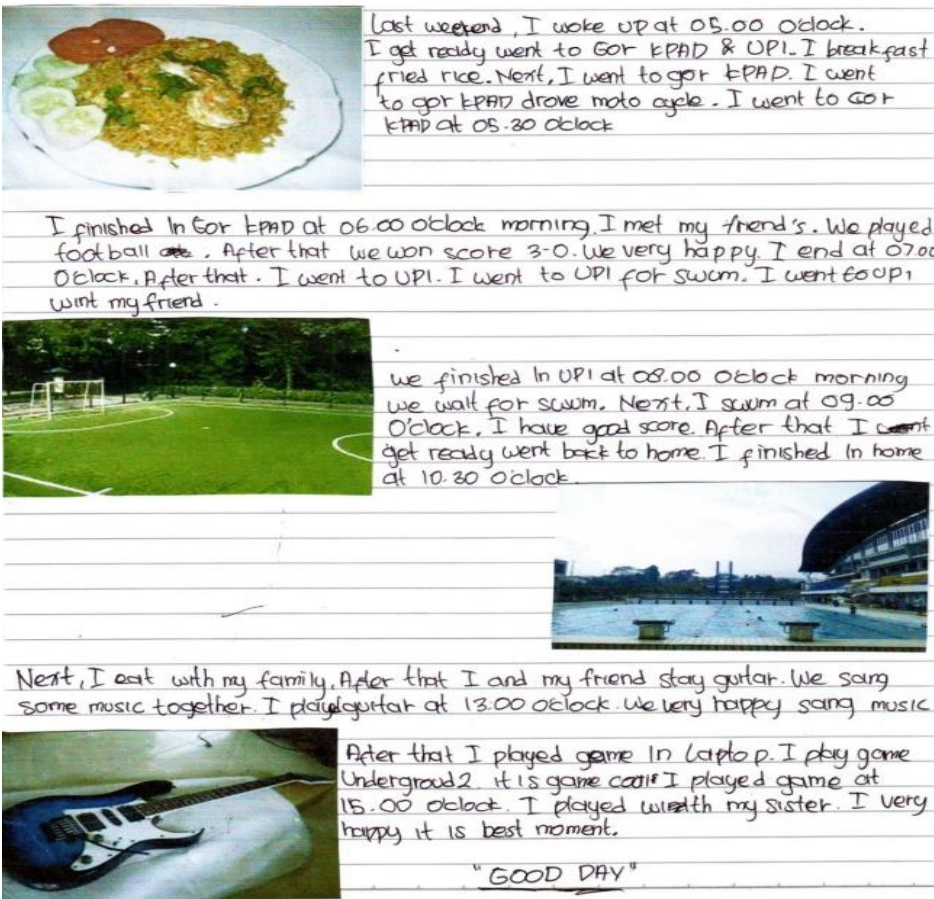
Figure.4 Students’ Writing Draft in JCOT

### a. Independent Construction of the Text (ICOT)

ICOT was the final stage of the teaching cycle in genre-based approach. Independent construction of the text allowed students to develop their knowledge about the topic themselves. The students should be able to write with confidence, drawing on their experiences and learning in the previous three stages (Gibbons, 2002, p.61). At this stage, the topic was “Hang out with friend”. The students were asked to bring their own photographs which described their activities with friends. The photographs

can help them to generate the ideas of their writing. The students at this stage wrote the text individually and independently, but they were allowed to discuss it with their peers. The students were asked to write the first draft, and notice the modeling texts which had been given.

Then, they were given a time to write and revise the text as it was illustrated in the MOT and JCOT stages. The example of students' final draft in ICOT stage can be seen in Figure 4.



Last weekend, I woke up at 05.00 o'clock. I get ready went to Gor KPAD & UPI. I breakfast fried rice. Next, I went to gor KPAD. I went to gor KPAD drove moto cycle. I went to gor KPAD at 05.30 o'clock

I finished In Gor KPAD at 06.00 o'clock morning. I met my friend's. We played football ~~are~~. After that we won score 3-0. We very happy. I end at 07.00 O'clock. After that. I went to UPI. I went to UPI for swim. I went to UPI with my friend.

we finished In UPI at 08.00 o'clock morning we wait for swim. Next, I swim at 09.00 O'clock. I have good score. After that I ~~went~~ get ready went back to home. I finished In home at 10.30 o'clock.

Next, I eat with my family. After that I and my friend stay guitar. We sang some music together. I play guitar at 13.00 o'clock. We very happy sang music

After that I played game In Laptop. I play game Underground 2. it is game car. I played game at 15.00 o'clock. I played with my sister. I very happy it is best moment.

"GOOD DAY"

Figure.4 Student's Final Draft in ICOT

## CONCLUSION

Genre-based approach is an appropriate approach to teach multimodal text especially recount text in EFL classroom. Based on the analysis of classroom observation, and the students' texts, it is found that the students show positive responds to improve their writing ability.

The data from observation reveals that the students can follow the activities in the teaching program. The students are able to handle the instruction given by the teacher and discuss them with their

classmates. The teacher as the participant observer can bravely describe that the students enjoy the activities and have good enthusiasms to involve in each activity.

These facts are also supported by the data of the students' texts in both JCOT and ICOT stages. The analyses show that the students have many progressions toward the implementation of the teaching program. The progressions are observed before the implementation, during, and final writing in the teaching program. Based on the

results, the students can develop their ability in terms of the writing concepts. The data support the assumption that multimodal texts help the students to understand and construct the text in a good way.

These results are parallel with some previous studies by Royce (2002); Salway & Martinec (2005); Unsworth (2006); Bezemer & Kress (2008); Thompson (2008); Walsh (2008, 2009, 2010); Cumming, Kimber, & Wyatt-Smith (2012). Those previous studies were conducted to students who use English as the first language. However, this present study conducts the activity in EFL context. It report that the using of image has increased the students' interactivity and enthusiasm. Therefore, based on these findings, it is recommended that multimodal text be gradually adapted in teaching writing.

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