The Integration of Storyboard into GBA: Observing Students' Engagement of Junior High School in Writing Recount Text

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ABSTRACT

Genre-based pedagogy has been a controversial subject since John Swales introduced it to the field of English for Specific Purposes in the 1980s. GBA was included in English lessons in Indonesia. Even though the curriculum changed from KTSP to K-13, this genre remains the basis for teaching English in schools. However, ESL/EFL teachers are often unfamiliar with this practical teaching approach even though GBA is becoming increasingly popular in writing classes. Due to the teacher's unfamiliarity with GBA, students can not feel the benefits of GBA. Many students have difficulty writing, especially writing recount text. For the students to get the advantage of GBA in writing, teachers must use methods such as Combined Text Construction, a stage in the genre-based approach. The Joint Construction stage is the focus of this research. Certainly, for the Joint construction of the text stage can be carried out well, it is necessary to have a media that can be integrated into the JCoT stage. In this study, the researcher suggests an alternative that can be used as a solution to this problem. An alternative is to integrate storyboards into the GBA (JCoT) method in learning writing recount text. The research aims to describe in what ways students can be engaged in writing recount texts using storyboards as a learning media. The research method used is a case study approach with observation and interviews as data collection techniques. Findings from video observation and interview transcripts display students' interest and confidence in emotional engagement, students' contributions in behavioural engagement, and students' understanding in cognitive engagement. Thus, storyboards positively contribute to students' ability to write recount texts in the context of the genre-based approach.
Key Words: Genre Based Approach; Recount Text; Storyboard; Students' Engagement

INTRODUCTION

Genre-based pedagogy, introduced by John Swales in the 1980s, is now popular in language teaching and learning, particularly in language education. Studies have shown that applying a genre-based approach (GBA) to writing can improve student ability in genre making it crucial to explore its development for effective English language learning. GBA was first used in the 1980s for second language writing and ESP. GBA, a popular teaching approach in writing classes, is often unfamiliar to ESL/EFL teachers. Some researchers argue that this lacks independence, linguistics, grammar, and vocabulary knowledge, and limits students' creative ideas. Many experts argue that GBA pays too much attention to genre structure and limits students' creative ideas (Badger & White, 2000).

However, ESL/EFL teachers are often unfamiliar with this practical teaching approach even though GBA is becoming increasingly popular in writing classes. Due to the teacher's unfamiliarity with GBA, students can not feel the benefits of GBA. Many students have difficulty writing, especially writing recount text. Writing in English is not an easy task for some students. They may encounter difficulties using the language when writing, leading to potential errors in their written work. Students may struggle with English writing and may make mistakes in the process. Students are confused when English and Indonesian have different structures.

For the students to get the advantage of GBA in writing, teachers must use additional methods to help students write narratives and connect paragraphs to the text they are about to write. To utilize GBA in writing, teachers must use methods such as Combined Text Construction, a stage in the genre-based approach. This encourages collaborative tasks between teachers and students, reducing teacher contributions and allowing students to work together in groups, ultimately improving their writing skills.

Certainly, for the Joint construction of the text stage can be carried out well, it is necessary to have a media that can be integrated into the JCoT stage. In this study, the researcher suggests an alternative that can be used as a solution to this problem. An alternative is to integrate storyboards into the GBA (JCoT) method in learning writing recount text. Therefore, it is hoped that students will be motivated and interested in the lesson during the learning process. Storyboards are used to make stories look real by depicting them in the form of pictures (Hart, 2008) (p. 05). As mentioned previously, storyboarding is a planning method that can be used to encourage students to think critically and creatively by visualizing the story that will be written in stages. Researchers propose integrating storyboards into the GBA (JCoT) method for learning to write recount texts. This method can be a viable solution for the success of Shared Construction. Integrating storyboarding into the GBA method requires student engagement as efforts to increase student engagement have evolved over the past 20 years.

Students' engagement depends on feeling able to meet challenges, seeing the purpose of class activities, and feeling safe. Teachers play an important role in fostering positive relationships. Bloom's taxonomy categorizes them into three dimensions: behavioural, emotional, and cognitive. Behavioural engagement is seen from students' contribution in paying attention, discussing, and carrying out teacher instructions, cognitive engagement shows students' understanding of learning, and emotional engagement can be seen from students' reactions of interest and self-confidence. This research explores the use of Recount text in teaching English and integrating storyboards into the GBA method for learning writing.

From previous studies, the difference between this research and previous research lies in the research subject. One study where the differences are clearly visible is research by Zhai and Razali (2023), in their research entitled "Triple Method Approach to Development of a Genre-Based Approach to Teaching ESL/EFLWriting: A Systematic Literature Review by Bibliometric, Content, and Scient metric Analyses", identified 52 published papers and two unpublished doctoral theses through structured keyword searches on Web of Science, Scopus, ERIC, Google Scholar, and ProQuest in in the field of English language teaching. Zhai & Razali also explained that more research is needed on the application of GBA in English academic writing to maintain ESL/EFL development. The research aims to see students' engagement in learning to write recount texts by integrating storyboards into the GBA method. This research took a sample of 6 junior high school students and focused on the use of Recount text as a text given to students in contrast to previous research. Integrating storyboards into the GBA method in teaching writing is the focus of this research

LITERATURE REVIEW

Previous Related Study

Several previous studies had examined the GBA method, one of them by Zhai & Razali (2023). In his study entitled "Triple Method Approach to Development of a Genre-Based Approaching to Teaching ESL/EFLWriting: A Systematic Literature Review by Bibliometric, Content, and Scientometric Analyses", Zhai & Razali stated from a theoretical point of view, the study reaffirms Lu et al.'s assumption that there is a new trend in integrating related theories (Mizumoto et al., 2017). In addition, Zhai & Razali also explained that more research is needed on the application of GBA in English academic writing to maintain ESL/EFL development. Further, Quin et al. (2017) In his research entitled "Associations between teaching quality and secondary students' behavioral, emotional, and cognitive engagement in school" stated that the quality of teaching is uniquely associated with behavioural and emotional engagement. The findings suggest that the quality of teaching plays an important, but not exclusive role in affecting student engagement in schools. Another research by Pentaraki (2017) in his research entitled "Emerging Evidence Regarding the Roles Of Emotional, Behavioural, And Cognitive Aspects Of Student Engagement In The Online Classroom", suggests that

future research needs to address the relationship between cognitive, emotional and behavioural aspects in high-level learning and thinking.

To find out how effective the Genre-Based Approach (GBA) is in teaching middle school students to write recount texts, this research combines relevant learning theories. Storyboards, according to constructivist theory, can help students better understand what they are doing by offering an active planning process and visualization of information. According to Harrington (1994: 161), the storyboard technique is a writing technique that begins with an emphasis on sequencing, predicting, elaborating and brainstorming ideas in story form.

GBA is very popular in teaching English as a second language and foreign language (ESL/EFL). According to Emilia (2012:4): *"The language that people create and act on, what they say and write, and read and hear, in everyday life",* this method was popularized by Halliday and includes spoken and written language. This could be language in action, conversation, telephone conversation, debate, public warning, private monologue, or anything else. The focus of this research is the third stage of GBA, Joint Construction of The Text. At this stage, students can write their own work or with the help of the teacher. According to Martin and Rose (2013), Composite Text Construction can produce "the most powerful classroom practice for achieving successful writing genres. By combining these theories, this research aims to determine in what ways students are engaged in writing recount text using storyboards.

GBA

In 2004, GBA was included in English lessons in Indonesia. Even though the curriculum changed from KTSP to K-13, this genre remains the basis for teaching English in schools. To provide coherent text, GBA must be used. GBA is a literacy education system, according to Johns (2002), which uses documents as a basis for teaching and syllabus, more than just sentences. This method consists of four stages: preparation, modelling, co-construction, self-construction and publishing. Because these steps are cyclical, their implementation is very flexible or can be started anywhere (Emmilia, 2012). This preparation stage is called regional development knowledge (BKOF). At this stage, students increase their knowledge about the topic they will write about. Emilia (2012) suggests that students can be given a variety of texts related to the text to be reported at this point. Students will discover vocabulary and expressions from the readers they observe that relate to the topic.

Modelling of the Text (MoT) is the second stage. Here, the teacher introduces genres indicating the characteristics of the language, structure, and vocabulary used in the text, as well as the way they are organized. Teacher concentrates on class. Emilia (2012) suggests a few procedures for this modelling stage. The teacher explains the genre of the text to be written, its purpose, social context, and benefits in the first step. Then, they explain the schematic structure of the text and how it

can help readers achieve their goals in the second step. In the third step, they show the complete text and ask students to discover the schematic structure and linguistic features.

The third stage is Joint Construction of the Text (JCoT), where students attempt to reconstruct certain genres of writing. According to Emilia (2012), the most important thing for students is to understand that the writing process is not only done once; students can revise, edit, and proofread the texts they write. To improve students' writing skills in JCoT, support from friends and educators is very important. Next, the final stage of GBA is Independent Text Construction (ICoT). Here, students use previous genre knowledge to create texts independently. Emilia (2012) stated that ICoT begins after students understand the type of text, genre and topic to be written. JCoT is the focus in this research. Specifically, the three stages of Joint Construction are bridging, negotiation, and text review (Humphrey & Macnaught, 2011). Certainly, for the Joint Construction stage of the text can be carried out well, media is needed that can be integrated into the JCoT stage.

Storyboard Media in Writing Recount Text

In this study, the researcher suggests an alternative that can be used as a solution to this problem. An alternative is to integrate storyboards into the GBA (JCoT) method in learning to write recount texts. Therefore, it is hoped that students will be motivated and interested in the lesson during the learning process. Storyboards are used to make stories look real by depicting them in the form of pictures (Hart, 2008) (p. 05). As previously mentioned, storyboarding is a planning method that can be used to encourage students to think critically and creatively by visualizing the story that will be written in stages.

A technical storyboard consists of a collection of images, each of which displays a particular event or story element. Students will be assisted in determining the correct way to write. "The storyboard technique is a prewriting activity that emphasizes elaboration, prediction, brainstorming, and sequencing," said Harrington (1994: 161). In other words, the storyboard technique is a writing technique that begins with an emphasis on elaboration, prediction, brainstorming, and sequencing ideas in story form. In this research, this research focuses on the use of recount text as a text given to students. Recount text is text that tells readers about a story, action, or activity that occurred. The purpose of recount text is to entertain or provide information to the reader.

Students' Engagement

In integrating storyboards into the GBA methods required the engagement of students during the expansion of writing. Student engagement is very important in the teaching and learning process; therefore, teacher engagement is critical to student engagement (Skinner & Belmont, 1993). In short, student engagement means students are engaged and collaborate in learning. This can also contribute to

the success of the teaching and learning process. Therefore, encouraging students to engage in learning activities is a very important task for teachers during the learning process.

Bloom's Taxonomy describes student engagement in three dimensions: behavioral, emotional, and cognitive. Emotional engagement describes students' feelings towards the complex and interrelated elements of school. This is different from historical school problems such as disruptive behavior and absenteeism. Behavioral engagement refers to a student's participation in academic, social, and extracurricular activities (Finn 1989; Fredericks et al. 2004). Students most often use their enjoyment, liking, and interest in school, classwork, teachers, and peers to measure emotional engagement (Fredricks and McColskey 2012). Schools must provide a place for learning or academics, according to cognitive engagement. They also recognize that students' ability to use appropriate learning strategies is an important component of school success (Fredricks et al., 2004). Therefore, the level of student engagement in learning activities can vary depending on the classroom environment and school where they study. This is similar to many models of self-regulation (Boekaerts, Pintrich, & Zeidner, 2000).

According to Taylor and Parsons (2011), the activities, resources, language, and pedagogical approaches used by teachers must prioritize student engagement and learning rather than learning outcomes. When students are engaged, they learn more and perform better. The learning cycle produces better positive learning outcomes (CESE, 2017).

METHOD

Design and Samples

This research focuses on looking at students' engagement in learning to write recount texts by integrating storyboards into the GBA method. The research method used is a case study approach, which is a type of research that can answer several problems or objects regarding a phenomenon, especially in the social science branch. This research conducted at one of the junior high schools in Karawang. The research subjects were taken from 8th grades students. The reason for taking this sample is because recount text material is found in 8th grades subjects. The research participants were 6 students of class 8th from 6 group. This was done to ensure a more focused research approach. Sampling was carried out randomly.

Instrument and Procedure

Research instruments include observation and interview questions for qualitative data. Researchers use a table of Students' Engagement as a list of observations in this research. This table is used to analyze the methods used by teachers and students in teaching recount text. Researchers observed overall class conditions during learning and also recorded student engagement throughout the learning

process. The interview aims to determine students' engagement in writing recount text with storyboard.

Data Analysis

Miles, Huberman, and Saldana (2014) stated that analysis consists of three processes that occur simultaneously: data reduction, data presentation, and drawing conclusions or verification. In data reduction, Researchers collect information to investigate student learning through a number of questions related to their interest, enthusiasm, and contribution to the learning process and ability development. The next is data presentation, which is Researchers tried to check the results of the interviews. Researchers anticipate correlations between these studies, especially related to student involvement in writing recount texts. Researchers select, direct, and organize data by reducing it. To facilitate data collection, researchers collected important information. After presenting data reduction, researchers provide a brief description of the data they collected through observations and interviews. After that, the researcher examined the data to determine whether there was a relationship between student involvement in storyboarding and writing recount text.

RESULT AND DISCUSSION

Based on the data produced, there are several ways how students can be engaged in learning recount text in class. According to Bloom's taxonomy, engagement is divided into three elements, namely emotional engagement, behavioral engagement, and cognitive engagement. This research found students' interest and confidence in emotional engagement, students' contribution in behavioral engagement, and students understanding in cognitive engagement. The following section discusses details about these findings.

1) Students' Interest

Students show their emotional engagement inform of their interest in writing recount text with storyboard at the first meeting. This can be seen in the observation video, when researcher give prompting question before learning begins, they participate and most student were enthusiastic to answered. In the interview video also show students gave a good response and feel more interested in writing recount text using storyboards because there are picture. This can be seen from the following data.

T: What activities did you do yesterday?
S1: kemarin saya bertemu dengan guru SD saya miss.
S2: 2 hari yang lalu saya membeli nanas di pasar, miss.
T: That's right! It's several example of simple past tense. Atau kalimat yang menunjukkan kejadian di masa lampau.
(Observation Transcript/200524)

"Dengan storyboard lebih memudahkan untuk membuat recount text. saya merasa lebih tertarik untuk menuliskan recount text, karena ada gambarnya. Saya suka pada saat membuat kalimat dari gambarnya. Tapi terdapat gambar yang sulit untuk dibuat kalimatnya. Saya merasa senang membuat storyboard karena bisa dihias-hias jadi bisa lebih bagus".
(R1/030624)

2) Students' Confidence

Students' self-confidence is also clearly visible when students express their answers to each other. From the observation video, when the researcher explains the material about storyboard in class students look confidently in conveying their story ideas. From interview transcript, Respondent 6 (R6) also said that he liked looking up verbs in the dictionary. This can be seen from the following data.

T: Attention, please. look at the whiteboard. There are 8 pictures without a story. Can anyone make a story from each picture?
SS: menurut saya di gambar pertama orang tersebut baru pulang sekolah miss..(students look interested when they see the picture displayed and each other answering the question asked by researcher)
(Observation Transcript/270524)

"Saya lebih termotivasi karena terdapat gambar yang memudahkan saya untuk menyampaikan apa yang ingin saya ceritakan dari gambar tersebut. Saya suka pada saat mencari kata kerja lampau di kamus untuk mendeskripsikan gambar tersebut. Saya dapat merangkai kalimat untuk menjelaskan apa yang ada di dalam gambar tersebut".
(R6/030624)

3) Students' Contribution

Most students participate in learning enthusiastically. This is based on observation videos that shows students come forward and reading the example of recount text confidently in front of his classmates. When the researcher also give an example of storyboard on projector screen, students can convey their story ideas 8 series of pictures without accompanying sentences. Students also actively engaged during the discussion. Students' Contribution that can be seen from the following data.

T: look at the pictures 1, 2, 3, 4, 5,.... what do you think about this picture?
S1: Saya pikir di gambar 1 orang tersebut baru saja pulang sekolah, Miss.
S2: Kemudian di gambar 2, menurut saya orang tersebut sedang bermain basket bersama teman-temannya, Miss.
SS: Namanya Sapril, miss.. sapril sangat senang bermain basket.
S1: Kemudian sapril makan malam bersama keluarganya, miss..
S2: Sapril belajar pukul 9.00 malam, miss..
S1: setelah itu sapril mendengarkan musik, miss..

SS: Sapril kelelahan dan tertidur pulas, miss..
T: OK. You are excellent students!!
(Observation Transcript/270524)

"Saya suka pada saat membuat storyboard nya. Saya suka pada saat menggunting dan menempelkan gambar di styrofoam, karena kalau menulis kalimatnya tulisan saya jelek. Saya dapat menghias dan menyusun gambar sesuka hati saya. Saya jadi tahu bagaimana membuat kalimat past tense yang benar, tapi untuk menemukan kata kerja bahasa inggris saya masih menggunakan kamus".
(R2/030624)

4) Students' Understanding

In the observation video, when the researcher asked to correct students' answers on the worksheet of making past tense sentence students can be mention of their answer. When the researcher also asked students questions about what they had learned last week about pattern of simple past tense, many students can answer correctly. And the interview video based on the students' statement, student can more easily understand the sequences in making past tense sentences by looking at the pictures provided. A learning approach that actively engaged students and utilizes visual media such as storyboards has succeeded in making students cognitively engaged motivates students to understand and apply learning material regarding recount text and simple past tense. This can be seen from the following the data.

T: What we learned on last week?
SS: Simple Past Tense, Miss..
T: anyone explain about the pattern of simple past tense?
S1: Yes, I can miss. S + v2 + O
T: Yes, excellent!.
(Observation Transcript/270524)

"Saya lebih termotivasi. Saya jadi tahu cara membuat storyboard. Karena kalau ada gambarnya jadi lebih gampang membuat kalimatnya. Karena kerja kelompok, setiap anggota punya perannya masing-masing. Jadi, saya merasa terlibat. Saya mendapat bagian dalam membuat kalimat. Hal yang saya sukai saya jadi bisa membuat kalimat dengan hanya melihat sebuah gambar. Saya suka bagian membuat teks. Karena kalau ada gambar saya jadi dapat menyimpulkan apa yang terjadi dalam sebuah gambar. Saya jadi tau urutan-urutan dalam membuat 1 kalimat past tense".
(R5/030624)

This study reveals that the use of storyboard media based on the Genre Based Approach (GBA) method in learning to write recount texts has resulted in significant engagement of grade 8 students in emotional, cognitive and behavioral aspects. The results showed that student's greater interest and were actively

engaged in writing activities when using storyboards. They not only express themselves creatively through images and text, but also show more active questioning skills and critical thinking in explaining their written ideas.

The main components of student engagement, based on Bloom's taxonomy, have been conceptualized using three dimensions of engagement – behavioral, emotional, and cognitive. Behavioral engagement refers to a student's participation in academic, social, and extracurricular activities, not just historical problems at school such as disruptive behavior and absenteeism (Finn 1989; Fredricks et al. 2004). This statement is relevant to the data presented. Behavioral engagement can be seen from students' contributions in discussions to determine the right story. Emotional engagement describes students' feelings toward the complex and interrelated components of school (Fredricks et al. 2004). Students' enjoyment, liking, and interest in school, classwork, educators, and peers are most often used to measure emotional engagement (Fredricks and McColskey 2012). Some of these statements are in accordance with research results which show students' interest in making sentences using storyboards. Cognitive engagement recognizes that the job of schools is to provide a place for learning or academics, and students' ability to use appropriate learning strategies is an important factor in school success (Fredricks et al. 2004). Based on this statement, the researcher concluded that this was in accordance with the data obtained that students were cognitively engaged students' understanding to explain simple past tense sentence patterns and determine past verbs (Verb 2).

From previous studies, the difference between this research and previous research lies in the research subject. One study where the differences are clearly visible is research by Zhai and Razali (2023), identified 52 published papers and two unpublished doctoral theses through structured keyword searches on Web of Science, Scopus, ERIC, Google Scholar, and ProQuest in in the field of English language teaching. Zhai & Razali also explained that more research is needed on the application of GBA in English academic writing to maintain ESL/EFL development. The research aims to see students' engagement in learning to write recount texts by integrating storyboards into the GBA method. This research took a sample of 6 junior high school students and focused on the use of Recount text as a text given to students in contrast to previous research. Integrating storyboards into the GBA method in teaching writing is the main focus of this research.

Storyboards have a very important role in learning to write recount text. First, storyboards help students visually plan the structure and flow of the story before they start writing. With a storyboard, students can organize their ideas, determine the sequence of events, and develop the plot more systematically. This helps them in building a coherent and well-structured recount text. Second, the use of storyboards also allows students to practice using descriptive language and expand their vocabulary. By describing scenes or situations in recount text, students need to look for appropriate and descriptive words to explain the picture. This can help them in developing language skills and enriching their vocabulary.

Overall, the results of this research indicate that the integration of storyboard media based on the GBA method with aspects of understanding past verb vocabulary and past tense sentence patterns is effective in learning to write recount texts. This approach not only strengthens students' understanding of the learning material, but also deepens students' writing skills and overall engagement in the English learning process.

CONCLUSION

This research emphasizes how important it is to integrate storyboard media into the GBA method to see how engaged students are in learning to write recount text. The results showed that when storyboards were used, students showed greater interest and were more actively engaged in writing activities. Not only do they express themselves creatively through images and text, but they also demonstrate the ability to ask questions more actively and think critically when explaining their written ideas. This research found students' interest and confidence in emotional engagement, students' contribution in behavioral engagement, and students understanding in cognitive engagement. A storyboard is a visual tool that encourages students to become more engaged in the writing process because it helps them organize their ideas in a more systematic way. åApart from seeing student engagement, storyboard integration also shows a positive impact on students' enthusiasm for learning to write. Students are more motivated to carry out writing activities because of interesting and fun media such as storyboards. They are also more confident because they can convey their ideas more clearly and structured. Storyboards also allow students to be creative.

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