

GENRE BASED APPROACH TO IMPROVE STUDENTS' WRITING ABILITY OF TENTH GRADERS OF SENIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study is to portray the effect of Genre-Based Approach on the writing skills of tenth-grade high school students from three major islands in Indonesia; Sulawesi, Sumatra and Java. This study employs a qualitative research design, which describes the effectiveness of the genre-based approach on students' writing skills. The data collection technique used in this study is library research (literature study) where the data was collected from scientific journals and other publications that were worthy of being research sources. The results of this study indicate that the genre-based approach has a positive effect in improving students' abilities on several big islands in Indonesia (Sulawesi, Sumatra, and Java) as evidenced by pre-test to post-test results which have increased. The significant of this study is to add insight for readers about the effectiveness of the genre-based approach in teaching writing in senior high school levels especially in tenth grade

Keywords: Genre Based Approach; Writing Ability; senior high school

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan pengaruh genre-based approach terhadap keterampilan menulis siswa kelas sepuluh SMA dari tiga pulau besar di Indonesia; Sulawesi, Sumatera dan Jawa. Penelitian ini menggunakan pendekatan kualitatif, yang menggambarkan pengaruh pendekatan berbasis genre terhadap keterampilan menulis siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah penelitian kepustakaan (literature study) dimana data-data penelitian diperoleh dari jurnal ilmiah dan publikasi lain yang layak menjadi sumber penelitian. Hasil penelitian ini menunjukkan bahwa pendekatan berbasis genre berpengaruh positif dalam meningkatkan kemampuan siswa di beberapa pulau besar di Indonesia (Sulawesi, Sumatera, dan Jawa) dibuktikan dengan hasil dari pre-test ke post-test yang mengalami peningkatan. Manfaat dari penulisan ini adalah untuk menambah wawasan bagi pembaca tentang pengaruh pendekatan berbasis genre dalam pengajaran menulis di tingkat sekolah menengah atas khususnya di kelas sepuluh.

Kata-Kata Kunci: Pendekatan Berbasis Genre; Kemampuan Menulis; SMA

INTRODUCTION

The purpose of this research is to get an overview and describe factual phenomena in learning to write using a genre-based approach. Many studies have been conducted to find effective methods to address students' writing problems and to develop students' writing skills and achievements. Many of them found that genre based approach is the most effective way to be implemented in teaching and learning process. However, the effectiveness of the findings of each study may not necessarily have the same effectiveness if it is applied in other areas or situations since the students' characteristics and the learning environment of each area are also different. So that, this study wants to examine the effectiveness of the implementation of genre based approach in three big islands of Indonesia, especially in the tenth graders of senior high schools. The findings is expected to be able to give real portrait of its effectiveness in developing students' competence and achievement in writing skills covering a wider area, namely the Indonesian archipelago.

One of the factors that influence students' competence and achievement is teaching and learning method employed in teaching and learning process. Munawaroh (2017) argued that education world is known various methods of learning, without a learning method, learning will not be effective. Likewise in teaching, each teacher should have effective methods in order to be able to transfer knowledge to the students effectively. The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal (Qudsyi, Herawaty, Saifullah, Khaliq, & Setiawan, 2011).

Referring to English course syllabus based on *Permendikbud* no. 14 of 2019, the aims of teaching and learning English at schools is developing students' competence in order to be able to communicate both in speaking and in writing by integrating the four language skills that are listening, reading, speaking and writing. So that writing is one of the important competencies that must be possessed by students. It is in line with the curriculum 2013 which emphasizes that students should have good writing skills. By having a good writing skills, students possess a means of indirect communication with other people. So it is very important for students to be able to write well. This is in accordance with the opinion of Irawansyah (2016) writing can be a tool to express ideas, feelings and opinions as well as being able to communicate with other people. In addition, Lail (2022) states writing skills allow everyone to communicate, even if they come from different culture and background or from a different country.

There are several challenges to implement the government policy related to the development of students' writing skills. Some experts and previous researchers argue that writing is a complex ability compared to three other language skills; writing is one of the most difficult skills to learn. According to Haryanti & Sari (2019), writing is considered the most difficult language skills learned by students and taught by teachers. On the other hand, there are some problems in writing that are often faced by students. Students consider writing as one of the most challenging skills in learning a second language. Writing is a complex activity that demands a high thought and creativity of the students. Writing activity is very important for support one's creativity and existence in their field of knowledge. In an educational environment, from writing students are expected to be able to develop their ability to think critically by expressing their ideas and opinions in written form. In addition, students have difficulty in conveying ideas, how to start writing and how to organize ideas in writing.

Writing activities are not only about how the writer expresses his ideas and opinions but also when writing as well must be skilled at using vocabulary, grammar, language, writing structure, the writer must to determine the function and purpose of the essay what he wrote (Setyowati, 2016). In addition, Lail (2022) states writing is a skill that requires a lot to become the thing to focus on; structure, organization, vocabulary, spelling and more. These arguments are in line with the statement of Ur (1996) in Chowdhury (2015) which states that students also face problems in writing related to some formal aspects such as, neat hand writing, correct spelling, proper use of punctuation and vocabulary and acceptable grammar.

The problems described above indicate that the students need an effective learning method which helps them to be able to write well in gradual steps. It is necessary to have the most appropriate approach or an effective method in accordance with the needs of students, so as to be able to overcome students' problems in writing. The approach or method is expected to help the students to overcome the problems they are facing at; including text organization and other formal aspects of writing. By solving the students' problem in writing, it means that the students competence in writing skill develops.

One method that have been proven to overcome the problems and able to develop students competence effectively in writing is the genre based approach (GBA). This approach has been known in Indonesia since the 2004 curriculum or known as the Competency based curriculum and is increasing popular to be implemented in the 2013 curriculum. In the 2013 curriculum, genre based approach is one of the recommended methods to be applied to improve students' language skills (Zebua & Rozimela, 2019). This approach becomes popular and being recommended since many research found its effectiveness in solving the problems faced by teachers and students.

In applying the Genre Based Approach in teaching learning activities, the teacher must understand the four steps and characteristics of this approach. The four steps are: 1) building knowledge of the field, 2) modelling of the text, 3) joint construction of the text and 4) independent construction of the text. According to Dirgeyasa (2016), the genre-based approach in teaching and learning to write seems effective and relevant to be applied to students with low competence and low motivation. It really guides them to write from very simple steps cooperatively with their friends until they are able to write the more complex ideas independently. Therefore, it can be concluded that the steps of this approach invite students to be able to learn how to write gradually so their confidence also grow till they are motivated and confident to write individually.

Some previous studies that have examined the implementation a genre-based approach in teaching and learning writing in various levels such as senior high school in eleventh grade (Haryati & Sari, 2019) and university level (Irawansyah, 2016). The two research results show a positive impact on students writing. The students felt more confidence in writing process. In addition, it was known that the scores of their writing in overall aspects increased. Therefore, the results of both research state that genre based approach is able to improve students' writing skills.

One of the studies which also shows that the implementation of genre based approach shows positive results in students' writing skills is the result of research from Sukma & Engliana (2019). The research was conducted at a junior high school and concluded that genre-based approaches have an significant effect on improving students' writing skills. From the

results of this study, the researcher gives his opinion that the use of a genre-based approach (GBA) is highly recommended for teachers in classroom activities, especially in teaching writing.

All in all, this study focuses on examining the results of research conducted on the effectiveness of genre based approach in improving students' writing skills at the tenth grade high school level conducted on three major islands in Indonesia. That way, it will be known whether the application of the genre-based approach also has a positive effect on the three major islands in improving students' writing skills. The three islands are Sulawesi Island, Sumatra Island and Java Island.

LITERATURE REVIEW

A. Concept of Writing

Writing is a form important communication in everyday life. Writing is one of the important skills in English language skills as a foreign language. Writing is an activity to create ideas and then think about how express it, and set of statement and paragraphs that will be read and understood by others (Hidayah, Mulyati, & Suprijadi, 2019). In addition, according to Wijaya, Harmayanthi, & Yuliwati (2020) writing is a two-step process. Process the first is to find out the meaning and the second process is to enter the meaning into the language. So writing is the author's way of representing what he thinks.

Writing is a complex language skill and must be studied by students to improve language skills. Writing also involves other language skills such as reading for writing support their knowledge and increase vocabulary before they write the text. The more students read, the better writing they can make. Writing is also a skill that requires a lot of things to focus on. This is line with the opinion of Lail (2022), in writing students must also understand about structure, vocabulary, spelling, grammar and etc. In addition, Sakkir (2020) states writing requires knowledge of grammar, spelling, vocabulary, punctuation, and capitalization.

B. Genre Based Approach

The genre based approach was first developed in Australia. The genre based approach emerged in the 1980s and one of the reasons for the discovery of this approach was the dissatisfaction (genre theorems) with the process approach to teaching English literacy (Emilia, 2016). Therefore, when this approach emerged, the admission process was very fast in Australian schools.

Genre based Approach is also known as text based approach (Mukminatien, 2016). Genre Based Approach is an approach that prioritizes competence communicative that involves mastery of various types of text. In addition, by mastering various texts, students will understand better and it is easier to create texts with various genres. This approach also emphasizes the importance of teacher intervention in the student learning process (Emilia, 2016). It means, the teacher has the responsibility to intervene on students or do direct telling how to write correctly.

The Genre-Based Approach has stages and strategies that help students to have a better understanding of text types. Those steps are building knowledge of the field, modelling of the text, joint construction of the text and independent construction of the text. These steps give students the ability to make texts independently by paying attention to the process from expressing ideas to drafts and then into complete writing. This is line with the statement of

Prakoso, Seriardana, & Adnyani (2021) genre Based Based Approach is a writing learning approach strategy that combining product and process approaches.

This approach has principles in its implementation which are described by Emilia (2016) in her book. First, this approach emphasizes the importance of teachers developing students' awareness that every text is a creation so that they are led to be careful in writing. Second, learning language as a social activity. Third, learning will be more effective if the teacher explains explicitly the abilities that must be mastered by students. Lastly, teaching grammar is an important part of learning a language.

METHOD

This research was conducted by using qualitative research design. So the results of this study, that is the factual phenomena in learning to write using a genre-based approach, is elaborated narratively. Therefore, the research does not use statistics but through data collection, the analysis is then interpreted.

The data collection technique used in this research is a literature study where the researchers conducted the activity of collecting data related to research comes from scientific journals that are worthy of being a source of research data. They were three research that investigated the implementation genre-based approach in teaching and learning writing in the tenth grade of senior high school to improve students writing ability. The three examined research results are from three major islands in Indonesia. This literature study was conducted to obtain theoretical information so that researchers have a strong foundation as scientific results. According to Zed (2004) Literature study is a series of activities related to the method of collecting library data, reading and taking notes and processing predetermined materials without the need for field research.

The data analysis technique used in this research was content analysis which aims to collect and to analyze the results of previous research. To analyze the data, the researchers employed the technique suggested by Miles and Huberman (1994). The first step was reducing the data, the researchers recorded and summarized the important things that were in accordance with the problems discussed. The next step was the data display where the researchers categorized the data based on the aspects that were being researched. The last step was drawing conclusions by concluding the data and conclusions must always be verified so as to allow the validity of the data to be obtained.

RESULTS

The first is research on the implementation of genre based approach in the island of Sulawesi. The research was conducted by Nasir, Lihawa & Balango (2021). They observed how genre based approach was able to improve the writing skills of the students of SMA Negeri 1 Limboto which focuses on narrative texts. The results of this study indicated that in the first cycle (pre-test) there were students who had a low score (poor score) with an average student score of 71.75. After implementing the genre based approach (second cycle) there are changes in student writing. The average score of students has increased and there were no students getting a score below on the KKM (Minimum Completeness Criteria) with an average of 75.45 (post-test). So, this finding shows evidence that the genre-based approach can improve the writing ability of students in the Mathematics and Natural Sciences class at SMA Negeri 1 Limboto. The researchers concluded that there were correlation between the researcher's effort

in applying four steps of the genre-based approach, namely BKOF (introducing narrative texts, the function of the texts, and the social purpose of the text), MOT (explaining the grammatical features and structures of narrative texts), JCOT (providing the opportunities to practice writing a narrative text in group), and ICOT (applying everything that the students had learned in working on individual and group tasks). The improvement of students' writing ability was achieved in every cycle of the research till at the last cycle the students met the minimum mastery standard established by the school. It can be seen from the students' mean score in the first cycle test (71.75) and second cycle test (75.45).

The second study represented the implementation of genre based approach in the island of Sumatra. The research conducted by Maulani (2021) was an experimental research at MA YPI Darul Huda Lubuk Harjo by investigating the effectiveness of genre based approach in writing descriptive text. The reason for conducting this experiment; it was found that students had problems, students had difficulty starting to write. So that the researcher was interested in trying using a genre based approach to solve the problems. The researcher implemented the procedure of Teaching Writing Descriptive Text Using Genre Based Approach proposed by Nugroho & Hafrizon (2009:22). He also used four stages in teaching English using GBA; 1) Building the Context. In this stage, the students acquainted with the social setting of a true model of the descriptive text. 2) Modeling and deconstructing the text. In this stage, the students contrast the model and different examples of the descriptive text 3) Construction of the Text. The students begin to create and develop the examples of the descriptive text given. 4) Independent Construction of the Text. Before the treatment given to the students, the experimental class and control class were given a pre-test, then the experimental class implemented a genre based approach. After the experimental class carried out the treatment and conducted a post-test, the researcher analysed the data and concluded that there was a significant difference between students who were taught using GBA and students who were not taught GBA. The writing ability of the tenth graders of MA YPI Darul Huda Lubuk Harjo improved better after the implementation of genre based approach. It was proved by the scores gained by the two group on the pre-test and post-test. The result based on the calculation for normality in writing Genre Based Approach (GBA) is 0.142 and writing by using conventional approach is 0.142 in Kolmogorov-Smirnov. Besides for homogeneity in lavene is 0.387. And finally, for the independent t-test 0.00. This data denoted that H_a is accepted and H_o is rejected which meant genre based approach is effective to be implemented in writing descriptive text.

The third study was conducted by Solehah, Wijayanti, & Rachmawati (2019) at the SMK PGRI 1 Serang City. The results of this study represented the use of GBA on the island of Java. This research was also conducted to determine the effect of genre based approach on students' writing, especially narrative text. The treatment given to the students implemented four stages of Genre based approach, namely Building Knowledge of the Field (BKOF), Modelling and Deconstructing the Text (MOT), Joint Construction of the Text (JCOT) and Independent construction of the text (ICOT). Based on the results of the analysis of the study, the statistics data showed that the value of t_o or t-test was 5.682 and the degree of freedom (df) was 68 with degree of significance 0.05. The t table of df 68 $\alpha=0.05$ or t_{table} is 2.000. The finding also informed that $t\text{-test} (t_o) > t\text{-table} (t_t)$ ($5.682 > 2.000$) and $F_{count} \geq F_{table}$ ($0.725 \geq 3.131$). The data proved that H_o is rejected and H_a is accepted. It means that the genre based approach affected students' writing results as evidenced by students' writing scores which are better

after being taught using GBA than before being taught using GBA. In addition, the implementation of GBA makes students more enthusiastic and motivated to learn, thus encouraging them to find new ideas. Therefore, from this study it can be concluded that the GBA approach is effective to be applied.

Those are the three studies that represent several major islands in Indonesia and show positive results regarding the use of the genre based approach (GBA) in teaching writing. The three studies also concluded that the use of GBA was recommended to be the teacher's choice.

DISCUSSION

The world of education is always increasing; in fact, various approaches are emerging that are adapted to the needs of today's students. One of them is genre based approach which was born due to dissatisfaction with the teaching of language literacy. In addition, how to learn to write is not the same as how to learn to speak because writing is very different from speaking. Writing is a "context-reduced" communication process, so the writer must try to express his ideas as clearly as possible to avoid misunderstandings and this genre based approach can help students to succeed in their studies. This is supported by a genre based approach which is in line with the principles of scaffolding learning where the teacher will help students to reach the zone of proximal development.

Writing ability is a crucial skill because it is difficult to teach or to learn, so that an approach that is considered helpful in solving students' problems in writing language lessons emerges. The findings shows that genre based approach becomes one of the alternative solutions to solve the problems. This approach can be implemented in many conditions of learning environment in Indonesia with many kinds of text-type of genres such as narrative and descriptive text. The findings are in line with Mukminatien's statement (2016) which said that genre based Approach is also known as text based approach that prioritizes competence communicative that involves mastery of various types of text. In addition, this approach is also recommended in the 2013 curriculum implemented by the government.

Recently, this approach is often used by language teachers to teach writing because this approach teaches students to write in stages. The studies that found significant effects in students' writing competence always fully implemented four stages of genre based approach including building knowledge of the field, modelling of the text, joint construction of the text and independent construction of the text. The stages become the main key to the success of the implementation of genre based approach. Besides this approach is effective to develop students' competence in writing skills, the findings also prove that it is useful to provide comfortable and suitable learning atmosphere for the students. The students seemed more enthusiastic, passionate, and enjoy the learning process during the implementation of Genre-Based Approach. The approach were also able to increase the students' motivation in learning. Moreover, the students became more skilful and confident since they had the same opportunity in practice to write English. The findings also proved that genre based approach was able to eliminate boredom in learning; encourage the students to discover new ideas; and make them easily remember and practice the material given by the teacher. The results show that this approach is effectively able to help the students to improve their writing skills. So it is clear that genre-based approach is not only focuses on student's product, but il also focuses on the process approaches. It is as what argued by Prakoso, Seriardana, & Adnyani (2021) that

genre Based Based Approach is a writing learning approach strategy that combining product and process approaches.

CONCLUSION

Based on the research findings, the genre based approach is effective to improve students' writing skills in the tenth grade of high school both in SMA and SMK in Indonesia. This is evidenced by the increasing score from pre-test to post-test which increased. Therefore, this study concludes that the use of a genre-based approach can be an alternative choice for teachers to improve students' writing skills.

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