# THE EFFECTS OF GENRE-BASED APPROACH IN TEACHING WRITING IN INDONESIA'S SENIOR HIGH SCHOOL

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## Abstract

Learning method is a systematic and regular process carried out by educators in directing material to their students. Learning methods are important because they can help many individual including students, educators, professionals and learning and development specialist to better understand the particular modalities that can help learners process information most effectively. One of the methods used in teaching is genre-based approach. Genre-based approach (GBA) has gained popularity as a method for teaching English, particularly in writing. One other important thing in learning to write is how students come up with ideas to put in their writing. By generating ideas, students can easily develop a writing framework. This research is aimed at describing the effects of a genre-based approach in teaching writing in Indonesia's senior high schools. This research used qualitative descriptive method. The data was collected using documentation, which then analyzed by using qualitative analysis. The three steps of qualitative analysis are data reduction, data display, and conclusion. The results of the research showed that Genre-based approach can (1) improve the students' writing ability, (2) enhance students' sentences building, (3) improve students' control over certain texts linguistic features with particular communicative purpose, and (4) Heightened students' motivation.

Keywords: *Learning method, Teaching Writing, Writing Skills, Senior High School. Genre-based approach*

## Introduction

The phenomenon of low learning in Indonesia is said to be still unpleasant and tends to be boring, resulting in a lack of student interest and motivation in participating in learning, especially in writing skills.

Writing is an aspect of language that cannot be separated from other aspects of the student learning process. the writing process becomes increasingly difficult for English learners because they have to construct a framework of ideas, organize them, and use grammar and vocabulary appropriately (Nomass, 2013). One other important thing in learning to write is how students come up with ideas to put in writing. By generating ideas, students will easily develop a writing framework. Students still experience difficulties in compiling an idea/idea and developing their essay, into a series of written language that is orderly, systematic, and logical. 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. Learning methods are important because they can help many individuals including students, educators, professionals and learning and development specialists to better understand the particular modalities that can help learners process information most effectively. One of the methods used in teaching is the genre-based approach.

Genre-Based Approach is a writing learning approach strategy that combines product and process approaches. Genre-Based Approach (GBA) includes four learning stages consisting of Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. Through the steps in this strategy, students are expected to have more time to make drafts and make revisions to the drafts that have been made. In addition, because the Genre-Based Approach is a combination of product and process approach, (Kim, J., & Kim, 2005) in his article found that combining these two strategies can help improve students' writing skills. Apart from Kim, (Hasan, M. K., & Akhand, 2010) in his article also found the Genre-Based approach is method effective in teaching students writing skills.

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.

This research is aimed at describing the effects of a genre-based approach in teaching writing in Indonesia's senior high schools. Many studies have been conducted to find effective methods to address students' writing problems and to develop students' writing skills and achievements.

Some previous studies have examined the implementation of a genre-based approach in teaching writing at various levels such as a senior high school in tenth grade (Lail, 2022) and another senior high school in eleventh grade (by Rival Prakoso et al., 2021). The two research results show a positive impact on students writing. The students felt more confident in the writing process. In addition, some students were helped with this method, especially in understanding a text. Therefore, the results of both research state that a genre-based approach can improve students' writing skills.

However, the effectiveness of the findings of each research may not necessarily have the same effect if it is applied in another school area since the students' characteristics and the learning environment of each school are also different. Therefore, this research wants to examine the effectiveness of the implementation of a genre-based approach in teaching writing in indonesia's senior high schools.

**Methodology**
Qualitative research approaches focus more on abstract information than on "hard" numerical data, the methods of collecting and generating qualitative research data are descriptive, observational, conceptual, and analytical (Cristobal, 2017). The descriptive qualitative method was applied by researcher while conducting this study.

The data collection in this study was carried out using documentation method. According to Monnipally and Shankar (2010), in documenting and acquiring is that "there are three main aspects are

focused on understanding existing research, documenting and sharing the results of the acquired knowledge, and acknowledging the use of other people's ideas and works in the documentation." It means that, The research also tries to document the authorship of other researchers or the work of other recognized experts.

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.

**Finding and Discussion**
Following the social cultural theory initiated by Vygotsky (1978), the documented articles have overall proven the effectivity of Genre Based Approach method in teaching writing to Senior High school. According to this theory, knowledge is best constructed when learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge. Genre Based Approach supports this theory by being a method which requires the joint collaboration of the teacher and learner. Fresh knowledge is developed through social interactions and collective participation. Students are encouraged to engage in meaning-exchange and -negotiation activities with classmates and the teacher during writing lessons. It is believed that learning writing in this way

can eliminate the feeling of isolation that many learners have while writing and, at the same time, assist student writers in receiving positive affirmations about their understanding of linguistics, content, and ideas in the creation of texts.

From the collected data, more than 70% of the articles shows that Genre based approach has been proven to improve students' writing skills. The followings are some of the collected articles that successfully improved students' writing skills.

First, Istianah, T., (2011), in their research titled "The Use of Genre-Based Approach in Teaching Writing Procedural Text to Improve Students' Writing Skill to the Eleventh Grade of SMK 1 Slawi (In the Academic Year of 2010/2011)". The result of this research revealed that genre-based approach gives someone contributions improve students' achievement and students' behavior in writing procedural text. It was supported by the results of the pre-test (62.75), result of cycle 1 test (78.89), result of cycle 2 (76.41) , and the result of post-test (77.93). Thus, the result of the students' achievement from the pre-test to the post-test increased 14.18.

Second, Mastura et al., (2020), titled "The Effect of Genre-Based Approach on Students' Writing Ability Of Recount Text". The result showed that there was significant effect of genre based approach on students' writing ability of recount text. The effects were on the content, organization, vocabulary, language use, and mechanics.

Next, Rival Prakoso et al., (2021), titled "Implementasi Genre-Based Approach untuk Meningkatkan Keterampilan Menulis Explanation Text". The result of study showed that student's weakness in writing have been overcome after being implemented Genre Based Approach.

This is proven by the presence of more than 75% students have been surpass the minimum standard score. Not only that, but also there were improvement in student's writing skill in post-test.

Although there are a lot of success on the implementations of Genre Based Approach, the researcher still found some cases where the method does not improve the skills of students. The followings are some of the examples:

Pujianto et al., (2014), in their research titled "A Process-Genre Approach to Teaching Writing Report Text to Senior High School Students". The results show that, to some extent, PGA helps students develop writing skills of Report text specifically on the genre knowledge, writing process, and feedback from peers and teacher which was observed from the teaching process and schematic structures and linguistic features analysis. Nevertheless, it is figured out that the low-achieving students need longer modelling and teacher-student conference stages.

Ardiansah, D., (2017), in his research which titled "Teachers' Perceptions on the Process of Genre-Based Approach in Teaching Writing". The findings showed that the English teachers faced several problems in implementing an approach in teaching writing based a genre.

## Conclusions

From the various articles regarding Genre Based Approach method used in Senior High school, the researcher found that the overall students' performance after implementing the method on their writing curriculum has improved significantly. The current or old teaching writing system may or may not have a serious impact on the improvements of students' writing skills, which could become a problem in the long run of teaching students how to properly write certain texts. The learning theory as said by David A. Kolb called the Experiential Learning Theory suggested that learning occurs through direct experiences, reflection, and active experimentation. It emphasizes the importance of hands-on learning and real-world applications. The said Genre Based Approach fully implement this theory with the reason being the method ways of teaching of giving the students a direct exposure towards certain texts model or differentiating and teaching those models one by one.

The study conducted on these articles done by various author from various locations may not be perfect, but it clearly shows the result of the improvement that Genre Based Approach can bring to the teaching writing systems. Further studies from other sources of sample data might be needed to fully understand or see the effect that Genre Based Approach may bring to the teaching system since the development of students can progress or regress through time based on a lot of factors.

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