

Textbook Development Using Genre-Based Approach

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ABSTRACT

Considering that students find difficulties in integrating ideas and organizing the structure properly, an appropriate approach is needed to solve the problems. Genre-Based Approach provides step by step procedures in writing. It will guide the students to produce better a piece of writing. This research aims to develop Genre-Based Approach textbook for teaching writing as the supplement of English materials for Senior High School students. The development of textbook is validated by material expert and media expert. The result of media expert validation show average score of 4.23 (very good), while the material expert validation get the score of 4.5 (very good). In conclusion that the development of textbook by using Genre-Based Approach is validated as a supplement of teaching writing for the students of Eleventh Grades of SMA Darut Taqwa Purwosari Pasuruan, East Java.

Keywords: Teaching Writing; Genre-Based Approach.

INTRODUCTION

Teaching material is one element which determines the accomplishment of the teaching and learning process, including writing skill. As a learning material for English language teaching (ELT), writing is one of the language skills used. It plays a role in language education. Language can not only help express ideas, feelings, and opinions and it is also able to interact with other people.

Writing is the process of organizing the emotions, thoughts, and information that are structured in the mind and put on paper or another platform with symbols in the form of meaningful structure (Studies, 2021).

There are six arguments for teaching writing. These arguments are conducted based on the focus of the writing. The process of teaching writing itself can be focused on language structure, text functions, the writing process, content, creative expression, and genre. (Hyland (2003:3-22) Supported by Dirgeyasa (2016) states that in Indonesian educational context, the word 'genre' has recently become the most popular and hot issue in teaching and learning English, particularly in writing skills. However, most of the students, teachers, or university students, or even lecturers in universities are not good at understanding and are not truly well informed about the genre itself. It could be said that the word 'genre' is still a kind of mystery to uncover.

The process of teaching learning using textbook based on the curriculum 2013 demand a different learning model approach. The approach is able to train the skills of students to be able to produce text in accordance with the expected social goals. The approach referred to above is known as the genre pedagogical approach (Permendikbud, 2016). Using genre pedagogical approach is one of the learning objectives that are skills. The approach is based on the teaching and learning cycle. The guidance and interaction given to students is prioritizing text modeling techniques and building texts

in a guided manner to students which is carried out before making texts independently. Through this approach, the guidance and interactions carried out by the teacher with the students play an important role in the teaching learning process.

There are various issues that students have when writing that can be handled by employing Genre-Based strategy. While language is used to convey meaning. As a result, a piece of writing's meaning serves a purpose. This is referred to as the goal, and it is achieved using words. To create a piece of writing, it is necessary to follow some techniques in order to get the intended results. The Genre approach can be used in a variety of contexts. It is known as the teaching/learning cycle, with the aim to help learners write better writing and work on it independently.

Based on the observation at SMA Darut Taqwa Purwosari, East Java, Indonesia, the process of teaching learning implied that the books used did not present the writing steps such as drafting, revising, and editing activities. As a result, the process of improving writing is suboptimal. As the teacher implied, they require additional material that explains more about the different types of text. More exercises and examples are required to help students understand the material.

The problem faced by the students are lack of ideas to start writing. They, on the other hand, are having difficulty integrating ideas. Those difficulties impact their writing product. In other words, the students' writing products are weak. An approach to teach writing is needed since the students have difficulties in writing. Because, in producing a good piece of writing, the teacher must be able to guide the students to apply step by step procedures in writing. According to Handayani, in the learning process, the teacher also needs to motivate students to solve problems and guide them so that they are willing and able to do so until they finish their learning well. The teacher's guidance can be given orally or in writing. Written assistance will be more effective if it can be read by students (Handayani et al., 2014).

This is the basis for conducting a study aims at developing valid, practical, and effective teaching materials to help teachers in teaching writing. The teaching material development is a textbook that uses a Genre-Based Approach to learning writing for eleventh-grade high school students. The researcher has observed the need to develop a textbook for teaching writing because it's going to help the teacher, who has an additional requirement for teaching-learning resources that can be studied independently to make it easier for students to understand the material.

METHODS

The research design is educational Research and Development (R and D). Sugiyono (2012) states that the method of Research and Development is a method used to produce a special product or to improve existing products. The final results can account for the validity of the product. According to Borg and Gall (in Emzir 2013: 217) state that it is possible to provide small-scale limitations in research, including limiting the steps of research. Applying development steps according to the needs of the researcher. Seeing the limited time and funds then the existing 10 steps are simplified into six development steps. The process of product validity aims to obtain feasibility data and responses to the developing media. The results of the data obtained are used to obtain suggestions and input for the improvement and refinement of the developed product. The instrument criteria that are said to be valid here are instruments that have accuracy and accuracy in measuring the aspects to be measured. The validity test is carried out by giving an assessment sheet to the experts' judgment. (Emzir, 2013).

The textbook uses a process-genre-based approach for teaching learning writing development. Research was conducted at SMA Darut Taqwa Purwosari Pasuruan, East Java. The subjects in this

research are Eleventh Grade students in the academic year 2020/2021. All the data types and sources used in this research are quantitative and qualitative. The source of information in this research was obtained from the material validation sheet media experts. Quantitative information is obtained from the validation of media experts and material experts. Qualitative information is obtained from suggestions, criticisms, and input from material experts and media expert.

The development procedure used in this study adapted the development procedure developed by Borg and Gall. This procedure was chosen because it has detailed but simple steps. The procedure consists of ten steps but, adjusts to the research objective of developing a textbook using a process Genre-Based Approach for teaching writing that is suitable for eleventh and twelve graders, so researchers only use six of the ten steps available. The six steps are as follows.

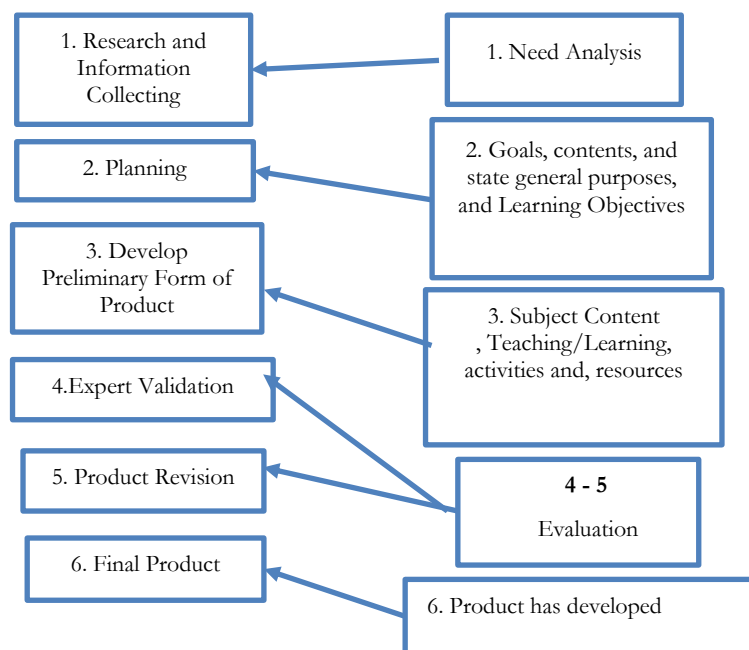


Figure 1. Design development in diagram form

Sugiyono (2011) states that data collection is done by giving a set of questions or written statements given to respondents to be answered. The questionnaire used in this study was a direct questionnaire with an answer scale (rating scale). The guidelines for scoring in each questionnaire are as follows.

Table 1. Guidelines for Scoring

Information	Score
Very good	5
Good	4
Enough	3
Less	2
Very less	1

Qualitative and quantitative data are obtained in this research. The steps that are tried in the analysis of quantitative information are as follows.

- a. Calculate the average total score of a component using a formula

$$Xi = \frac{\sum x}{n}$$

Xi = Average score

$\sum x$ = Total Score

n = Number of Assessors (Expert Validation)

- b. Calculate the average score of each component
- c. Change the average score into a qualitative form

The scores obtained are converted into five scale qualitative data with the following formula reference (S. Eko Putro Widoyoko, 2010: 238).

Table 2. Qualitative Data Conversion

Formula	Average score	Clarification
$X > Xi + 1.8 \times sbi$	> 4.2	Very good
$Xi + 0.6 \times sbi < X \leq Xi + 1.8 \times sbi$	$> 3,4-4,2$	Good
$Xi - 0.6 \times sbi < X \leq Xi + 1.8 \times sbi$	$> 2.6-3.4$	Enough
$Xi - 1.8 \times sbi < X \leq Xi + 0.6 \times sbi$	$> 1.8-2.6$	Less
$X \leq Xi - 1.8 \times sbi$	$\leq 1,8$	Very less

Information:

Xi (Average average) = $\frac{1}{2}$ (ideal maximum score + ideal minimum score)

Sbi (ideal standard deviation) = $\frac{1}{6}$ (ideal maximum score - ideal minimum score)

X = Empirical score

RESULTS AND DISCUSSION

The textbook using Genre-Based Approach as a supplement for teaching writing material are developed. There are two experts of validation who are involved in this study. The process of validation carried out by having media expert and material expert which are appropriate with their fields using validation sheets.

Based on the overall score of the validation results by media experts got an average score of 4.23 in the "Very Good" category. Media from this media category is suitable for use. The following is an overall suggestion. There was no suggestion needed. While the overall score of the validation results by material experts got an average score 4.5 in the "Very Good" category. Media from this material category is suitable for use. The following is an overall suggestion.

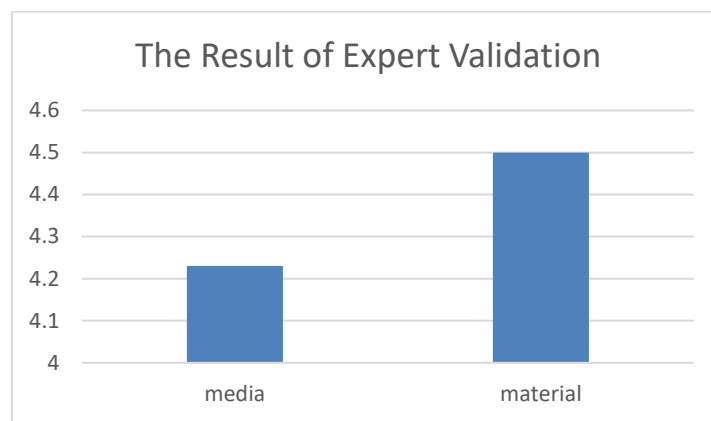


Figure 2 The Result of Expert Validation

Based on the data obtained from all media and materials experts, the textbook developed as a genre-based writing learning media at the Eleventh Grades of SMA Darut Taqwa Purwosari Pasuruan is good and legally accepted because it has been validated by both media and material experts. Due to the media, the results about this product got an average score of 4.23 in the “Very Good” category. Media with this media category deserves to be used. While the material results have an average score of 4.5 in the "Very Good" category. Media with this material category is feasible to use.

Based on the result of the product was shown in categories are; first, cover and tittle "Let's write for fun" is to give an interesting impression to invite students to think that writing is fun. Followed by a display with white and orange nuances and there are English words with a combination of text in the middle with orange nuances and there is a textbook title as a teaching-learning writing media based on a genre-based approach that was developed.

The second, the Textbook is Based on Genre-Based Approach, which will introduce the procedures for using the textbook and exercises based on the Genre-Based Approach. So that students or teachers can understand the flow that must be done to work on and guide the use of the textbook.

The third, instructions for using textbook (for teachers and for students). Both teachers and students will understand each part about what things are done while using this textbook. which had six rules for the teacher and five rules for the students.

The fourth, Learning objectives and Standard competence. Teachers or students will be introduced to the learning objectives and standard competencies of each chapter with their achievements based on the 2013 curriculum (K13). The last, Process Genre-Based Approach as follows:

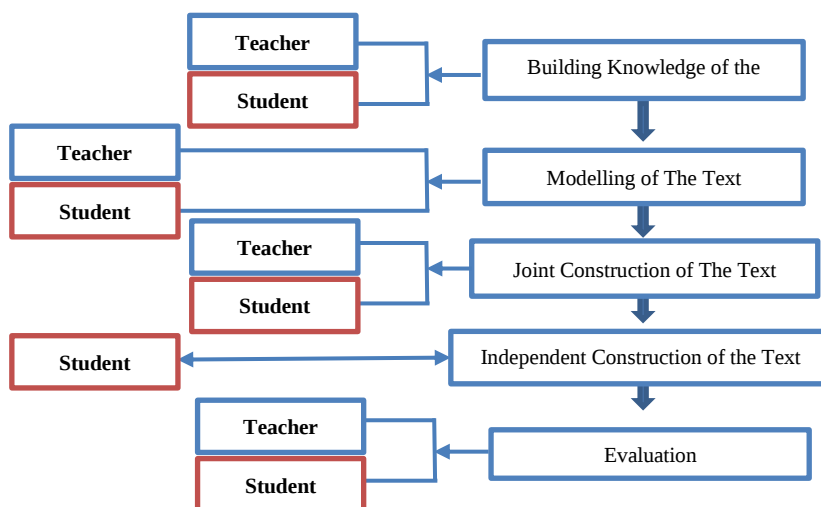


Figure 3. The process of teaching learning English using Genre-Based Approach

According to the findings of this study, the developed textbook is used as teaching material for writing. One of them is the development of textbook for the teaching of writing through Genre-Based Approach. Therefore, the process of the writing helped the students to develop their writing ability.

The finding also indicates that have to be organized, it can be seen with the statement of Firkins, Forey, and Sengupta (2007) the used genre as a teaching model and explain in detail how it is achieved. They use the term "circular strategy" to define and use a genre-based approach to teaching and learning the stages of writing. They put forward three stages that must be followed and implemented in the teaching and learning process.

The three stages are a) modelling of text, b) joint construction of text, and c) independent construction of text. They explained that each stage has practical steps that can be followed systematically.

According to the Association for Learning Communication Technology (AECT), learning resources include all sources in the form of information, people, or goods that can be used to provide learning facilities for students.

Therefore, Warsita (2008) states that learning resources are all components of the learning system, whether specifically designed or those that by their nature can be used or utilized in learning activities.

Supported by Akbar (2016) states that the development of textbooks use the following steps: 1) Identifying classroom problems by reviewing existing textbooks, reviewing literature, observing classes, and reviewing documentation. 2) Curriculum analysis involving the examination of Competency Standards, Basic Competencies, the development of indicators, and the development of learning objectives. 3) Create a theoretical draft of the textbook, seek expert validation to determine the draft's compatibility with the theoretical basis, and employ validation instruments. 4) Revise the draft textbook based on expert validation so that the results are better and in accordance with the theory (Akbar, 2016)

Meanwhile, Sudjana and Rivai express their opinion that learning resources are all sources that can be used to facilitate someone in learning (Rivai, 2007). Then Anita revealed almost the same statement that learning resources are everything that can be used to facilitate learning activities (Anita, 2008). According to Yusuf, all types of media, objects, data, facts, ideas, people, and others that can facilitate the learning process for students are called learning resources (Yusuf, 2010). From this, learning resources are basically a system consisting of a collection of materials or situations that are collected intentionally and meant to allow students to learn individually (NC, 2008).

On the other hand, it was found that students had difficulty assembling their feelings and thoughts into coherent pieces of writing. However, according to the latest findings, the condition is getting better. In this case, teachers who understand the application of a genre-based approach must have knowledge related to it. Teachers who know the application of Genre-Based Approaches.

The indicators are: (1) the teacher can answer questions about what genre of reading is, (2) the teacher can respond to the meaning of reading, (3) the teacher can answer questions about the types of reading genres, (4) the teacher can answer questions about the curriculum cycle in practicing the genre approach, (5) The teacher can explain the method used in teaching and learning activities based on the genre approach, (6) The teacher can practice the appropriate method in class activities. This shows that the benefits of developing textbooks for teaching writing using a genre-based approach process do not mean much only for students but also for teachers to make students write better writing.

The development of textbooks used as supplementary with a learning method using a process-genre-based approach that has been adapted to the needs of eleventh grade students developed by researchers.

With the development of this textbook, it is hoped that it can help students maximize the writing process with existing steps such as building context, modelling text construction, and others provided for students in learning to write. In this study, there are things that the researcher pays attention to. This means that although the textbooks developed are intended to help students be able to write better essays independently, they cannot be completely separated from the supervision of the teacher. That is, every process of writing an essay by the teacher must continue to provide direction regarding the tasks that need to be done by students. This is because students are still not used to fully independent learning. In the development of this textbook, there are several activities that require teacher supervision regarding the genre given to students. Therefore, it is feasible and appropriate to be used as a supplementary for writing in the eleventh grade of SMA. Darut Taqwa Purwosari, Pasuruan, East Java.

CONCLUSION

Refer to findings of the research and discussion, it is possible to conclude that the use of textbook based on the genre-based approach can be used as a supplement for teaching and learning writing for eleventh-grade students. Material experts and media experts have validated the teaching-learning writing learning media. It is possible to conclude that they are appropriate for use.

Based on the validation result from media experts and material experts based on the validation aspect that has been revealed. The media expert validation was based on the assessment component, which received a mean score of 4.23 in the "Very Good" category. This media category's content is appropriate for use.

In developing a handout as a media for teaching writing using a genre-based approach, it only reached the stage of expert validation and limited research that was not tested on students but had already passed the improvement stage according to the advice of experts so that textbook as a media for teaching writing could be used according to the function and the purpose of conducting the research.

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