

Utilizing a Genre Base Approach in Teaching Writing to create Student Critical Thinking

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ABSTRACT

Writing is one of the important aspects in learning, writing skills themselves can make us think critically by reviewing what we write. This study aims to make students think critically in writing, where students' writing skills in this study use a genre-based approach as an alternative learning in junior high schools. The researcher focused on teaching writing using the Genre based approach (GBA) method to the third-grade students of SMAN 4 Kota Kediri. In this research, researchers used experimental methods and a quantitative approach with one pre-test and post-test group. The population in this research was 27 12th grade IPS 2 students at SMAN 4 Kediri. The data in this research was obtained by calculating students' pre-test and post-test results using the SPSS 2.0 application. Based on statistical analysis of data using SPSS ver.20, it was determined that the average post-test score was higher than the average pre-test score. The results of the pre-test and posttest scores showed an increase.

KEYWORDS: Genre Base Approach, Teaching Writing, Critical Thinking.

1.0 INTRODUCTION

Writing is an important aspect of teaching and learning, writing skills themselves can make us think critically by re-examining what we write. This study aims to make students think critically in terms of writing, where students' writing skills in this study use a genre-based approach as an alternative to senior high school education, the issue raised in this study: is there any difficulty in implementing genres base approach to senior high school students, in this study focused on the implementation of the base learning genre in narrative texts, and how students think critically.

Writing is an activity to fill an empty space with letters so that it becomes a word and from that word it is written again to form a coherent sentence. 2006: 287. Personally, in my opinion, writing is the basis of a new insight, because by writing we can open a window of knowledge, writing is one of the important aspects of learning, writing skills themselves can make us think critically by reviewing what we write.

In this study, researchers examined how the application of the Genre Based Approach (GBA) method to students' writing learning, Genre Base Approach, a genre-based approach is a writing approach that uses processes and products at the end of the meeting, this approach is an approach that is often used in senior high school students, thus students can practice their creative thinking process by writing processes and pouring it into a written work.

Then from the before researcher with the title Application of Genre Based Approach (GBA) in Middle School English Learning, which was written by Luh Sri Narasintawati, Huraiyah, & Sri Aliyah with qualitative research methods by observing the planning, implementation, and results of



learning English at SMPN 14 Mataram, Lombok. In this study, the results of data analysis and reflection on learning can be concluded that (1) with the application of GBA with the TLC model, students have experience gradually from providing knowledge capital (concept building), models, and a series of exercises both in groups and individually; (2) the application of GBA is also able to accommodate 4C elements in 21st Century Learning Skills; (3) there was an increase in the level of learning completeness from 32.14% with an average of 63.28 before learning to 85.19% with an average of 79.67 after learning; (4) the two observers gave a positive assessment of the learning process by applying the GBA with the TLC Model.

From some existing studies, aspects of writing skills and critical thinking are seen as a continuum. From the explanation above, it can be seen how the implementation of Genre Based Approach in English as a foreign language class, especially in writing learning, so that students can think critically.

From the description above, the author is interested in conduction research with the title “Utilizing a Genre Base Approach in Teaching Writing to create Student Critical Thinking”. This learning method intergrated teaching with focus on teaching writing narative text.

2.0 LITERATURE REVIEW

The implementation of teaching writing using the genre-based approach has received positive feedback and support from experts in the field of writing instruction.(Mary J. Schleppegrell an expert in systemic functional linguistics and writing pedagogy, advocates for the genre-based approach as a means to develop students' writing skills. She highlights the value of genre analysis and the role it plays in helping students become more proficient writers. Brian Paltridge, an expert in academic writing, supports the genre-based approach in teaching writing. He emphasizes the significance of teaching students the specific features and structures of different genres, especially in academic writing contexts, to improve their writing abilities.

These are just a few examples of experts who have expressed support for the genre-based approach in teaching writing. The genre-based approach is generally recognized as a valuable instructional method that helps students develop genre awareness, adapt their writing to different contexts, and enhance their overall writing skills.

However, it's important to note that individual expert opinions may vary, and the effectiveness of the genre-based approach can depend on various factors, such as instructional methods, student characteristics, and educational contexts. It is recommended to consult scholarly publications, books, and research articles by experts in the field to gain a more comprehensive understanding of their perspectives on the implementation of teaching writing using the genre-based approach.

3.0 METHODOLOGY

Cresswell (2017) said, “A Variable refers to a characteristic or attribute of an individual or an organization can be or observed and that varies among the people or organization being studies”. Based on the explanation, a variable is the important thing of the research to get the information in the research. The independent variable or variable that influences or causes changes or the emergence of the dependent variable is a Genre Based Approach model. Then the dependent variable or variables that are influenced or which are the result, because of the independent variable in this learning is the achievement of the Narrative text learning objectives.

4.0 RESULTS AND DISCUSSION

Table 1: Paired Sample Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre test - post test	-12.185	4.699	.904	-14.044	-10.326	-13.475	.000	

Based on the paired sampled test table above, the mean presents the differences between pre-test and post-test using SPSS ver.20. The mean difference between pre-test and post-test is -12.185 and standard deviation error 4.699. the t-score is -13.475 with the degree freedom 26 and significance (2- tailed) $0.000 < 0.005$

5.0 CONCLUSION

In this research, researchers used the Genre Based Approach (GBA) method in teaching students' writing skills in narrative texts. This research was conducted using an experimental method using pre-test, treatment and post-test. Based on statistical analysis of data using SPSS ver.20, it was determined that the average post-test score was higher than the average pre-test score. The average pre-test score was from 61.81 to 74.00.



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