The Influence of Using Genre Based Instruction (GBI) in Writing Skill Exposition Text in Students SMPN 3 Pringgarata

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ABSTRACT

This study was aimed at finding out the influence of genre-based instructional model in the teaching of writing skills viewed from students' text exposition. This study employed a quasi-experimental research design. The samples consisted of two classes in which one class was treated by using genre-based instructional (GBI) model and the second class was subjected to the process-based instruction (PBI) model. The writing exposition text were functioned as research instruments to collect the data in both classes. The data were analyzed by using the multifactor analysis of variance (ANOVA). The research finding informed that the GBI model was more influence than the PB model I. It was proved with the value of Process-Based Instruction (56) was lower than Genre Based Instruction (69). It means that the used of Genre Based instructional model have influence in writing skills exposition text. The finding indicates that there is significant interaction between instructional being applied in the teaching of writing skill exposition text.

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1. INTRODUCTION

In curriculum 2013 at Junior High School, learning english used a text-based approach that is applied through learning activities to encourage students to develop their knowledge and skills in understanding and compiling various types of texts according to the level of education where they are. Language skills have four components, namely listening, speaking, reading and writing skills.

Skills were language skills that used to communicate indirectly and face to face with other people. Writing is a productive and expressive activity. Writing skill would not come automatically, but must go through a lot of practice and regular practice. In writing activities, broad knowledge and a logical mindset are needed (Sb, 2015).

There were types of texts were used as teaching materials for writing skills at the junior high school level, included descriptive, report, narrative, recount, exposition text and any more text. The focus of this research was the English text in the form of an exposition text. Exposition text can be interpreted as an essay that conveys arguments with the aim of convincing others (Kosasih, 2014).. That same with (Emilia, 2013) who stated that the exposition text aims to express arguments about an issue and justify. It can be seen from the structure of the text itself, according to et al (Maryanto, 2013) that the structure of the exposition text consists of a statement (thesis) as an opening, argumentation as content, and reaffirmation as a conclusion/closing.

Have low activity in writing exposition texts, it caused by many facts, like Mr. Safarwadi stated, as one of the teachers at SMPN 3 Pringgarata "the factor of students have low ability in write exposition text is they are afraid in starting writing process, , students' awareness of the importance of writing is still minimal, and there is no motivation for each individual student to write exposition texts. So it can be concluded that students become less interested in improving their skills in writing so that students seem to be still very difficult to develop their writing due to lack of practice or stimulus that guides them both in groups and individually.

Based on the problems above, the writer conducted a study with the title "The Influence of Using Genre Based Instruction (GBI) in Writing Skill Exposition Text in Students SMPN 3 Pringgarata". By using the Genre Based Instruction (GBI) method, it is expected to be able to overcome the problems faced by the students of SMPN 3 Pringgarata. So the results of this study are expected to be a reference or useful information both theoretically and practically for teachers, students in making exposition text**.

1.1 Teaching Writing

Teaching writing skills in higher education emphasize the processes how students practice to write. It is by some lecturers called the process-based instruction. This instruction is considered by language researchers as activities that restrict students to explore their ideas to produce a text. This model does not see the end of writing activities to produce a complete text type. To underpin this instruction, lecturers in higher education echo the product-based instruction. (Coffin et al., 2003) state "when writing skills have been explicitly subjected to higher education, the emphasis has been on writing text as a final product"

The process and product-based instruction in the teaching of writing has been increasingly applied. According to (Harmer, 2004), the writing process is admitted as stages for students to go through in order to come to its final written form. In the class, students are provided a certain topic to write. The process then is designed in stages. The stages applied mostly by lecturers who intend to this include four stages, namely planning, drafting, editing, and publishing. In the same tune, (Syarofi, Kuswahono, & Rizky, 2018) adopt the stages of writing process cover pre-writing, drafting, sharing and responding, revising and editing, and publishing. It is reinforced by (Rosinovci, 2015) who argues the publishing phase is the last stage for students to present their complete writing text as a result of taking a long process of learning.

The process-based instruction has different aims of learning rather than the product-based instruction. The product-based instruction is believed by lecturers at higher education enable to

improve students' writing skills. In class, students are asked to read a book or article first and then they write what they understand from it. That is the same tune with (Haerazi, Irawan, Suadiyatno, & Hidayatullah, 2020) who describes the product-based instruction nowadays is acknowledged by text-based instruction. Thus, text-based instruction becomes one of communicative frameworks echoed by (Richards, 2015). The other name of it is called by the genre-based instructional (GBI) model.

(Zainurrahman, 2011) argues that writing is one of the four basic language skills (listening, reading, speaking, and writing). Like speaking skills, writing skills rely on language skills that are active and productive. These two language skills are a person's attempt to express the thoughts and feelings that exist in a language user through language. The difference lies in the way used to express it. Thoughts and feelings in speaking are expressed verbally, while the delivery of messages in writing is done in writing, meanwhile according to (Rosmaya, 2018), it is explained that writing is an activity to sharpen the brain and develop imagination.

1.2 Genre Based Instruction Model

The text-based learning model (genre based instruction) according to (Abigail, 2015) is carried out in text units with the aim of carrying out various communicative actions in a meaningful way, by using or tied to texts that are beneficial to student life, receptively and productively, verbally and writing, in various contexts that are relevant to students' lives, in the form of speaking, listening, reading, and writing activities that are naturally integrated in various meaningful communicative activities. This means that the text is studied not as an end goal, but as a tool to carry out various activities related to real life. In addition, based on research conducted by (Nurlaelawati & Novianti, 2017) quoted by (Haerazi et al., 2020) explained that the step of building field knowledge is the most important stage in applying the GBI model pedagogy because this stage directs pre-service teacher knowledge about when and where to make texts. , for whom, why, and for what purpose, so that the text becomes meaningful to them.

(Emilia, 2013) provide five stages of GBI model. These include building knowledge of the field; modeling of the text; joint construction of the text; independent construction of the text; and linking related text. In applying the direct instruction, the teacher also provides questioning in the teaching-learning process, which goes through the following steps adapted by (Gómez Burgos, 2017) and Dirgeyasa as follows:

1.3 Building of the field

This stage aims to build students' knowledge about topics that will be written. Building knowledge of the field differs from building knowledge of the text. Building knowledge of the field refers to a depiction of topics going to write. Meanwhile, building knowledge of the text refers to an explanation of generic structure and linguistic features of the text. To help students about topics, lectures give any text relating to the topic that will be written. Students are then asked to read a first text and given some questions of the text.

1.4 Modeling of the text

This stage involves introducing students to a model of the genre they are going to write. The text provided is called as a text model. It will be different from the task done in the first stage, which aims to build students' knowledge of the whole context of the topic (Abbaszadeh, 2013). In addition, the activities of this stage involves (a) familiarizing students with the function and social context of the genre, (b) presenting the schematic structure of the genre, (c) presenting a model text of the genre, and (d) presenting other texts in the discussion genre (Emilia, 2013).

1.5 Joint construction of the text

This stage aims to construct a similar text as the continuation of the initial second stage. This stage requires for lecturers to work with students to make the model text as a construction process. The emphasis of this stage is that "lecturers or teachers provide guidance and support in order to convert and reshape language from the spoken to the written mode"(Abbaszadeh, 2013). In addition, three activities in doing joint construction of the text include (a) grouping students into 2-3 students of each group and familiarizing them with the task going to do, (b) approaching each group at the start of the joint construction, and (c) conducting discussion session with each group about their drafts (Gómez Burgos, 2017).

1.6 Independent construction of the text

Teacher should assess the students whether they are ready to construct the text independently. According to students' need, it may be necessary to reshape some tasks and activities in earlier stages. Besides, lecturers need to suggest "students' capacity to relate the text with their reality and to make sense of the world around them" (Emilia, 2013). After knowing students' capacity, when students have enough knowledge about the topics and text model, lecturers ask them to move to write independently.

1.7 Linking related text

This stage involves students to investigate how they have learnt in each stage can be related to other texts in the same or similar context. (Feez & Joyce, 2002) argue in linking related texts students do activities such as (a) comparing the use of text-type across different context and topics but in the same genre, (b) researching other text type being to write in the same context, (c) role-plying what happens if the same text type is used in different roles and relationships, (d) comparing spoken and written text model, and (e) analyzing how linguistic features used in the text model is employed in other text models.

1.8 Text exposition

(Emilia, 2013) states that text is a socially and contextually complete language unit which may be in the form of spoken or written language. The context of the situation includes 3 aspects, namely field, mode and tenor. The field refers to the topic or activity that is currently taking place or what is being told in the text, or what is happening. The language used to communicate with close friends is different from the language used to communicate with someone new. Mode refers to the entire channel of communication, consideration of whether the language used is written or spoken language, the distance between people who communicate in space and time. The three elements of the context of the situation mentioned above are called registers. It is very important for students to understand the type (field) that will be written to be discussed, to whom (tenor) he is writing or speaking, when and whether to use written or spoken language (mode). (Richards, 2015) also said that organized learning was carried out using a variety of texts related to the needs of students, and students were given practice in various kinds of texts until they were able to produce texts without the help and guidance of the teacher.

(Kosasih, 2014) suggests that exposition can be interpreted as essays that convey arguments with the aim of convincing others. This is in line with (Emilia, 2013) who stated that the exposition text aims to express arguments about an issue and justify it. This can be seen from the structure of the text itself, according to (Maryanto, 2013) that the structure of the exposition text consists of a statement (thesis) as an opening, argumentation as content, and reaffirmation as a conclusion/closing. Based on the opinions of the experts above, it can be concluded that writing Exposition text is a text writing

activity consisting of a thesis, several arguments that support the thesis and a reaffirmation or conclution.

2. METHODS

2.1. Research Setting

This study was conducted at SMPN 3 Pringgarat, in pemepek Village, Pringgarata district Lombok Tengah regency.The data was collected in May 2022-july 2022. Based on the initial interview with the Teachers, the use of genre-based instructional model in teaching writing competences had never been employed before for second grated students. The writing lecturers only asked students to write and complete some tasks without any alternative teaching-learning model. The existing learning process was then called as the control group and the genre-based instructional learning was addressed as the experimental group. This study was administered in line with the subject of the writing schedule. The treatments were given in both groups in five meetings. The last meeting was associated with the posttest part.

2.2. Research Design

This study was quasi-experimental research design. The independent variable in this study was the genre-based instructional model and the existing instructional model, whereas the dependent variable was the writing skill. This study used a factorial design. The two independent variables were the factors that were manipulated, measured, and selected to find out the effect and correlation to the facts being investigated. The two variables were associated with two groups of students. The genre-based instructional (GBI) model was functioned as the experimental group and the existing instructional model was utilized as the control group.

Weiting skills was as independent variable or the attribute variable that. This study investigated the used of the instructional model (X) towards writing skills (Y). In addition, both groups were given a posttest. The results were analyzed by comparing the posttest of the two groups. The Two Way Analysis of Variance (ANOVA) was applied in this study. The design of Two Way ANOVA can be seen in Table 1.

Table 1. Design of Two Way ANOVA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimen	26	44.00	67.00	56.0769	7.09886
Posttest Experimen	26	63.00	78.00	69.9231	4.33519
Pretest Control	26	40.00	65.00	50.5769	6.81277
Posttest Control	26	50.00	65.00	54.8077	4.45438
Valid N (Listwise)	26				

2.3. Participant

In this study, the population was the second class students of SMPN 3 Pringgarat, in pemepek Village, Pringgarata district Lombok Tengah regency. The second class of that was divided into two classes which are IIA, and IIB. Each class included 52. The total population was 52 students. The sample of this study covered the IIA and IIB class. The sample was taken randomly using cluster random sampling technique. Therefore, the IIA class was functioned as the experimental class taught

by using GBI model and IVB class was functioned as the control class taught by implementing PBI model.

In deciding the experimental class and control class, the researcher made two sessions of lotteries and took randomly. The first session of the lottery was the experimental class (IVA class) and the second session was the control class (IIB). The symbol of the experimental class was A1 and control class was B1. Meanwhile. In dividing the two classes into the group students having high and low creativity, the researcher found 10 student have high score in pre-test and 26 students have high score in posttest in experimental group, and there are 2 students have high score in pretest and 6 students have high score in posttest in control.

2.4. Data Colletion Technique

To collect the research data, the researcher created a writing test and questionnaire for both experimental and control class. For the writing test, students were asked to create a exposistion text. The form of the writing test involved an essay test. The instruments was administered by considering the standard of writing instructional goals and learning objectives for second class students at SMPN 3 Pringgarata. Afterwards, the researcher employed a scoring rubric to assess writing skills. The aspects of writing skills that are assessed consisted of content, organization, vocabulary, grammar, and mechanics. These aspects were reflected in the writing assessment.

The questionnaire test was aimed at investigating the students' level Responds. The form of the questionnaire test in this study was verbal test. It was chosen because it associated with relationship of words, vocabularies, and communication. Then, the verbal test was valued by using scoring rubric. The readability of writing instrument was considered. There were several questions in line with the instruction of the writing test. It was said as a readability test because 75% of students gave answer 'Yes' in the questionnaire. Besides, the content validity and the reliability of instruments were measured.

2.5. Data analysis Technique

This study applied a descriptive and inferential analysis. The descriptive analysis was applied to Know students' mean, median, mode, and standard deviation of scores. The inferential was used to test the research hypothesis of the study. The result of testing hypothesis was functioned to manage the research data in the form of numbers and it can produce a research conclusion. Furthermore, the data was viewed from the normality and homogeneity. The normality test was conducted to know whether the data have a normal distribution or not (Sugiyono, 2015). One Sample Komogorov-Smirnov formula was employed. The analysis showed the data were normal because the value of sig. was higher than sig. level 0.05. Meanwhile, the homogeneity test was conducted to know whether sample chosen has the same variance. Levene test was applied. The result indicated the data variance was homogeneous because the value of sig. was higher than sig. level 0.05.

The inferential analysis in this study used a parametric statistical technique, which was multifactor analysis of variance (Two Way ANOVA). The null hypothesis (Ho) was rejected because Fo was higher than Ft. Besides, to find the significant difference from one to another, *Tukey* test was applied. It was a statistical test used in accordance with ANOVA computation. The computation of the inferential analysis utilized the statistical device of IBM SPSS 21.0.

3.   FINDINGS AND DISCUSSION

The descriptive analysis presented the score of posttest from the experimental and control group. The writing test was done by giving students an essay test of a narrative text for both groups. Table 2 presents the students' writing skills for both the experimental and control group.

Table 2. Pretest and Posttest Experimental Group

No	Student Name	Gender	Result	
			Pre-test	Post-test
1	A1	M	44	65
2	A2	M	60	70
3	A3	F	65	73
4	A4	M	63	75
5	A5	F	65	75
6	A6	M	51	65
7	A7	F	63	75
8	A8	M	60	73
9	A9	F	55	78
10	A10	M	52	70
11	A11	F	55	65
12	A12	M	52	70
13	A13	F	44	65
14	A14	M	67	75
15	A15	M	51	63
16	A16	M	63	73
17	A17	M	45	67
18	A18	M	55	67
19	A19	M	44	63
20	A20	F	52	70
21	A21	F	53	70
22	A22	F	57	68
23	A23	F	60	75
24	A24	M	65	73
25	A25	F	62	70
26	A26	F	55	65

Table 3. Pretest and Posttest Control Group

No	Student Name	Gender	Result	
			Pre-Test	Post-Test
1	B1	F	40	50
2	B2	M	55	55
3	B3	F	53	55
4	B4	M	55	51
5	B5	M	51	55
6	B6	M	40	50
7	B7	F	60	65
8	B8	F	53	60
9	B9	F	50	55
10	B10	M	44	50
11	B11	M	53	55

12	B12	M	50	51
13	B13	F	40	53
14	B14	M	44	50
15	B15	F	50	53
16	B16	F	65	65
17	B17	F	44	51
18	B18	M	53	55
19	B19	M	51	60
20	B20	F	55	55
21	B21	F	65	60
22	B22	M	44	50
23	B23	F	44	51
24	B24	M	51	55
25	B25	F	50	55
26	B26	M	55	60

Table 4. Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimen	26	44.00	67.00	56.0769	7.09886
Posttest Experimen	26	63.00	78.00	69.9231	4.33519
Pretest Control	26	40.00	65.00	50.5769	6.81277
Posttest Control	26	50.00	65.00	54.8077	4.45438
Valid N (Listwise)	26				

After the data meet the normality and homogeneity, the computation of inferential statistic was carried out. The interaction of between the instructional model being applied and the students' creativity level can be seen at Table 7. Besides, the result of instructional model for both groups was presented at Table 8 and the result of students' creativity mean score each group was computed as seen at Table 9. In addition, Table 10 explains the result of interaction between the instructional model applied and the creativity. The two groups were seen from the level of students' creativity and the two learning models.

Table 5. Summary of ANOVA Test

Tests of Between-Subjects Effects

Dependent Variabel: Writing Skill

Type III Sum of

	Square	df	Mean Square	F	Sig
Corrected Model	1979.456	3	659.815	30.863	.000
Intercept	426761.309	1	426761.309	199962.008	.000
Model	162.132	1	162.132	7.584	.008
Gramma	1730.132	1	1730.132	80.928	.000

Vocab	87.191	1	87.191	4.078	.048
Error	1368.235	64	21.379		
Total	430109.000	68			
Corrected Total	3347.691	67			

R Square = .591 (Adjsuted R Squared = .572)

Table 6. The Result of Instructional Model Mean Score

Instructional Model
Dependent Variabele: Writing Skill
95% Confidence Interval

Model	Mean	Std. Error	Lower Bound	Upper Bound
GBI Model	69.9231	.793	79.181	72.349
PBI Model	54.8077	.793	76.092	56.261

Table 7. Dependent Variable Writing Skill

Model Error		Mean	Std.	Lower Bound	Upper Bound
GBI Model	High	86.941	1.121	84.701	89.181
	Low	74.588	1.121	72.348	76.825
PBI Model	High	81.588	1.121	79.348	83.829
	Low	73.765	1.121	71.524	76.005

The genre-based instructional model in teaching writing skills directed preservice teachers to practice much more to write in the class. It made them easy to organize their writing and at the same time produce a complete narrative text. Statistically, Table 2 presents that the Pretest and posttest of experimental class by suing the genre-based instructional model there were different score between pretest and posttest. It means that the GBI model was effective in the teaching of writing skills for the second class students.

The GBI model seems potential to develop students' knowledge of the text before they start writing. For instance, in the first step of building knowledge of the field preservice teachers are led to the knowledge of when and where to sue the text, for whom, why, and for what purposes. It enables for students to complete a meaningful and readable text. It is in line with (Nurlaelawati & Novianti, 2017) who reported in their research finding that the step of building knowledge of the field is the most important stage in applying pedagogy of GBI model because this stage leads preservice teachers' knowledge of when and where to create the text, for whom, why, and for what aims, so that the text becomes meaningful for them. In addition, (Hyland, 2003) reinforce that during the building knowledge process preservice teachers are introduced with cultural and linguistic resources necessary for them to engage critically with texts.

The GBI model helps preservice teachers to understand the topics that they are going to write. Before practice writing, they do reading activities in the class and discuss the text. They identify some words and expressions that they do not understand from the text. They sometime guess word and expression meaning and ask to the lecture the exact meaning. In doing so, students acquire vocabularies, grammars, and expressions from the text. Therefore, by applying the GBI model, students can explore and build their linguistic and discourse competencies. As the result of learning, preservice teachers are able to improve their linguistic competencies in the step of building

knowledge of the field (Nurlaelawati & Novianti, 2017). This finding is little bit different from (Abbaszadeh, 2013) who argues that learners can build cultural context, share experience, discuss vocabulary, and grammatical pattern since the learners are geared around text types and topics they are going to deal with at the second stage of GBI model.

In making an introduction paragraph of narrative texts, the research finding informed that students are introduced first with providing a complete narrative text as a model text. They analyze the language features, who in the story, when the story taking place, and where the story happening. It leads students to write complete paragraph of narrative texts. In the second step of the GBI model (the step of text modeling), students are given opportunity for students to familiarize the language features of narrative texts. At the end of these activities, students are able to present their own introduction paragraph of narrative texts. It is in accordance with (Emilia, 2013) who states that showing other texts in the discussion genre is the aim to modeling of the text.

Students felt easy to arrange the narrative text when they followed the entire steps of the GBI model. For an example, in the step of the independent construction of the text, the students' awareness of the effect of grammar, mood of sentences, the use of modality and pronouns can be solved in this step. In learning results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally. Discussion is the most important part of the entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories. results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

4. CONCLUSION

The teaching steps of the genre-based instructional (GBI) model include five stages; (1) building knowledge of the field, (2) modeling of the text, (3) joint construction of the text, (4) independent construction of the text, and (5) linking related text. Each stage has the purpose to be achieved. The result of this study can be concluded that (1) the GBI model is more effective than the PBI model in the teaching of writing skills, there is significant correlation between instructional model being applied and eksposition text in the teaching of writingskills at the second grade students of SMPN 3 Pringgarata.

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