

## APPLICATION OF THE GENRE PEDAGOGICAL APPROACH IN WRITE ARTICLES LEARNING

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**Abstract** The problem faced in learning to write is that students find it difficult to develop ideas and tend to repeat what has been written. Based on that reason, it is necessary to apply a learning approach that can stimulate students to express ideas and process them into articles. The approach chosen as a solution to the problem is the genre pedagogy approach. This approach is implemented in writing lessons. Writing articles is one of the skills that students must master in the Writing Skills lecture in Semester III. The purpose of this study is to describe the application of genre pedagogical approaches in learning to write articles for students of the Indonesian Language and Literature Education Study Program, FKIP, Pakuan University. The method used in this study is quasi-experimental. In the early stages of the study, researchers prates experimental classes and control classes. In the second stage of the study, researchers gave treatment to experimental classes and control classes. In the experimental class, researchers provide treatment using a genre pedagogy approach. In the control class, researchers provided treatment using a scientific approach. Based on the results of the study, it shows that the genre pedagogy approach is effective in learning to write articles. Research shows a significant improvement in students' article writing skills. The context-building stage provides a solid foundation of understanding, while the model-analyzing stage helps them see the application of concepts in real context. The guided construction stage provides practical experience and direct feedback, while the self-constructing stage stimulates creativity and self-discovery.

**Keywords:** Pedagogy Genres; Learning to Write; Articles

### INTRODUCTION

The process of writing or composing is one aspect of language skills that includes very complex activities. This complexity can be found in the demand for the ability to arrange and present thoughts in sequence using a variety of written languages and following applicable writing rules. Despite the significant level of complexity, writing offers tremendous benefits.

Engaging in the writing process is not only an exercise in stringing words together into coherent sentences and paragraphs, but it is also an effective means of developing initiative and creativity. Writing encourages a person to explore their own ideas more deeply, opening the door to the discovery of new ideas that may not have been touched before. In addition, writing also plays an important role in shaping a person's confidence and courage to convey their ideas or views to others.

The importance of writing skills is also reflected in its ability to form positive habits. The writing process involves steps such as searching, collecting, processing, and organizing information, which ultimately helps hone intellectual skills and form an analytical mindset. Thus, through writing skills, one can not only express oneself effectively but also derive far-reaching benefits in their personal and intellectual development.

Learning to write at the higher education level is now faced with increasingly complex demands along with the times. In addition to meeting the requirements of 21st Century Proficiency, the emphasis on genre-based text learning approaches is a major concern. This

change reflects a deep understanding of the complexities of writing activities that require not only mastery of language, but also skills to produce writing that fits a particular genre.

According to Emilia (2011), text-based writing learning involves four interrelated stages. First, it builds context, where students are empowered to build knowledge about a particular area that is the focus of writing. Second, the modeling stage involves a practical approach to guide students in understanding the structure and distinctive elements of a text genre. Furthermore, the phase of compiling texts together (joint construction) refers to collaboration between students to practice their writing skills with the guidance of lecturers. Finally, students are given full responsibility for compiling texts independently, applying the knowledge and skills they gain throughout the learning process.

By understanding and implementing these four stages, writing learning at the higher education level not only aims to produce technically proficient writers, but also individuals who are able to adapt their writing skills in various contexts and genres. The text-based approach is the foundation for developing critical and analytical thinking skills, preparing students for complex challenges in the professional and academic worlds.

Problems in learning to write faced by students can be seen in their difficulty in developing ideas and the tendency to repeat what has been written before. This phenomenon is clearly reflected in the results of student writing, both in the context of exercises and exams in the Writing Skills course.

The inability to develop ideas creatively is often the main obstacle for students in creating original and interesting papers. Some students may get stuck in an overly routine mindset, resulting in ideas expressed in their writing becoming monotonous and less innovative. Not only that, but the tendency to repeat what has been written before may reflect a lack of ability to involve in the process of constructive revision.

These obstacles, in turn, can have a negative impact on the overall development of students' writing skills. Therefore, it is necessary to find learning strategies that can stimulate creativity and develop students' ability to formulate ideas better. Approaching writing learning with an approach that emphasizes the exploration of ideas, the provision of constructive feedback, and the stimulation of creativity can be the first step to overcoming this problem. Thus, students can become more competent writers and are able to produce more varied and weighty writing.

Based on that reason, a learning approach is needed that can stimulate students to express ideas and process them into articles. The approach chosen as a solution to the problem is the genre pedagogy approach. This approach is implemented in learning to write articles. Writing articles is one of the skills that students must master in the Writing Skills lecture in Semester III. Another achievement is the ability to think critically, creatively, and communicatively.

Language learning that adopts a genre pedagogy approach focuses on the teaching-learning cycle of "learning through guidance and interaction," which focuses on text modeling strategies and text building together before students create texts independently. Genre-based pedagogy views language as an open dynamic system; language knowledge is taught explicitly; and genre (text type) is used as a starting point for modeling, deconstruction, and understanding of language (Martin, 1999; Christie, 1999; Macken-Horarik, 2001). This cycle, developed by Rothery (1996), involves three main stages: text modeling, text co-construction, and text-independent construction. Firkins, Forey, and Sengupta (2007) then modified the Rothery cycle with additional emphasis, including the development of contextual and metacognitive awareness, the use of authentic texts as

models, the introduction and revision of metawacana, and the discussion of intertextuality to highlight genre similarities, such as lexico-grammatical types commonly found in procedural texts.

The learning cycle of genre pedagogy, known as the core process in teaching and learning, consists of four stages, namely: *building knowledge of field*, *modeling of text*, *joint construction of text*, and *independent construction of text* (Emilia, 2011; Ramadania, 2016). In *building knowledge of field*, students are exposed to discussions or activities that help students interpret the situational and cultural context of the genre being studied. *Modelling of text*, focusing on text analysis, draws students' attention to identifying generic (schematic) goals and structures and language features of texts. *Joint construction*, lecturers and students build the text together. Lecturers train the required subskills. If students are confident enough, they will move towards *independent construction*, and students write their own writing based on their understanding, experience, and reasoning so as to avoid plagiarism or recognizing the work of others as their work.

Students learn to create discourse through careful planning, practice, and presenting (both orally and in writing), including word selection, presentation arrangement, and multimodal elements. The process of interpretation, analysis, and evaluation is how students understand the content of what they read and hear, and how they convey messages through the application of contextual, semantic, and grammatical knowledge. Students examine how conventions are presented and their implications for reader and viewer experiences, then they use the knowledge gained to create their own texts.

Research related to genre pedagogy approaches, among others: 1) Didi Yulistio and Anita Fhitri, "Improving Short Story Writing Skills Using Genre, Scientific, and CLIL (*Content And Language Integrated Learning*) Pedagogy Learning Models", 2) A. Muktadir, "The Effectiveness of PGSD Student Description Writing Skills through a Genre Pedagogy Approach", 3) Elisah, "Improving Oral Negotiation Skills Using the Genre Pedagogy Learning Model". What distinguishes this research from previous research is the focus on the application of genre pedagogy in learning to write articles. In addition to its significant contribution, this research opens new insights into the potential of genre pedagogy in shaping students' writing skills, especially in the context of article preparation.

This research aims to provide a detailed overview of the application of genre pedagogical approaches in the learning process of writing articles for students of the Indonesian Language and Literature Education Study Program at the Faculty of Teacher Training and Education (FKIP), Pakuan University. The focus of this research is not only on the technical aspects of writing, but further explores how genre pedagogical approaches can be an effective means in improving students' ability to produce quality articles.

The urgency of this research is very relevant to the dynamics of the times, especially in the context of the 5.0 era. The ability to write articles is becoming an increasingly important competency, given the paradigm shift towards a rapidly evolving knowledge and information-based society. Students, as key role holders in facing the challenges of this new era, need writing skills that are not only technically adequate, but also able to reflect critical and analytical thinking skills.

By focusing on the Indonesian Language and Literature Education Study Program, this research is expected to make a concrete contribution to the development of effective learning methods and in accordance with the needs of students at the university level. With the increasing ability to write articles, it is expected that students are not only ready to face academic demands, but also able to contribute positively in various fields, both in academic

and professional contexts, in the 5.0 era which prioritizes the use and dissemination of information through article writing.

## METHOD

This research was carried out at the Indonesian Language and Literature Education Study Program, FKIP, Pakuan University in Writing Skills lectures. The subject of this study is a third semester student. The approach used in this study is a quantitative approach. The method used in this study is quasi-experimental. The following research design was used.

Table 1. Research Design

Class	Pre Test	Treatment	Post Test
A (EC)	O1	X	O2
B (CC)	O3	Y	O4

Information:

- A : experimental class
- B : control class/comparison class
- O1 : pre test in experimental class
- O2 : post test in experimental class
- O3 : pre test in the control class
- O4 : post test in control class
- X : Giving treatment in the form of genre pedagogical approach
- Y : Provision of treatment in the form of a scientific approach

In collecting data for this study, researchers applied written test techniques. Two test sessions were conducted, pre-test and post-test. Both tests were implemented in the experimental class and the control class, with different treatments applied. Details of the implementation of treatment in experimental classes and control classes can be explained through the following illustrations (Syamsuddin and Damayanti, 2009).

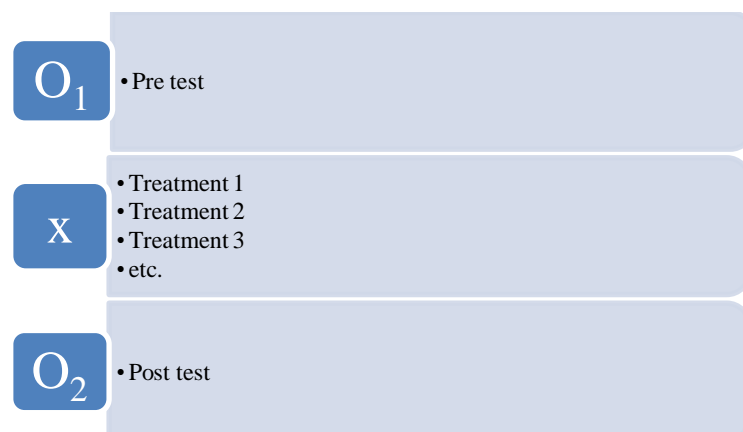


Figure 2. Treatment implementation process chart

The explanation of the chart above is as follows.

1. In the initial phase of the study, researchers carried out initial pre-test in experimental classes and control classes, where students were asked to compile articles without receiving material first about writing articles. Thus, at this stage, researchers can assess students' ability to write articles before involving them in the treatment given.
2. In the second phase of the study, researchers applied the treatment in experimental classes and control classes. In the experimental class, the genre pedagogy approach is used as the treatment, while in the control class, the scientific approach is applied. The process of giving this treatment is carried out after students receive material on article writing and is carried out three times in both classes.
3. In the final phase of the study, researchers conducted post-test in experimental classes and control classes. Students are asked to compile articles based on the treatment they have received. This test is carried out using the ability of each student to write articles after getting material and treatment. Therefore, at this stage, researchers can evaluate students' ability to write articles after going through the process of providing material and treatment.

## RESULTS AND DISCUSSION

The application of genre pedagogy approaches in Indonesian learning has a fundamental goal, which is to improve students' ability to interpret and produce various texts according to their context. This approach not only views language as a means of communication, but also as a complex medium that reflects meaning in cultural and situational contexts.

The genre pedagogy approach recognizes that each genre or type of text has unique characteristics, both in terms of structure and function. Through a deep understanding of the characteristics of each genre, students can develop the ability to understand and respond more effectively to different types of text. In addition, this approach places emphasis on producing texts that are authentic and relevant to situational needs, equipping students with the necessary skills in everyday life as well as in academia.

By applying a genre pedagogy approach, Indonesian learning not only focuses on basic aspects such as grammar and vocabulary, but also broadens students' horizons to the different types of texts they can encounter in various contexts. Thus, students can become more capable readers and writers, able to adapt to the growing demands of literacy in modern society. This is in line with the vision of language learning as a holistic process and relevant to contemporary communication needs.

The following is a comparison of pre-test and post-test scores in experimental and control classes. The pre-test value is the value before the treatment and the post-test value is the value after the treatment of the genre pedagogy approach in the experimental class.

Table 1: Comparison of Prates and Posttest Values of Experimental and Control Classes

No.	Category	Range of Values	Experiment		Control	
			Prates	Post-test	Prates	Post-test
1.	Excellent	86-100	-	2	-	-
2.	Good	76-85	-	7	-	-
3.	Enough	66-75	-	-	-	4
4.	Less	40-65	12	6	10	10
5.	Very lacking	0-39	3	-	5	1

Based on the table above, in the prates in the experimental class, the percentage of students who fall into the category is less than 80% and the category is very less as much as 20%. This shows that students need treatment. While in the prates in the control class, the percentage of students who fall into the category is less than 75% and the category is very less as much as 25%.

After being given treatment in each class, students' article writing skills improved. Based on the table above, in the post-test in the experimental class, the percentage of students who in the good category is 45%, the less category is 40%, and the very good category is 15%. This shows that after being given treatment, students' ability to write articles has increased. While in the pre-test in the control class, the percentage of students who fall into the category is less as much as 75%, the category is enough as much as 18%, and the category is very less as much as 7%. This shows that students' ability to write articles has increased, but less significantly. This can be seen from the absence of students who fall into the good and excellent categories.

Based on calculations, a value of 0.997 was obtained from the reliability test between weights of the ability to write prates articles and a value of 0.998 post-test in the experimental class. Judging by Guilford's table, the reliability coefficient belongs to the very high correlation quality. The level of confidence in the assessment between weighers is very high and there is no doubt about its objectivity in giving judgments. Therefore, the assessment carried out does not contain subjective elements.

Based on the data normality test of the ability to write experimental class articles, Kolmogorov-Smirnov, a significant value of prates of 0.898 or  $> 0.05$  then  $H_0$  is accepted. The significance value in the post-test is 0.255 or  $> 0.05$  then  $H_0$  is accepted. This shows that data on the ability to write experimental class articles come from a normally distributed population.

Based on the homogeneity test of data variants of the ability to write experimental class articles, a significant level of 0.314 was obtained, because  $0.314 > 0.05$  then  $H_0$  was accepted. This shows that the data on the ability to write experimental class articles has homogeneous variance.

Based on the hypothesis test using the *T-test*, a significance level of 0.000 was obtained. Since  $0.000 < 0.05$  then  $H_0$  is accepted. This shows the genre pedagogical approach is effective in learning to write articles in experimental classes.

Based on the effect size test using mean and standard deviation, a Cohen's (d) value of

1.5 was obtained. Therefore  $1.5 > 0.8$  is a big effect. The value of 1.5 if entered into the table *The interpretation of Cohen's d* falls into the large category. This shows that the genre pedagogy approach has a big effect (big influence) on students' article writing skills in experimental classes.

### **Context-Building**

In this first stage, students are actively involved in the introduction and understanding of article concepts. This effort is carried out through a number of activities, which involve them in detailing the context and distinctive characteristics contained in the genre of the article. Through careful group discussions, in-depth analysis of representative texts, and structured explanations of concepts, students can open their horizons to the essence of article writing. This is not just a theoretical exposure, but an integrated critical thinking experience. As a result, a solid and deep understanding of the type of writing they will develop. Students not only understand concepts theoretically, but are also able to relate them to real contexts, allowing them to respond more powerfully to specific demands and characteristics in article writing. Thus, this stage not only provides a foundation, but also triggers reflective thinking that prepares students for the next steps in improving article writing skills.

### **Modeling of Text**

This stage opens doors for students to deepen their understanding by introducing existing article models. This introduction is practical, where students can see concretely how the concepts they learn in theory can be applied in practice. By presenting real examples, students have the opportunity to detail and analyze the structure, writing style, and organization of ideas contained in the article models.

The importance of using real examples lies not only in the application of concepts, but also in the ability of students to identify uniqueness and variety in writing styles. The in-depth discussion conducted in this stage provides a strong foundation for the next steps as students can bring a deeper understanding of how each element of the article interacts to create coherent and persuasive writing.

The discussions also create a space for the exchange of ideas between students, allowing them to see different approaches and points of view that might not have been thought of before. Therefore, this stage not only provides a theoretical understanding of the article, but also forms critical analytical and interpretive skills.

### **Joint Construction of Text**

Once students have understood the basic concepts and immersed in the various existing article models, the next step is to guide them directly in the process of creating their own articles. Researchers, as facilitators of education, play a key role in providing detailed guidance on the specific steps students should take. This assistance not only provides formal instructions, but also provides space to consider variations and peculiarities that can be applied according to the uniqueness of each student's ideas and styles.

In-depth feedback provided by researchers is an important key in guiding students towards continuous improvement. With two-way communication between researchers and students, the learning process becomes dynamic and adaptive. Researchers act as mentors who not only provide answers, but also challenge students to think critically, encourage self-reflection, and explore creative potential that may not be explored.

The importance of this guidance and feedback lies not only in the technical aspects of writing, but also in a deeper understanding of the principles of the article. Students are not only taught how to write, but are also motivated to understand why one approach is more effective than another, how article structure can increase reader appeal, and how to maintain thematic consistency in a piece of writing.

This process creates a cohesive bridge between theory and practice, where students not only understand the conceptual aspects of the article, but can also apply it confidently in their own writing. Thus, this stage is not just an implementation, but an integral part of forming a deep understanding and solid ability to write articles.

### **Independent Construction of Text**

In the final stage, students enter the phase of independent development, which is the stage of independent construction. In this stage, they are given complete freedom to explore their own ideas while keeping in mind the conventions and principles of article writing. This approach provides space for students to hone their creativity, explore new points of view, and present original ideas that may not have been thought of before.

Although students are given the freedom to express themselves individually, the role of researchers remains crucial in providing additional support and direction. Researchers exist as resources that can provide constructive feedback and guide students through challenges they may face during the development process. In this case, the interaction between researchers and students is not only a form of evaluation, but also as a continuous learning process that inspires growth and improvement.

Giving students the freedom and responsibility to independently develop their own articles has a double benefit. In addition to increasing their sense of ownership of their writing, it also allows them to face challenges more personally, build confidence in writing decision-making, and hone problem-solving skills. This approach not only creates more independent and creative writers, but also provides significant value-added research in improving students' ability to understand, adapt, and create articles that contribute to the development of the discipline of Indonesian Language and Literature Education.

Research shows a significant improvement in students' article writing skills. The context-building stage provides a solid foundation of understanding, while the model-analyzing stage helps them see the application of concepts in real context. The guided construction stage provides practical experience and direct feedback, while the self-constructing stage stimulates creativity and self-discovery.

### **CONCLUSION**

The application of genre pedagogy approaches through a series of structured stages, namely building context, analyzing models, guided construction, and independent construction, can cumulatively improve students' article writing skills. This cumulative process not only provides the knowledge and skills necessary to produce quality writing, but also shapes their sensitivity to the context and purpose of writing.

The implications of applying this approach extend beyond academia. In addition to improving students' writing skills, the genre pedagogy approach also provides solid preparation to face the challenges of writing in a real-world context. The ability to adapt writing styles to a variety of contexts and audiences becomes a valuable asset in their careers and professional lives. Therefore, the Indonesian Language and Literature Education Study Program can utilize this approach as a teaching basis, introducing students to concepts and



skills that are not only valuable in the academic sphere, but also respond to real-world demands.

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