

A Conceptual Paper on Exploring Genre-Based Approach in Indonesian EFL Education

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Abstract

Genre-Based Approach (GBA) has been proven effective in developing students' comprehensive and flexible language skills, so it has become a popular and hot issue. However, many teachers do not understand it. This conceptual paper is a literature review exploring GBA in English language teaching. The paper aims to provide collected studies and theories on the implementation of GBA in Indonesia, along with its advantages and disadvantages. It draws the data from some resources in journal articles, books, conference proceedings, and a government document. The GBA stages involve Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of the Text (ICOT). GBA is found to be able to build students' character, such as developing students' creativity and critical thinking skills. Nonetheless, GBA can also be time-consuming as it needs thorough preparation, and it's challenging, as well, if it is applied to teach low-achiever students. There are some teacher misunderstandings about GBA, so it is necessary to provide teachers with comprehensive training and simulations of the GBA stages to implement this method optimally.

Keywords: Genre-Based Approach (GBA); BKOF; MOT; JCOT; ICOT

INTRODUCTION

Indonesia has had a long commitment to English Language Teaching (ELT) at all levels of education. ELT itself has been applied since independence and it continues to be evaluated through curriculum development. The main goal of the development is to achieve better student understanding in mastering the four main skills in English; listening, reading, writing and speaking.

The fact shows that curriculum changes have not been fully implemented well in the classroom. Teachers' understanding of the concepts underlying the curriculum still becomes an obstacle, and this is one of the factors in failure to improve students' abilities. Even though the curriculum requires balanced teaching of those four skills, teachers often tend to only focus on certain skills.

In line with this problem, a teaching approach which is able to cover all English skills in a balanced manner is needed. This can be achieved through an explicit teaching approach, where the teacher explains the purpose, objectives and benefits of each class activity to motivate students to learn. This approach is reflected in the Genre-Based Approach (GBA), which is the basis of the current English curriculum.

In 2020, the Ministry of Education and Culture (Kemendikbud) released the Emancipated Curriculum (Kurikulum Merdeka) which emphasizes the application of GBA during teaching and learning activities. With this curriculum, it is hoped that English teachers can be more effective in providing comprehensive and equitable teaching in the four main English skills, in accordance with Indonesia's vision and high commitment to the development of quality English education.

Based on the explanation above, by examining and reflecting through general concepts of Genre-Based Approach (GBA) put forward by experts or researchers and emerging the results of researches in the use of it on students' language skills, this conceptual paper is aimed to discuss the implementation of GBA in ELT in Indonesia, along with its advantages and disadvantages.

LITERATURE REVIEW

The Nature of Genre and Genre in the classroom

Like most Western European languages, 'genre' comes from the Latin 'genus' and the ancient Greek 'génos' meaning origin or group. These words were generally used in ancient times to describe social groups, but were developed by the French in the 17th century to mean "a particular style of art". According to the Cambridge Dictionary, in general, the term "genre" refers to a particular subject or style of literature, art, or music which is produced based on a particular model or style. From that definition, in daily life, the use of 'genre' term developed overtime. Genre is now applied in any various aspects of life. In the field of music, for example. There are several genres in music such as pop, jazz, blues, folk, hip hop, gospel classic, R n B, and etc. Within the scope of film, genres include action, comedy, drama, fantasy, horror, mystery, romance, thriller, and so on. In the literature, terms like book, novel, prose, play, short story, poetry, and many more are frequently used. Simply said, in a general context, genre refers to the kind, type, or class of of a particular thing or object.

The term 'genre' is also very closely related to language and linguistics. Particularly in this scope, many experts try to introduce and present their concept about genre. Hyland (2004) defines genre as "a term for grouping texts together, representing how writers typically use language to respond to recurring situations". In line with the concept of genre, Nunan (1999) believes that genre is a purposeful, socially constructed oral or written communicative event such as a narrative, a casual conversation, a poem, a recipe, or a description. Different genres are distinguished by a distinct structure or stages, as well as grammatical forms that reflect the genre's communicative purpose.

In classroom, genre is often assumed to be a text type. According to Christie (2005), genre serves as a technical designation for a spesific example of a text type. Cited in Paltridge (1996), it is said that Biber (1988) distinguishes between genre and text type, which has significant implications for language learning classrooms. He said that the

term 'genre' categorizes texts based on external criteria, whereas 'text types' represent groupings of texts that are similar in linguistic form regardless of genre.

Dudley-Evans, (1989, p. 77) furthers the discussion by defining 'genre' as types of activities occurring regularly in society. These activities are perceived as of the same type by the speech community (Richards et al., 1992). Text types, on the contrary, are groupings of texts that are similar in terms of linguistic pattern co-occurrence. Biber's findings reveal that the linguistic characteristics of the same genre can vary greatly. He also noticed that linguistically, different genres can be quite similar. Thus, the terms 'genre' and 'text type' represent different, yet complementary, perspectives on texts, as illustrated by the following examples proposed by Hammond et al. (1992) :

Genre	Text type
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police report	Description
Student essay	Exposition
Formal letter	Exposition
Formal letter	Problem-Solution
News item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

Figure 1. Examples of genres and text types.

Two different perspectives are offered to consider the differences between genres and text types; one identifies the generic structure of texts based on genre, and the other explains the structure of texts based on text types. The following figure which is also proposed by Hammond et al. (1992, p. 57) will illustrate them :

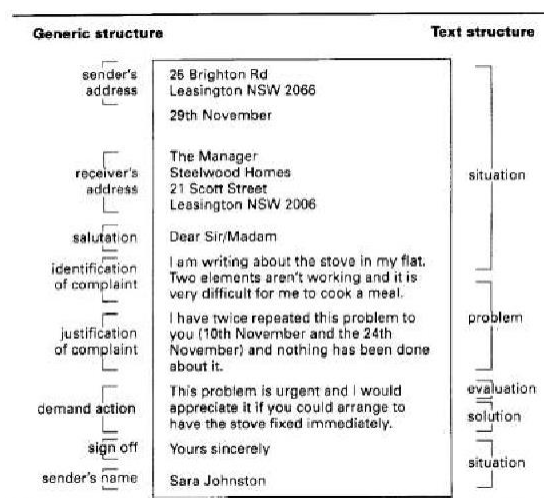


Figure 2. A formal letter with different views of generic structure and text structure.

A comprehensive comparison and contrast can be drawn between generic structures and text structures. These are several activity options in the language learning classroom that teachers can instruct students which can be done in sequence or just one of them; by doing those activities, students will be able to explore the distinctive characteristics of certain genres, and the types of variations that occur within them (Paltridge, 1996):

- Students are presented with various genres and text types, and they will be asked to select the appropriate category for a particular text.
- Students are given a list of generic and text structure components and teacher asks them to locate the components within the text.
- Students are provided with the generic and text structure components of a text, and teacher asks them to reconstruct the text from those and a list of key content words as well as concepts.
- Students will be asked to organize parts of the text based on the general information and text structure provided.
- Students are given a series of examples of a particular genre, and the teacher asks them to identify the overall structure of the text and related types based on an examination of the text.

To make a clearer understanding of what genre is in language context, Martin (1984, p. 25) states that a genre is a staged, goal-oriented purposeful activity in which speakers engage as members of our culture. Besides, Derewianka (1990) gives a simple definition that genre can be defined as the schematic structure of a text which helps to achieve its purpose. Dealing with those definitions, the writer concludes that genre is an activity that has purpose to achieve the goals of communication.

The Overview of the Genre-Based Approach

Genre teaching in the EFL context is applied through Genre-Based Approach (GBA). Genre-based teaching approach is defined as an approach that aims at developing students' literacy skills focusing on the social processes such as explain, describe, and argue (Kay & Dudley-Evans, 1998). Genre-based pedagogy was initially developed in Australia at the University of Sydney to support academic writing development. It has influenced the overall education system in Australia and has been adopted at various levels of education, from primary, secondary, university, and professional as well as community contexts, in teaching programs for native English speakers and English as a second language (ESL) (Hyland, 2003 as cited in Emilia, 2011). In Indonesia, Genre-Based Approach has been involved since 2004 in Competence-Based Curriculum 2004 (KBK 2004). Students have learned text-based English and been encouraged to write various types of texts in English. (Kasihani, 2000 as cited in Emilia, 2011)). Until now, this approach continues to be promoted.

Genre-Based Approach's ultimate goal is to help the students comprehend various text types. Students learn a language that involves all of their skills, making it impossible to separate them from the text. It is supported by Halliday and Heathiesen (2014, p. 3) who say "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret." Furthermore, the Genre-Based

Approach facilitates the comprehension of the purpose and structure of texts, thereby aiding students in the practical application of language within authentic communication contexts. This approach empowers students to effectively communicate, whether in spoken or written form.

Through genre analysis, GBA offers structure for language learning, beginning with the investigation of numerous genres. Students learn how language is utilized in various settings by studying various genres. Next, through genre identification, students learn to identify various genres and comprehend when and why they are used. They learn the distinctive qualities that set one genre apart from another. They gain an understanding of genre through this process, which is necessary for effective communication in language use.

Hyland (2004) believes that Genre-Based Approach has some characteristics that bring potential advantages in language learning. GBA is explicit. It emphasizes the explicit teaching of the genre's linguistic conventions to make clear what is to be learned to facilitate the students' acquisition skills. Next, GBA is systematic. It lays out a clear framework for concentrating on both language and context. The following characteristic is needs-based. GBA ensures that the goals and content of the course are determined from the needs of the students. GBA is also supportive. It gives the teacher a key role in supporting the learning and creativity of the students. Teacher's role in this approach is viewed as authoritativeness rather than authoritarian (Rothery, 1996). The teachers provides the students methodical direction and thoughtful assistance through a variety of exercises so that they can eventually master different communication genres. They acknowledge the value of students' contributions to the teaching-learning process at the same time. Next, GBA is empowering as it provides access to the patterns and variations in valued texts. GBA is critical, as well. It gives students the tools they need to comprehend and refute valued discourses. The last characteristic is consciousness raising. It increases teacher's awareness of texts and gives them confidence to give learners advice.

Emilia (2011) states that there are several main principles in GBA that play an important role in the success of the student learning process.

- GBA emphasizes the importance of teachers developing students' awareness that each text is a unique creation of an author which is relative to a group of people (Hyland 2002). So, students need to be guided to be careful in writing and responding to texts.
- GBA considers learning as a social activity (Feez & Joyce, 1998) which means there is a dependence between students and society (friends, teachers, or other people) who help them achieve better learning outcomes. So, through this principle, GBA is expected to produce three things: students learn language, learn through language, and learn about language (Derewianka, 1990).
- GBA emphasizes how language operates to construct meaning that is developed in the context of actual language use.
- GBA emphasizes that students study under the guidance of teachers within an apprenticeship framework. Students act as trainees and teachers as experts who can help them learn the language successfully.

- Grammar teaching is an important part of GBA.

Apart from the principles above, there are two things that are considered very essential in student success. The first relates to teachers. Teachers are expected to always strive to be successful teachers by having the belief that all students can learn to achieve best learning outcomes while still paying attention to each individual's differences. Second is the use of bilingual education. In research conducted by Emilia (2005, 2010a), the use of Indonesian in teaching English plays a significant role in language development, thinking skills, and critical reading and writing.

Designing Genre-Based Approach in Classroom Setting

In designing Genre-Based language lessons, according to Beverly Derewianka in her book entitled *Exploring How Texts Work* which introduces the earliest model of GBA, there are four stages known as curriculum cycle used in teaching languages. They are preparation, modelling, joint construction, and independent construction. However, the model that is more widely recognized by educators in Indonesia, as recommended by the English curriculum, aligns with the model developed by Rothery (1996), encompassing the following four stages; Building Knowledge of the Field (BKOF), Modelling, Joint Construction, and Independent Construction as shown in the picture below :

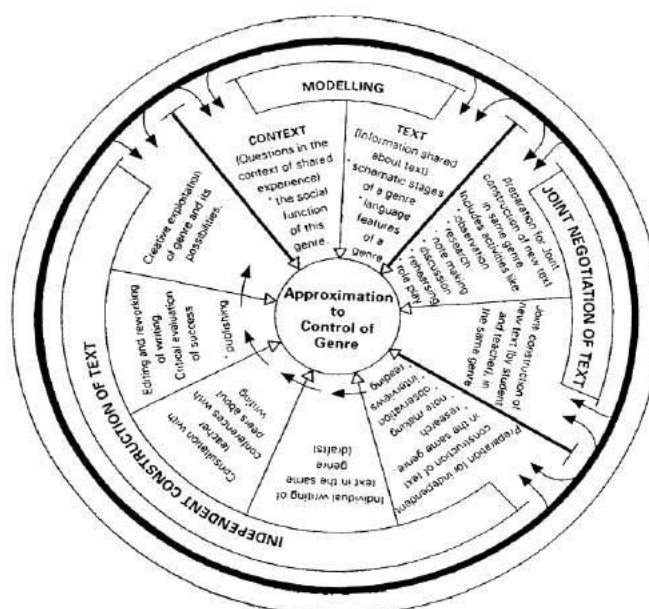


Figure 3. Stages in Genre-Based Approach according to Rothery (1996, p. 102).

However, as GBA continues to develop, the latest model was offered by Martin (2010) which can be seen in the image below:

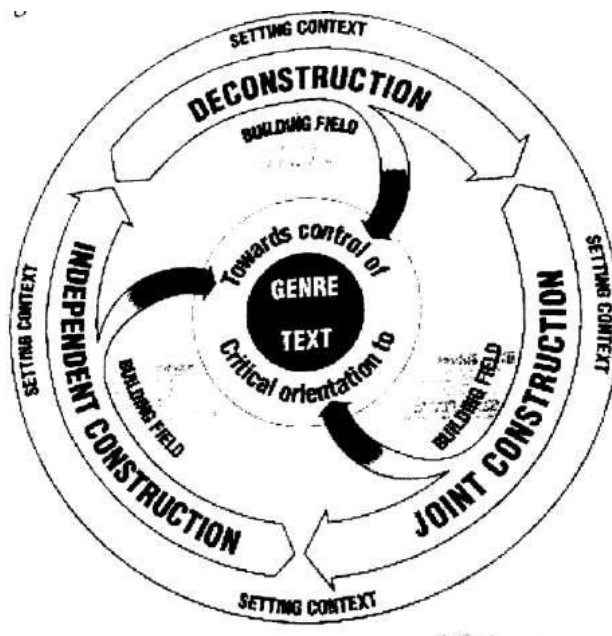


Figure 4. Stages in Genre-Based Approach according to Martin (2010).

Emilia (2011) states that basically, the approaches of both models emphasize the same things; the importance of building knowledge about the topic to be studied, the importance of providing a model that can be used as a reference for students in achieving the desired targets, the importance of cooperation in the construction of a text, and the importance of individual work where students write individually through a recursive process like professional writers.

Each stage will be elaborated upon in subsequent sections:

1) Building Knowledge of the Field (BKOF)

As the name suggests, this stage is aimed at building students' knowledge or background knowledge regarding the topic they will write about (Feez, 2002; Gibbons, 2002, 2009). Therefore, Building Knowledge of the Field (BKOF) serves as a platform for equipping students to proficiently articulate their desired written content. This stage can be repeated multiple times, perhaps even three or four times, as any extra time spent in the BKOF stage can be offset by a reduced allocation of time in subsequent stages.

According to the research conducted by Emilia et al. (2008), it is demonstrated that a less comprehensive BKOF stage can lead to students making very fundamental mistakes, which, in fact, need not be made if they successfully progress through this stage. Thus, if the teacher is confident that the students possess an adequate understanding of the text they will be writing and the language that will be employed in composing the specific type of text emphasized in the teaching cycle, and if the students are also prepared to proceed, then the learning process can be transitioned to the next stage.

2) Modelling of the Text (MOT)

Modelling is the stage when the teacher provides or demonstrates the text that is the focus of the lesson to students. This stage is also the best way to teach literacy (writing and reading) both in the student's mother tongue and in a second or foreign language. The modeling stage may also be carried out in more than one meeting. With

ample knowledge about the subject they will be writing about and a solid grasp of the organizational structure of the text type they will be composing, students will be better equipped to write more quickly in the next stage.

3) Joint Construction of Text (JCOT)

It is the stage when students will begin to implement their understandings and abilities in writing the text being taught. In fact, in certain cases, if the text written by them is a text that they have previously studied, and they already understand the organizational structure and linguistic characteristics of the text they are going to write, then Join Construction stage can be skipped (Feez, 2002).

When conducting joint construction, many teachers ask students to rearrange scrambled text in groups. While this approach is feasible, it does not fully align with the primary objective of this stage, which is to encourage students to actively engage in the writing process, encompassing activities like brainstorming, revising, editing, and proofreading. At this stage, students should commence experiencing the writing process akin to that of professional writers.

4) Independent Construction of the Text (ICOT)

This stage involves individual writing, where students independently compose texts related to topics that have been explored within the type of text or genre under study. The topic of the text written may align with the one addressed during the Joint Construction stage, or it may differ. To avoid students from reproducing texts they created within group activities during Joint Construction, students can be encouraged to write on diverse topics.

To optimize time, particularly in bilingual classroom settings or with students who have advanced academic abilities, teachers may prompt them to write texts related to subjects taught in other subjects, such as science, mathematics, history, or various other subjects. Students can also consult the drafts they have made individually two or three times, ideally seeking feedback from the teacher during this process. Through multiple iterations of review and revision, students can refine and enhance the quality of their texts.

The Independent Construction stage can also be conducted in an oral format, where students are interviewed and asked to answer some questions related to the topics that have been addressed and documented. Students can also be tasked with summarizing or retelling what they have written. Additionally, students can be encouraged to create dialogues with their peers on various topics.

METHOD

This study is literature review which utilized library research as its primary source of data collected from some journal articles, books, a conference proceedings, and a government document. The data analysis was conducted using qualitative analysis of the resources that have been read, analyzed, classified and concluded.

FINDINGS AND DISCUSSIONS

Based on the text functions and objectives as well as the required and optional

stages, it is stated in the learning achievement guidance document in emancipated curriculum for phases A-F for primary until high school levels that there are several genres that will be taught (Badan Standar, 2022). They are narrative, description, exposition, procedure, argumentation, discussion, special texts (short messages, advertisements), and authentic texts. These various texts are presented not only in the form of written texts, but also spoken texts (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual and audio aspects), both authentic texts and those created for teaching objectives, both single and multiple texts, produced on paper or screen.

In the same document, another characteristic of the English subject is also stated which expects teachers to determine the type of text they want to teach according to the conditions in the class. Learning process can involve a type of text that contains topics which the students are familiar with to help them understand the content of the text they read and then they will be able to produce this type of text in oral and written forms. Next, the teacher can introduce students to new text types. Teachers can help them build an understanding of this new type of text, so that students are able to produce work in it, both oral and written. The choice of text type can also be adjusted to the conditions which is often experienced by students both in the school context and at home so that they have the opportunities to study and practice the text in real life.

The results in this session are sorted into three main themes covering implementation of GBA in ELT in Indonesia, its advantages and disadvantages (challenges).

The Implementation of Genre-Based Approach in ELT in Indonesia

The concept of Genre-Based Approach (GBA) in English Language Teaching receives increasing attention among teachers. The English textbooks published by the Ministry of Education and Culture become one of the main supports by presenting complete and detailed learning activities, involving the GBA stages in each lesson as provided in the image below.



Figure 5. Stages of GBA in English Textbook “English for Change” Grade 11 written by Astuti et al. (2022).

In implementing GBA, there are several aspects that teachers need to pay attention to, as explained by Emilia (2011). First, the GBA implementation is flexible and not a "lockstep" or fixed recipe. Second, the teaching and learning process can be started from various stages, depending on the needs and conditions of the students. Third, GBA is not an approach that can be done in one or two meetings, but it requires a significant amount of time, perhaps up to a month or more. Fourth, language skills teaching is carried out in an integrated manner in GBA, not only focusing on developing writing skills. Fifth, grammar teaching in GBA is different from traditional grammar teaching. Sixth, the teacher explains the genre as something that is not rigid and formulaic, ensuring student understanding. Finally, GBA does not only prioritize products, but is an integral part of the teaching and learning process. Overall, these important aspects of GBA implementation are important for teachers so that GBA can be implemented effectively. By paying attention to these aspects, teachers can help students to understand the genre and produce communicative and effective texts. The implementation of GBA with these aspects should be adjusted to the needs and conditions of students. For example, if students already have a good understanding of the genre, then the teacher can directly start with the text development stage. Teachers need to understand the theory and principles of GBA in order to apply them appropriately. By implementing GBA effectively, teachers can help students to develop their language skills holistically.

On the other hand, it seems that there were misconceptions in the Genre-Based Approach (GBA) teaching approach. When the 2004 Competency-Based Curriculum and the 2006 School-Based Curriculum were implemented, the English teachers tended to immediately delve into discussions and explanations about generic structures and linguistic characteristics in the text and the GBA stages have not generally done properly. This method was considered inappropriate because students' knowledge was limited before composing the text. There are several reasons why this approach is inappropriate. First, students need to have experience in reading and writing texts before learning the generic structure and linguistic characteristics. Secondly, generic structures and linguistic characteristics are not the main goals of GBA. The main goal of GBA is to help students produce communicative and effective texts. So this approach will be very difficult especially for low achiever students. They have limited vocabulary and knowledge related to how to construct sentences. If only the linguistic elements of a text are explained without much step-by-step practice to train students, this approach will certainly not be effective for them. By following the GBA steps systematically, teachers can help students understand the genre deeply and in the end they will have no difficulty in composing texts.

By attending various training and In-House Training (IHT) programs, the English teachers nowadays become more enlightened in implementing the GBA steps which are performed appropriately with taking advantages of technological advancements. At the Building Knowledge of the Field (BKOF) stage, for example, related videos uploaded on YouTube are shown to increase students' understanding as attached in the image below:

Grade 9



NARRATIVE TEXT (TEKS NARATIF) | English for 9th grade -...
611 views • 2 years ago



EXAMPLE OF PROCEDURE TEXT HANDICRAFT | English for 9th gra...
245 views • 2 years ago



EXAMPLE OF PROCEDURE TEXT (TIPS)
1.9K views • 2 years ago



VIDEO PROJECT EXAMPLE (DESCRIPTIVE TEXT) | English for...
140 views • 2 years ago



VIDEO PROJECT EXAMPLE (MY DAILY ACTIVITIES) | English for...
147 views • 2 years ago



EXAMPLE OF PROCEDURE TEXT FOOD RECIPE | English for 9th gra...
3.2K views • 2 years ago



EXAMPLE OF PROCEDURE TEXT BEVERAGE RECIPE | English for 9t...
2K views • 2 years ago

Grade 7

Figure 6. BKOF stage using YouTube videos taken from Wibowo (2020).

Students then engage in discussion during the Modeling stage, where the organizational structure and linguistic features of the text are identified. The Joint Construction Stage (JCOT) involves students in composing the text collaboratively, followed by the Independent Construction stage where students present the text orally via video recording and written. In producing oral videos, the students explore their creativity through video editing effects or other properties used to support their performance.



Nadia Salsabila Putri
Ardian Legend of Banyuwangi



NAJMA ALNILAM - THE STORY OF BAWANG MER...
STORY TELLING - BIMO



FINAL TERM VIDEO PROJECT - DESCRIBING FAVORITE THING (8 May 2021 at 15:31)
Aldhan 7D - Describing bicycle



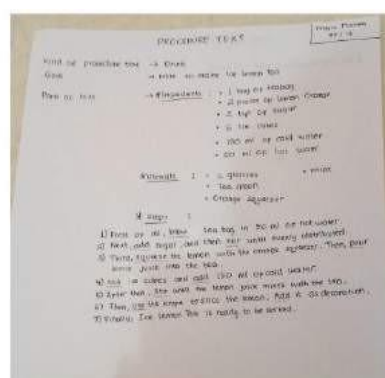
Roro Jonggrang — Safira Aulia L.



STORY TELLING - BIMO



Aldhan 7D - Describing bicycle



Grade 9

Figure 7. Independent Construction stage performed by students.

Genre-Based Approach (GBA) presents an intriguing alternative to the direct teaching methods commonly used by many teachers. In GBA, this approach encourages teachers to focus more on practice rather than just explaining concepts. Direct explanations of genres deductively tend to be less interesting, less interactive, and less experimental. Direct explanations only focuses learning activities on the teacher as the center. The teacher just gives a lecture-like explanation and the students listen. Communication in learning only happens in one way and it tends not to provide access for students to actively develop their linguistic knowledge before composing texts.

Through GBA, teachers can invite students to engage in activities that allow them to understand the genre through direct experiences which cannot be done in teaching with direct explanations method. These activities can include reading, writing and discussing texts in various genres. By involving students in these active and meaningful activities, it will make learning more interesting. By encouraging students to interact with the teacher and their peers in the process of building knowledge or joint construction will make learning more interactive. In addition, by exploring language independently, students can develop their skills and knowledge more deeply.

In implementing GBA, it is recommended that one text be explored in ten meetings, and in one semester, teachers can teach up to three texts. This approach involves including other relevant materials that students must also learn during the semester. It is important to achieve this goal by designing a structured plan. Teachers can implement this plan through lesson plans that have been prepared as exemplified below.

<p>Contoh Building the Field (1 pertemuan) – 2 x 40 menit</p> <p>IDENTITAS KI KD</p> <p>PERTEMUAN KE 1 TUJUAN LANGKAH – LANGKAH PEMBELAJARAN APERSEPSI KEGIATAN INTI</p> <ul style="list-style-type: none"> • Siswa dan guru membahas gambar orang utan. • Siswa menyimak sebuah historical recount tentang “how the world got hooked on palm oil”. • Setelah menyimak, siswa berdiskusi untuk menjawab pertanyaan tentang apa yang didengar. • Diperengarkan kembali, siswa menuliskan beberapa poin tentang recount tersebut. • Dengan bimbingan guru dan diskusi kelas, siswa menyusun poin – poin yang didengar untuk diceritakan kembali. <p>PENILAIAN Rubrik observasi terlampir.</p>	<p>Contoh tahapan pemodelan</p> <p>IDENTITAS KI KD</p> <p>PERTEMUAN KE 2 TUJUAN LANGKAH – LANGKAH PEMBELAJARAN APERSEPSI KEGIATAN INTI</p> <ul style="list-style-type: none"> • Disajikan teks seperti tentang “Palm oil’s world domination”, siswa membaca teks secara senyap. • Siswa dan guru membahas struktur generic teks disertai dengan pertanyaan ide utama di tiap paragraf. • Guru membimbing siswa membaca secara intensif per paragraf atau per kalimat. • Dibimbing guru, siswa menggarisbawahi kata-kata penting. <p>PENILAIAN Rubrik observasi terlampir.</p>
<p>Contoh tahapan pemodelan</p> <p>IDENTITAS KI KD</p> <p>PERTEMUAN KE 3 TUJUAN LANGKAH – LANGKAH PEMBELAJARAN APERSEPSI KEGIATAN INTI</p> <ul style="list-style-type: none"> • Siswa dan guru bertanyajawab tentang tugas menggarisbawahi kata – kata penting dalam teks “Palm oil’s world domination”. • Siswa menyelesaikan catatan tentang kata – kata yang telah digarisbawahi di papan tulis. • Siswa berlatih membuat kalimat dengan kata – kata yang digarisbawahi. • Siswa berlatih membuat kalimat dengan tenses yang tepat (simple present tens focus subject-verb agreement) sesuai dengan tenses yang digunakan pada teks report. • Siswa berlatih menyusun kalimat dengan konjungsi yang tepat. <p>PENILAIAN Rubrik observasi terlampir.</p>	

Figure 8. English Lesson Plans using Genre-Based Approach.

Students' understanding of the texts taught during the learning process also needs to be assessed and this assessment process can be carried out at every stage of the Genre-Based Approach. In assessing texts written by students, teachers should not judge based on the number of lines or the length of the text created or presented through oral performance, but rather on whether the language used is effective or not. This still often becomes a mistake made by teachers. Basically, the assessment method recommended by experts involves two things that involve students' understanding of the organizational structure of the text and its linguistic characteristics so that the text can achieve its objectives. Assessments should be carried out in great detail and be able to really differentiate between students who are and aren't able to write.

The assessment process on GBA can also involve other approaches that can be combined to achieve the goal of using language effectively and systematically. GBA and Project Based Learning, for instance, can produce a product assessment. The teacher teaches procedure text through GBA and students produce a final product in the form of a presentation/practice of procedure text about how to cook certain foods/drinks individually or in groups.

The Advantages of Genre-Based Approach

Many English teachers believe that the Genre-Based Approach (GBA) offers a multitude of advantages. It provides a well-structured framework for teaching language and communication. The approach offers clear guidelines on how to teach various text types, which can boost the teachers' confidence and effectiveness. It encourages a holistic approach to language learning by integrating reading, writing, listening, and speaking skills promoting well-rounded language development. This approach has the potential to facilitate more practical language development in students.

Through teaching various types of texts using genre, teachers can also build students' character, for example through teaching narrative texts. Texts such as fairy tales or moral stories often convey moral values and life lessons to students. Apart from that, the process of writing and oral performance of narrative texts is able to increase students' creativity and development of critical thinking.

Numerous research studies have been undertaken to assess the effectiveness of the Genre-Based Approach (GBA), and the findings consistently confirm its efficacy. As mentioned in a study conducted by Estrini (2021) at SMPN 1 Panimbang indicates that the implementation of the Genre-Based Approach (GBA) provided students with a progressive learning experience, starting with the provision of background knowledge, models, and a series of exercises, both in group and individual settings. The application of GBA also effectively accommodates the 4C elements in 21st century learning skills, specifically fostering Creativity, Critical thinking, Collaboration, and Communication. This resulted in an improvement in the level of learning mastery, with the percentage increasing from 39.72% with an average score of 60.28 before the instruction to 87.19% with an average score of 81.67 after the instruction.

Another study conducted by Putra et al. (2023) at Sekolah Alam CEFA Kabupaten Kampar Riau, GBA demonstrated a substantial positive impact on students'

speaking performance. Following the treatment, both the individual scores and mean scores of students, which initially were at lower levels, significantly improved, transitioning from failing grades to good levels. One of the English teachers at Sekolah Alam CEFA also expressed a favorable view of this approach, highlighting its practicality as various text types closely mirror our daily lives. Short texts like announcements and advertisements, for instance, are close in our surroundings. We encounter them regularly, especially when we watch TV and listen to the radio.

A research conducted by Mardiana (2019) adds a reference for us regarding the effectiveness of Genre-Based Approach. She involved 62 students of grade 11 MA Annajah Jakarta to be classified into two classes; experimental and controlled class. Analytical exposition was used as the material. The post-test average score showed a significant increase between the pre-test and post-test. It pointed out that there was a positive and strong effect of using genre-based approach on students' writing skill. GBA was found to be easy for the students to learn text it provided them to learn in a sequence step and focus on specific kind of text. Besides, the students enjoyed the learning process with this approach. They felt involved in every stage and invited for a discovery learning until they produced their own analytical exposition texts.

GBA can be used to teach all language skills as well as grammar and vocabulary. For example, teacher wants to teach descriptive text. At the BKOF stage, teacher can play an audio describing someone/something in the form of a podcast or dialogue. After that, the teacher checks students' understanding by asking questions related to the information in the audio they have listened to. This step is an example of teaching listening using GBA. If teacher wants to teach reading, he/she can provide reading material from textbooks, magazines, social media posts about descriptive topics and ask students to read them. After that, teacher checks students' understanding by asking questions related to the information in the text they have read. This step is an example of teaching reading using GBA. Students can also be asked to identify words or expressions they do not know and guess the meaning of these difficult words or expressions. If they can't, they can look in the dictionary for the meaning. Thus, they will learn new vocabulary. Teachers can teach grammar in context at the modeling stage to find out that one of the tenses most often used in descriptive texts is the simple present tense.

Observing several advantages from GBA, teachers can utilize this approach in other ways, which is by combining it with other approaches, for example, with Project Based Learning (PjBL). Project based learning (PjBL) is a learning model that makes students as the subject or center of learning, emphasizing the learning process which has an end result in the form of a product. This means that students are given the freedom to determine their own learning activities, working on learning projects collaboratively until a product result is obtained. A description of the situation that can be done, for instance, in grade 9 of Junior High School using narrative text as the material. After students are taught how to write narrative texts through GBA, the teacher can instruct the whole parallel classes of grade 9 to create a performance project. Then they will execute the project by collaborating with each other. Groups from each class will perform a drama from the narrative text they have created. For example, the drama about Malin Kundang which has been modified in such a way but still covers parts of the text and the characteristics of the narrative text in it. This combination will certainly be very useful

in training students' collaborative, creative and responsible nature.

The Disadvantages of Genre-Based Approach

This approach is not always completely successful, there can also be challenges and problems in its implementation. As happened in SMA Negeri 1 Manyaran (Pujiastuti et al., 2014), from the teacher statements in the interview, the problems faced by the teacher in this school were from the students input and the prescribed curriculum. Because the students had low competence and low motivation; it was hard for them to grasp the lesson. The teachers thought that by using GBA, the students would be able to learn English easier. It was caused by the variety of the text taught to them, so that they could learn more vocabulary. In fact, the students' vocabulary was still very low. As stated by the teacher, the students who were graduated from senior high school only mastered 30 vocabularies. Therefore, the Genre-Based Approach (GBA) has shown limited success in enhancing students' skills, in this case.

The same thing happened in SMP Negeri 1 Indralaya Utar. Based on Tachia (2018), GBA was not effective for 8th grade students even though the teacher had applied all of the steps and cycles in genre based approach even without realizing it. No more than half of the students succeeded in achieving a passing grade in English and the rest still got lower grades below KKM. The lack of translation and vocabulary skill made it difficult for students to create a text by themselves. In addition, the teacher believed that GBA took a lot of time, especially in the group work joint construction process, so this became a difficult task for the teacher.

Reflecting the results above, it can be said that the implementation of GBA can be time- consuming, often necessitating thorough planning and the creation of many materials. It is found to be challenging to cover the curriculum within the available time frame. GBA may not suit all learners too, particularly those with lower language proficiency levels or diverse learning needs. The teachers must adapt the approach to meet the requirements of the students, which can be demanding. GBA will also not be effective in applied for students who are hardly facing problems in generating their ideas, making a sentence well, and having low motivation (Maulani, 2021). Due to the cognitive ability factor of students, the problem that occurs in the practice of GBA in learning is that teachers struggle to re-explain the material several times (Halim, 2023).

Furthermore, another issue in GBA is there are several misunderstandings that must be cleared up in implementing it (Emilia, 2011). Teachers know about GBA, but many of them don't understand how to implement it in the classroom according to curriculum demands. They also think that GBA is only used to teach writing whereas in fact, all language skills along with vocabulary and grammar skills can relate to as explained in the previous subtopic. Besides, teachers also do not understand that implementing GBA cannot be done in one meeting and students are not given the opportunity to prepare for the task, before they carry out the tasks they must accomplish.

CONCLUSION

Genre-Based Approach (GBA) is an approach to language teaching and learning that is carried out in accordance with the text being taught, aiming to effectively

develop students' communication skills. There are four important stages in implementing GBA; Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of the Text (ICOT). GBA, which has actually been a learning model that we have known and applied for a long time, is being presented again in the current curriculum, the emancipated curriculum. A number of studies have found that GBA is effective in improving students' language skills and that teaching various types of texts can build students' characters, such as developing students' creativity and critical thinking skills. However, if it's used to teach low achiever students, this approach requires much longer time, especially in the BKOF and ICOT stages. To further enhance teachers' understanding and clear up their misunderstandings regarding the implementation of GBA, comprehensive training needs to be carried out and simulated more frequently so that the objectives of GBA can be implemented better.

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