



Developing English Writing Materials Using Genre Based Approach: A Case for Students of English Media Studies

Asih Rosnaningsih^{a*}, Dayu Retno Puspita^a

^aUniversity of Muhammadiyah Tangerang

^aUniversity of Muhammadiyah Tangerang

Article Info

Article history

Submitted: 17 April 2020

Accepted: 29 September 2020

Published: 30 September 2020

Keywords:

Teaching materials, writing skills,
Genre Based Approach

***Correspondence Address:**

asihrosna@gmail.com

Abstract

Teaching materials play a very important role in the learning process. A good teaching material is a collection of material contents that can facilitate teacher and students in completing the learning steps and can achieve the learning objectives appropriately. However, not all teachers provide teaching materials in accordance with the courses being taught and this makes it difficult for students to equate the perception of the material from the level of depth and the scope of the material to be learnt. This is the background of researcher to conduct this research. The purpose of this study is to develop teaching materials for writing skills in English Language Studies Media Studies for Communication Studies Students Based on Genre Based Approach. The research method being used is Research and Development (R&D). The samples are students from English of Media Studies. The result of this study produced an English writing material consisting of six topics developed by adopting Genre Based Approach in learning situation. It is hoped that teachers can use and promote this approach in teaching students writing to get maximum writing results.

INTRODUCTION

Learning is a two-way communication process between teacher and students. This communication process must be intertwined and must be interactive in order to achieve a certain learning experience. Teacher readiness to recognize the character of students in learning is the main model of delivering teaching materials and an indicator of the success of the implementation of learning. Teaching material in the learning process is an incentive for teacher's actions that contains steps in achieving learning goals. In a learning process, teacher needs to motivate students so that they are willing and able to solve problems and guide them until they can finish their learning well. The teacher's guidance can be given

orally or in writing, but written assistance will be far more effective, because it can be read by students.

Based on the results of the interview with the students of the Communication Studies of the University of Muhammadiyah Tangerang, it was found several problems related to English learning materials namely: (1) there is no teaching material in the form of books or modules used by students in the learning process, (2) learning material is charged to students to search independently so that the size of the material depth, scope, and sequence of presentation of material is not equal, (3) the source of material is not valid because it comes from many sources that are not yet verified, (4) the practice and tasks are not focused in the same exposure level. In connection with these problems, researchers feel the need to develop teaching materials to assist lecturers in selecting materials or compiling instructional materials that are systematic and structured so that later teaching materials can be used effectively and efficiently in accordance with the achievement of learning more specific subjects.

The Course Learning Achievement (CPMK) English for Media Studies in the Indonesian National Qualifications Framework Curriculum (KKNI) is that students can independently learn communication means from various types of media using four types of English language skills namely speaking, writing, reading and listening. With the development of teaching materials in English for Media Studies, the expected results are: (1) the availability of teaching materials that are in line with the demands of the tertiary curriculum and in accordance with CPL-CPMK, (2) the teaching materials can help teacher and students in the learning process with because they learn the same materials, (3) it makes easier for students to do their assignments and achieve competence in each meeting, (4) the learning materials are more systematic and structured, and (5) It will increase the knowledge and experience in learning writing for students. The importance of teaching materials containing these seven components is to facilitate educators and students in understanding the sequence of material, the balance between learning objectives to be achieved with the scope of the material and must consider what types of learning activities that are in accordance with learning objectives must be developed into a single teaching material. Based on the map of syllabus (RPS) of the English Media Studies course, several types of material that will be developed into intact teaching material are: (1) delivering speech, (2) promoting product

(Advertisement), (3) delivering announcements, (4) reporting an event, (5) composing an interview, and (6) making a phone call.

Based on the problems occurred, this study aims to develop teaching materials in English Media Studies using the Genre Based Approach (GBA) Approach. This GBA approach is chosen based on the assumption of several advantages. Firstly, this approach can facilitate advanced foreign language literacy development. It also highlight challenges encountered in implementing this approach and suggest directions for future research and curricular design (Allen & Goodspeed, 2018). Another beneficial promises on the successful implementation of this approach is that the students will understand clearly the rhetorical structure of the target genres which in this case is English (Changpueng, 2013). Finally, the previous study had concluded that GBA can help students in their cognitive and psychological field. The students' capacity and skills to write scientific writing has shown positive improvement (Emilia, 2016). One possible explanation that GBA had successfully improved students' writing is that the development of awareness of the generic structure of the text makes it easier for writers to organize their material, which allows them to concentrate on combining the elements effectively in terms of both achieving their communicative goals and producing more highly textured writing (Henry, Alex; Roseberry, 2010).

The implementation of GBA approach in the process of learning to write English for students of Communication Studies University of Muhammadiyah Tangerang is considered very important because after they completed their studies, they will be able to understand information effectively and improve their scientific writing skills based on different types of texts according the purpose of the writing. It also facilitates students to reflect and criticize the ways knowledge and information are arranged and built in English in the form of scientific texts. The way students can use their communicative skills through various types of texts is considered as the best method to gain the successful of learning writing (Fanani, 2018). Therefore, this approach needs to be applied in the context of developing teaching materials because it plays close attention to the process of preparing teaching materials such as the selection of relevant types of texts related to the context, objectives, and readers.

RESEARCH METHODOLOGY

The research method used in this study is Research and Development (RND) using ASSURE protocols. ASSURE is the acronym for the six steps in developing instructional design material and technology stated for: (1) Analyze Learners, (2) State Objectives, (3) Select Methods, Media, and Materials, (4) Utilize Media and Materials, (5) Require Learner Participation, and (6) Evaluate and Revise (Nurpandi et al., 2013). The following six steps will ease teacher to demonstrate, select, use and evaluate any technology and instructional resources materials as a part of systematic design of the learning curriculum (Kim & Downey, 2016). This research conducted at Faculty of Social and Political Sciences (FISIP), University of Muhammadiyah Tangerang, located on Jl. Mayjen Sutoyo No.10-1, Sukarasa, Tangerang City, Banten Province. Research subjects are second semester students who took English for Media Studies. Design validation involved judgements from instructional materials experts and English writing material experts. The validation instrument presented in the form of product feasibility questionnaires. After the product design has been validated, the product will be revised and tried out in larger scales.

Tabel 1. Criteria of Product Appropriateness

No	Category	Percentages	Qualification	Equivalences
1	A (4)	80%-100%	Valid	Appropriate
2	B (3)	60%-79%	Adequate Valid	Enough Appropriate
3	C (2)	40%-59%	Less Valid	Less appropriate
4	D (1)	0%-39%	Not Valid	Not appropriate

Data analysis technique uses in this study use the following formula:

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

Note:

\bar{x} = average score

$\sum x$ = total score students (pretest / posttes)

n = total students

DISCUSSION

1. Analyze Learner Characteristics

The first step in developing the English material is analyzing the learners' characteristics. The researcher observed and interviewed the students who took English for Media Studies class in order to know their learning style, the materials that they need most and type of writing exercise which suits them. This need analysis is conducted in order to prepare effective writing materials and minimize the gaps and the problems that the students may face during learning the course. Therefore, if teacher wants to create a goal oriented writing program to be successful, they must start their project by conducting need analysis (Astuti, 2009).

The general characteristics of students in English for Media studies are in groups of 18-20 years old. They consist of 32 students. As students of communication department, they have social science awareness because they conduct many discussions, presentation and debates for daily learning. They often seem so passionately in expressing their opinions. The positive thing from this frequent discussion process is finding solutions to various social problems. This is clearly mandatory for students majoring in social studies. Social theories have become daily discussions even though the assumptions are complicated. Theory books, news and national and international journals become regular readings for social students as well. Although complicated, understanding these theories will make it easier for students to understand the social and cultural realities in society.

In the language skills, the students must have advanced English language skills and at least one additional foreign language which is commonly English. In mastering the four English skills, the students possess the ability to use arguments, logic, and reasoning to find solutions to various problems; they have to read as well as to speak and to listen but sometimes it is difficult for them to write because they lack of writing exercises. All these considerations, they are expected to be able to produce messages effectively, be interpreted and understood well by others. They need to be given the opportunity to practice it. The writing practicum taught also need to be exciting and the scope also needs to be broad, such as management and production of television, radio, and print media.

2. State Objectives

The learning objectives explain what the students will achieve as result of learning especially when they are learning to write in the English for Media studies. In order to develop effective objectives, the researchers had evaluated the map of syllabus, comprehending the overall learning objective and extended materials used, state the writing objectives, find the writing focus and proper genre of texts.

Table 1. Blueprint of English Writing Materials using Genre Based Approach

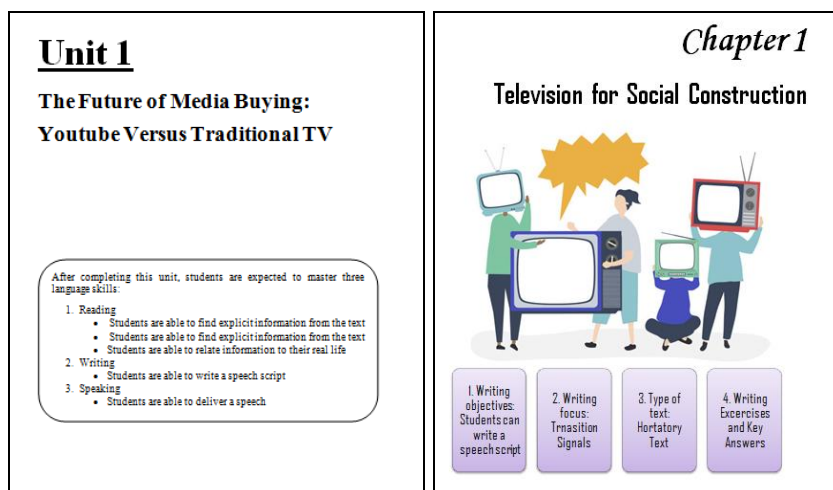
Title Chapters	Writing Objectives	Writing focus	Genre of Text
1: Television for Social Construction	Students can write a speech script	Transition Signals	Hortatory Explanation
2: Promoting Product	Students can write an advertisement	Comparison and Contrast	Persuasive
3: Delivering Announcement	Students can write an announcement	Spatial order	Descriptive
4: Reporting an event	Students can write a report	Direct and Indirect Speech	Report
5: Composing an interview	Students can write or express opinion	Logical division of ideas	Argumentative
6: Making a phone call	Students can write a memo	Time order signals	Narrative

3. Selecting Method, Modify Writing Materials and Designing the Task

The researchers already conducted the need analysis and examine the students' characteristics in English for Media studies class and proposed the writing objectives in each of the material's section. Then in the third steps, it continued by selecting the appropriate method in delivering the learning material, modify the existing writing modules and designing the writing task or evaluation.

In the process of deciding the appropriate method of delivering materials to the students, Teacher can use variety of methods before going to the writing exercises. Teacher usually delivering the main text and explain little bit about the content being taught in order to activate the students' background knowledge by using direct method and opening discussion section. It will help students to comprehend the materials; it helps them to memorize the structure of the text and to make them easier to do the writing exercises. In modifying the existing writing modules, the researcher the chose more appropriate format and designing

specific materials according to the objectives which have been stated in the previous stages. Below are the modified writing materials:



Picture 1. The format comparison between existing material (left) and the modified writing material (right)

4. Utilize Materials

In the material utilization is the stage where the researcher developed the situation for implementing the English writing materials. The situation will be created in order to help students understand about the content and achieve the learning objective effectively. The researcher can plan, practice and review all of the necessary facilities and equipment needed for the teaching and learning process. In the first step of utilization is previewing the materials where the researcher ensured all of the selected materials will match the characteristics of the students. The researchers must omit all errors and incapability listed in the materials. In the second stage which is practice the presentation, the researcher put practice in each of the writing material section. This aimed to try whether the material and assignments which have been created is easy to resolve or not. In the third stage, the researcher prepares the situation including the classroom of English for Media Studies and its facilities such as the copies of students' workbook, screen and laptop, in focus and others supply. Last stage is presenting the material that has been prepared. The teacher tries to direct the materials to the students and teach them how to use the English writing materials.

5. Require Learner Participation

This step requires the students to be actively involved into the lesson. Students will learn and gain the writing experiences using GBA approach. The GBA approach itself uses four types of stages where the process based writing start with

building knowledge of the field (BKOF), modeling, joint construction of the text (JCOT) and independent construction of the text (ICOT) (Pujianto et al., 2014).

a. Building knowledge of the field (BKOF).

This activity started with the teacher introducing the topic to be discussed for the session having all students discussed all of the required information needed. The discussion includes sharing and exchanging ideas between students and teacher about a specific topic such as television for social exchange, the trends set by television broadcast, pros and cons and others.

b. Modelling the text.

The teacher gives students the example of genres or various type of texts such as hortatory, persuasive, descriptive, report, argumentative, and narrative text. Students will be explained about the generic structure briefly and they will be given chance to write the same models as have been displayed before.

c. Joint construction of the text (JCOT).

Teacher gives the students writing assignment where students learn to work together in a group to complete a learning task. The aim of group learning is to develop critical thinking in solving problems, developing social and communication skills, increasing self-confidence in students' abilities. In addition, group learning also aims for students to understand and appreciate other ideas in form of writing. The value of this approach is equal as tools for learning to write an expressive writing and freed them from rigid writing lesson of public texts (Herington & Moran, 2005)

d. Independent construction of the text (ICOT).

Last step is independent construction or individual opportunities to practice the skills they have learned at earlier stage. Students must submit their writing individually and discuss the correct form with their peers and teacher. The revision is very important because it involves their critical thinking skills as well as their communicative skills. In this process, students train themselves to make adjustment and justifiable input from their peers and teacher, making personal engagement and corrected feedback from the texts being written (Ning, 2008).

6. Evaluate and Revise.

The last step is evaluating and revising the teaching and learning process

using the developed writing materials. The aimed of this evaluation is whether all components of the writing material is achieved its objectives or not. The researcher must evaluate the teaching and learning process since the beginning of the class, the instructions given by teacher according to the plan, and how students conduct the writing task using GBA. By evaluating the writing materials, it can be determined if the materials can be continued to be produced and used for further learning. The external validation is also conducted by having expert judgments appraisal. Below are the results of expert appraisal:

Tabel 1. Summary of Product Evaluation by Experts

No	Respondent	Result	Criteria
Validation from Expert of Media			
1	Respondent 1	86	Appropriate
2	Respondent 2	84	Appropriate
	Total	170	
	Average	85	Appropriate
Validation from Expert of Writing Skills			
1	Respondent 1	80	Appropriate
2	Respondent 2	82	Appropriate
	Total	162	
	Average	81	Appropriate

CONCLUSION AND SUGGESTION

After conducting this research, the researchers conclude that Genre Based Approach can be used in teaching writing with various types of texts. It helps teachers to develop the English writing materials with specific instruction for English of Media Studies. It likewise feature difficulties experienced in executing this approach and propose headings for future research and curricular structure. The result of this research also indicated that GBA had effectively improved understudies' composing is that the advancement of consciousness of the conventional structure of the content makes it simpler for students to sort out their material, which permits them to focus on consolidating the components successfully regarding both accomplishing their learning objectives. It is suggested that teachers to be able to use and promote this GBA in teaching writing so that students can get maximum writing results.

REFERENCES

- Allen, H. W., & Goodspeed, L. (2018). Textual Borrowing and Perspective-Taking: A Genre-Based Approach to L2 Writing. *L2 Journal*, 10(2). <https://doi.org/10.5070/l210235331>
- Astuti, P. (2009). A Needs Analysis in Developing a Writing Curriculum for Efl Education Students: a Case Study At the Department of English Education of Semarang State University. *Language Circle - Journal of Language and Literature*, 4(1). <https://doi.org/10.15294/lc.v4i1.908>
- Changpueng, P. (2013). The effects of the genre-based approach on engineering students' writing ability. *Pertanika Journal of Social Sciences & Humanities*, 21(2), 735–756.
- Emilia, E. (2016). SFL Genre-Based Pedagogy and Student Empowerment. *The 61th TEFLIN International Conference, 2012*, 882–886. <https://eprints.uns.ac.id/26056/>
- Fanani, A. (2018). the Implementation of Genre-Based Approach in Teaching Writing By a University Teacher in Jombang. *Jurnal Smart*, 4(2), 132. <https://doi.org/10.26638/js.700.203x>
- Henry, Alex; Roseberry, R. (2010). A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect. *TESOL Quarterly*, 32(1), 147.
- Herington, Anne & Moran, C. (2005). *Genre Across The Curriculum*. Utah State University Press.
- Kim, D., & Downey, S. (2016). Examining the Use of the ASSURE Model by K–12 Teachers. *Computers in the Schools*, 33(3), 153–168. <https://doi.org/10.1080/07380569.2016.1203208>
- Ning, Z. (2008). A Genre-based Analysis of English Research Article Abstracts and the Linguistic Feature of Personal Pronouns for Financial Economics. *Online Submission*, 5(7), 62–65.
- Nurpandi, F., Langi, A. Z. R., & Bandung, Y. (2013). Using instructional design model to implement open lesson with lesson study approach for online teacher community. *Proceedings of the 2013 Joint International Conference on Rural Information and Communication Technology and Electric-Vehicle Technology, RICT and ICEV-T 2013, November*. <https://doi.org/10.1109/rICT-ICEVT.2013.6741562>
- Pujianto, D., Emilia, E., & Sudarsono, M. I. (2014). A process-genre approach to teaching writing report text to senior high school students. *Indonesian Journal of Applied Linguistics*, 4(1), 99–110. <https://doi.org/10.17509/ijal.v4i1.603>