GENRE BASED APPROACH (GBA) IN TEACHER'S MODULE AT SENIOR HIGH SCHOOL PHASE E

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Abstract: *This research is written to describe the application of Genre Based Approach (GBA) in teaching English as the implementation Merdeka Curriculum at Senior High School. The objective of this research is to describe the ways of the teacher in implementing GBA in writing module for Senior High School grade X phase E. There are four cycles of GBA; BKOF, MOT, JCOT, and ICOT. These cycles became the focus of the implementation of GBA. Then, this research belongs to qualitative approach with content analysis as the method. Also, the researcher used document of teacher's module of grade X Phase E Senior High School as the source of data and then, the researcher also chose document analysis as the instrument to analyze the data. To analyze the data, the researcher used four steps; organizing and preparing the data, reading the data, coding the data and interpreting the data. After doing data analysis, the researcher found that the teacher only implemented three cycles, namely, BKOF, MOT, and ICOT. The teacher did not generate the ideas about JCOT cycle. In addition, the teacher still needs to improve knowledge, skill and competence in understanding GBA because the teacher did not implement the cycles in detail.*

Keywords: *Genre Based Approach (GBA), Module.*

INTRODUCTION

Since 2022, the government through the Ministry of Education and Culture releases a new policy about the adjustment of a new curriculum which is stated in Ministerial decree of Education and Culture number 56/M/2022. The reasons of curriculum change are; first, the result of Program for International Student Assessment (PISA) shows that 70% of Indonesians students under 15 years old had low competency in understanding simple reading and applying simple math or this commonly known as the concept of literacy. In addition, the covid 19 outbreak makes this condition worse. Because of these reasons, the government implements a new

curriculum to overcome the learning loss for Indonesians students. The benefits of the The *Merdeka* Curriculum are; focusing on essential materials, having much time for developing students' competency and attitude, having flexible learning outcomes and developing cooperative learning. Through this decree, it is hoped that the students develops their competency better than before.

Actually, The M*erdeka* curriculum is an improvement over the 2013 curriculum which came before it. This curriculum provides an independent in thinking and learning. In addition, The *Merdeka* Curriculum has three learning activities; intra-curricular, co-curricullar, and extracurricular. Intra-curricullar is the teaching activities which focused on developing students' competence by providing learning differentiation for each students, hence the teachers are free to develop the materials based on the students' needs. It is also supported by (Primayana, 2022) who explains that The M*erdeka* curriculum provides flexibility for the teacher in choosing teaching tools that suit the learning needs of student and also with student interest. This condition gives

opportunity for the teachers for digging students' competence. Then, co-curricular refers to develop *pancasila* profile or students' character. This is almost similar with affective competence in *Curriculum* 2013. After that, in The *Merdeka* Curriculum also develop extracurricular learning activities which emphasizes on developing students interest and it is based on the availability of the human resource at the schools. Dealing with all activities in The Merdeka Curriculum, it is clearly stated that this curriculum is almost similar with The Curriculum 2013 which emphasizes on three domains; cognitive, affective and psychomotor. However, The Merdeka Curriculum focused on learning differentiation and the freedom for the teachers in designing and developing materials. Moreover, The *Merdeka* Curriculum has some elements; they are; learning outcomes, flow of learning objectives and module (Faishal, 2022). Actually, these elements are almost similar with The Curriculum 2013. It can be said that in *Merdeka* curriculum there are new competency terms that are different from the previous curriculum. In the

2013 curriculum there are some terms; core competencies, basic competencies, syllabus, and lesson plan. However, in the *Merdeka* curriculum core competencies and basic competencies were removed and replaced with learning outcomes, the syllabus was replaced with the learning objectives flow and also the lesson plan replaced with teaching modules. Besides, the method that is used in The *Merdeka* Curriculum also changes from Scientific Approach into Genre Based Approach. Scientific approach is a kind of approach which emphasizes on the process of transferring of knowledge to the students through scientific process (Afriyanti, 2018). This concept proposes that in getting information or knowledge in teaching and learning process, the students must do some experiments. However, this approach is quite different with Genre Based Approach or GBA. (Emilia, 2011) Genre Based Approach is not an approach that prioritize product but an integral part of the learning and teaching process. Emilia also explains that Genre Based Approach have four stages consist of Building Knowledge of the Field (BKOF), Modeling of the

Text (MOT), Joint Construction of the Text (JCOT) and also Independent Construction of the Text (ICOT). All four of these genre based approach stages are carried out in the discussion of the same topic.

Furthermore, Ministry of education through Curriculum Standard and Assessment Board has decided to use Genre Based Approach as the method for teaching English at schools. It is stated in the decree number 033/H/KR/2022 and in learning outcomes of English subject in *Merdeka* Curriculum. This method is used in teacher's module or commonly known as lesson plan. teaching module is a document that consists of the objectives, steps and assessment needed required in a unit of chapter or topic based on learning objectives flow which are derived from the learning outcomes (Yuhaga, 2023). It demonstrates that in *Merdeka* curriculum teaching modules is same as the lesson plan in previous curriculum which is also used to design lesson plan in classroom. However, the teaching module has components and several points that are more complete. As stated by (Maulinda, 2022) the components of

teaching modules in generally as follows: first is general information component, in this component there are several points namely, identity of the module author, initial competence, *pancasila* student profile, infrastructures, target students, and learning models. Then, core component, in this component there are learning objectives, assessment, meaningful understanding, triggering questions, learning activities, and also students and teachers reflection. The last is appendix, in this last component there are students worksheet, enrichment and remedial, students and teacher reading materials, glossary, library list and the glossary. Meanwhile, the implementation of GBA is in core component exactly in learning activities. It becomes the heart of the modules because it consists of the ways of the teacher in delivering the material.

The explanation above shows that GBA should be implemented in writing module in *Merdeka* Curriculum by the teacher. However, there are several teachers who have difficulty in compiling and developing teaching modules (Maulinda, 2022). Maybe, it is caused by lack of

information and training about *Merdeka* Curriculum. In addition, the researcher's preliminary research, it is found that the commonly phenomena that researcher found in the teacher's module is the ways of the teacher in implementing GBA in teaching activities. The teacher used GBA as the approach or method in writing the module. However, the stages or cycles of the activities are different from the theories and sometimes, the teacher also skips some cycles. Dealing with these facts, it is found that designing a module based on *Merdeka* Curriculum is not an easy task. Moreover, the module must use Genre Based Approach in writing the teaching steps. In addition, much research only focuses on teacher's problem in designing module through implementation *Merdeka* Curriculum. There is still little research that investigates about writing module by implementing Genre Based Approach in *Merdeka* Curriculum issue. *Merdeka* Curriculum has own characteristics, such as the use of *Pancasila* profile in developing teaching activities. This point should be considered by the teacher in designing module. Because of these

reasons, the researcher wants to investigate the implementation of GBA in teacher's module and also describe the ways of the teacher in implementing GBA in *Merdeka* Curriculum issue.

REVIEW OF RELATED LITERATURE

1. Genre Based Approach (GBA)

First, started from (Stokes, 2006; Himawan 2007) in (Dirgeyasa, 2016) proposes that GBA is derived from the term of genre which has the meaning as "type" and (Dirgeyasa, 2016) through his journal emphasizes that GBA as a kind of text either oral or written in which there is relationship between language and its social function. This theory shows that genre refers to some kinds of the texts and the characteristics of language used in the text are determined by the social function of text. After that, (Lin, 2006) also proposes that Genre Based Approach is one of approaches that developed for delivering a type text or genre based on its social purpose. In addition, (Rodgers, 2001) identifies that Genre Based Approach is a new trend in language teaching which involves discourse and genre analysis, schema theory, pragmatics and systemic functional linguistics. Then, (Emilia, 2011) also explains that Genre Based Approach is not an approach that prioritize product but an integral part of the learning and teaching process. Indeed, (Swales, 1990) in his book genre analysis identifies some features of GBA; a) genre has a particular communication event, b) genre has a specific goal (goal oriented), c) genre is different and various in accordance to its typical features, d) each genre has a matter of limitation and rules including content, physical form and shapes, and e) every genre belongs to a certain discourse community. Undoubtedly, GBA is an approach which emphasizes on using various kinds of texts in English language teaching and each of the text has own features, such as; purpose or social function, linguistics features and structure which cover the context of the a genre.

Furthermore, Ministry of education through Curriculum Standard and Assessment Board has decided to use Genre Based Approach as the method for teaching English at schools. It is stated in the decree number 033/H/KR/2022 and in learning outcomes of English subject

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there are students worksheet, enrichment and remedial, students and teacher reading materials, glossary, library list and the glossary. Meanwhile, the implementation of GBA is in core component exactly in learning activities. It becomes the heart of the modules because it consists of the ways of the teacher in delivering the material.

2. The Cycles of Genre Based Approach

The term of stages in GBA is commonly known as cycles. (Emilia, 2011), (Angraini & Rozimela, 2020), (Cholifah et al., 2022) have similar ideas about cycle of Genre Based Approach (GBA). There are four cycles of GBA namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT). The following is the detailed explanations of each stage.

The first stage is Building Knowledge of the Field (BKOF). This stage aims to build student knowledge and background understanding about the topic they are writing about. The example of building knowledge of the field stage is as follows: 1) Students

are given various texts related to the topic they will write about. 2) Students are asked to read the text first, and then given questions about the text. 3) Students are asked to identify words that they do not understand in the text and ask students to guess the words in the text. 4) Students can learn other language skills such as listening, but related to the topic being studied. 5) Then if the teacher has access to a native speaker, the teacher can invite the native speaker and students can listen to the native speaker. Speaking exercises may also be incorporated at this point. 6) The teacher might use questions with ideas that are not found in the book to assist students develop their critical thinking abilities as the final example of this stage.

The second stage is modeling of the Text (MOT). This is the stage when the teacher provides a text that is the focus of the lesson to student. The examples of this stage are: 1) the teacher explains the purpose, benefits and social context of the genre to be written. 2) The teacher explains the stages or structure and functions of the text that support the achievement of the text objectives. 3) The teacher shows a whole text in the text type that

is the focus of the teaching cycle. 4) Students are asked to read and answer questions about the text for reading comprehension. 5) The teacher and students identify the organizational structure and linguistic features of the text. 6) Furthermore, students were given different texts and asked to determine the structure and linguistic features but without instructions to label the structure and features. 7) Students are also given texts in the form of diaries and post cards, and then given examples of texts that contain grammar errors and students are asked to identify these errors. 8) After that, students are invited to discuss the use of grammar to guide students to learn grammar in context.

The third stage is Joint Construction of the Text (JCOT). This is the stage when students begin to implement their understanding and abilities in writing the text. The example of this stage also consists of several steps, namely, 1) students are divided into groups of three or four. 2) The teacher gives a plan of the type of text that the students will write and the students are guided to write paragraphs that are not too long and not too short. 3) Then the teacher tries

to communicate with each group whether the group is having problems in writing the text. 4) Each group of students consults about the draft they have written. 5) Next, the teacher and students publish the text by displaying the text written in front of the class and asking students to tell what has been written, and then other groups give responses.

The last stage is Independent Construction of the Text (ICOT). It is the stage when students write individually about the topics that have been discussed in the genres that have been learned. This stage is almost the same as joint construction but in independent construction students write individually. The independent construction stage can also be done in the oral cycle. At this stage students are interviewed and asked to answer questions about the topics that have been discussed and written. Students are also asked to retell what has been written.

Based on the explanations of the theories above, it can be highlighted that the Genre Based Approach has four stages, which consist of building knowledge of the field (BKOF) which is the stage where

students build knowledge about the topic. Modeling of the Text (MOT) is the stage when the teacher provides an example text to students as a guide. Joint construction of the text (JCOT) is stage students begin to apply their understanding of the text but in groups. The last stage is independent construction of the text (ICOT), which is the stage when students independently write without groups and teacher assistance. Through this research, the researcher investigates about the ways of the teacher implement Genre Based Approach in writing module or lesson plan.

METHODOLOGY OF STUDY

In this study, the researcher used qualitative approach and content analysis as the method. Qualitative research is a research of the collection, analysis, and interpretation of comprehensive and visual (i.e., non-numerical) data to gain insight into a particular phenomenon of interest (Gay et al., 2012). The theory mentions that qualitative research is research that seeks to understand phenomena that are of interest. The researcher used document as the source of data. The researcher took

module of Senior High School grade X semester 1 phase E. Automatically, the researcher used document analysis design to answer the research questions about the implementation of genre based approach in teacher module based on *Merdeka* curriculum at senior high school. Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer based and internet transmitted) material (Bowen, 2009). The researcher chose document analysis because teaching module is a learning tool document used in schools and also document analysis has several advantages such as efficient use of time and also many documents available. In addition, some of indicators have been constructed to facilitate the process of analysis. They are as the followings;

Table 1.1 Indicators of Document Checklist

No.	Indicators	Sub Indicators	
1.	Building Knowledge of the Field (BKOF)	a.	The teacher prepares students' knowledge of the topic.
		b.	The teacher provides various types of texts related to the topic will be studied.
		c.	The teacher asks students to read/listen and then asks questions about the text
		d.	The teacher asks students to identify words they do not understand in the text.
2.	Modeling of the Text (MOT)	a.	The teacher gives and explains a text.
		b.	The teacher explains the structure organization of the text
		c.	The teacher builds students' comprehension
		d.	The teacher gives different texts to find out students' understanding
		e.	The teacher asks the students to check the grammar mistakes in a text
		f.	The teacher and student discuss about the grammar mistake in the text with the right context.
3.	Joint Constructions of the Text (JCOT)	a.	The teacher divides the students into several groups
		b.	The teacher provides the type of text the students will write and asks the students to write it in paragraphs
		c.	The teacher controls students' constraints in writing the text
		d.	The teacher and students display the created text and discuss together
4.	Independent Construction of the Text (ICOT)	a.	The teacher asks students to produce draft of the text independently oral or written by considering the linguistic features and generic structure.
		b.	The teacher asks students to produce the text independently oral or written by considering the linguistic features and generic structure.

Adapted from (Emilia, 2011) *and* (**Astaman et al., 2009**)

Then, the data collected from the modules written by the teacher at Senior High School and also analyzed by proposing theory from (Creswell, 2014). There are four stages of data analysis

process, they are; organizing and preparing the data, reading the data, coding the data and interpreting the data.

RESULT AND DISCUSSION

This research has a purpose to find the ways of the teacher in implementing Genre Based Approach in writing teaching module based on *Merdeka* Curriculum. The researcher took one of the teacher's modules at grade ten phase E of Senior High School which focused on listening and speaking skills and the material is about describing tourism places. The researcher did four stages of data analysis and it is started from organizing and preparing the data, reading the data, coding the data and interpreting the data. For the first stage that is organizing and preparing the data, the researcher prepared the module and chose the teacher's module that used genre based approach. After getting the specific module, the researcher read the data and identified parts of module that consists of genre based approach cycles. Then, it was continued by coding the module to highlight the data that belong to each cycles which started from building knowledge of the field (BKOF), modeling of the text

(MOT), joint construction of the text (JCOT), and independent construction of the text (ICOT). The researcher also analyzed the ways of the teacher to implement GBA in constructing module. After coding the cycles in the module the researcher found two facts, they are; the teachers did not implement all the cycles in the module. First, the researcher only found three cycles, they are BKOF, MOT and ICOT. Meanwhile, JCOT does not find in the text. Second, there is incorrect position of the cycles in the module. Dealing with these facts, the researcher briefly stated that the teacher still not complete to apply the cycles of Genre Based Approach in the module. However, because the purpose of this research wants to find out the ways of the teacher in implementing GBA, the researcher focused on the explanation below to the ways of GBA proposed in the module for three cycles only; BKOF, MOT, and ICOT. The following is the detailed explanation.

1. Building Knowledge of the Field (BKOF)

Dealing with the theories proposed by (Emilia, 2011) and (Astaman et al., 2009) explain that in

BKOF cycle, there are some activities, such as preparing students' knowledge related to the topic, such as giving various kinds of texts for reading, listening or speaking. Then, the teacher can do discussion with the students about the texts related to the vocabulary or grammar and also asks the students to read, listen or practice the text. Therefore, the students' language skills can be improved. BKOF cycle is different from apperception activities in pre-teaching stage. (Knowles, 1999) in (Puteri & Borneo, 2018) proposes that apperception has a purpose to form an understanding. It is done when the teacher delivers then new material and relates it with the objects or information that the student has mastered at or relates with the previous student's experience to support their comprehensive understanding. This concept emphasizes that apperception will be useful when the material is an entirely new lesson and it can raise student motivation toward the material. Meanwhile, the teacher's module shows that BKOF is written in pre-teaching activities and it has function as the apperception. The teacher wrote some activities, namely; giving motivation, telling the scope of material, integration of religion value and also the teaching activities. Dealing with the facts, it is assumed that the teacher cannot differentiate between apperception and Building knowledge of the field in Genre Based Approach concept. The implementation of GBA for BKOF cycle from (Emilia, 2011) and (Astaman et al., 2009) is the teacher comes to the topic, but it still in general. for example, if the material is about narrative text, the teacher can give various kinds of narrative story, such as myth, legend, fairy tale and so forth. The stories can be read or listened by the students. The purpose is to give general information about the topic and help the students to improve their language skills. Then, it also time for the students to enrich their vocabulary or practice pronunciation. However, the teacher's module does not show the activities that deal with the concept from the experts above.

2. Modelling of The Text (MOT)

Modeling of the text (MOT) is the core activity in implementing GBA. This cycle focuses on giving a

model of the text dealing with the material. The text can be reading text, recording, or video related to the material. (Emilia, 2011) and (Astaman et al., 2009) propose several activities in MOT; first, the teacher discusses about the content of the text which involves the meaning of vocabulary and also the grammar that tie up the sentences.

To understand grammar, the teacher can use the text by underlining some sentences and discusses the structure. After that, the teacher can ask the students to find other examples in the text. Then, to discuss the vocabulary, the teacher can use context clues or understand the meaning of the words by using the context surround the words. Second, in MOT, the teacher also guides the students to understand the generic structure of the text. (Emilia, 2010) explains that the explanation about grammar, vocabulary, and the generic structure of the text can be done by using a text and mapping or table which consists of organization structure, model of the text and linguistic feature. It will be easy for the students to comprehend the material. After the students understand

the text, the teacher can continue to the next cycle which discusses about the function or purpose of the text. Finally, to know the understanding of students, the teacher can give another the model of and asks the students to analyze the grammar, finds the meaning of vocabulary and grasps the idea of the text.

Dealing with the activities of MOT above, the researcher can describe the implementation of MOT in the teacher's module. First, the teacher uses video about a tourism spot in Indonesia as the model of the text. The teacher asks some questions about the video and discusses the answer by connecting with the text or video. Through this activity, the teacher also explains the generic structure and also the linguistic feature of the text. In addition, to improve the vocabulary, the teacher uses mini quiz. This activity gives interesting experience by the students because they are active in the classroom. The end of MOT cycle, the teacher gives other videos to explore students' understanding. These activities show that the teacher understand well and can implement MOT cycle in writing module because the teacher uses text

or video as the focus of classroom activities and discussion.

3. Independent Construction of the Text (JCOT)

As explained previously, the teacher jumps one cycle that is joint construction of the text (JCOT). Therefore, the researcher just comes to describe the last cycle that is independent construction of the text or ICOT. ICOT is the last cycle of in GBA and it is focused on producing the text individually. To begin this cycle, the teacher must be sure that the students are ready to work individually. Because of this reason, it is better for the teacher to come to JCOT cycle before coming to ICOT. (Emilia, 2011) and (Astaman et al., 2009) explains the activities in ICOT. First, the teacher asks the students to produce the draft of text even in oral or written. For listening and reading skills, the teacher can ask the students to make summary, retelling the story or answer questions. In producing or answering the questions, the teacher must relate it with the linguistic features, generic structure and the aim of the text. Second, the students produce the text or answer the questions correctly. After analyzing

the text, the researcher found that the teacher implemented this cycle. The teacher shows a video related to a tourism spot in Indonesia and then, the teacher asks each student to describe the place orally. These activities proof that the ways of the teacher implements ICOT activities are appropriate with the theories.

Dealing with the findings above, the researcher displays that, the teacher only implement three cycles of GBA, namely, building knowledge of the field, modeling of the text and independent construction of the text. The teacher jumps joint construction of the text cycle. Afterwards, from the three cycles, the researcher also found that in Building knowledge of the field cycle, the teacher cannot implement the activities well. The proofs can be seen from the position of BKOF is in pre-teaching and it used it as apperception activities. As explained before, apperception is different from building knowledge of the field. Shortly, it is assumed that the ways of the teacher implement GBA is not properly related with the concept of GBA. It is probably caused by the teacher does not get enough socialization about this approach and

also GBA in *Merdeka* Curriculum is still new even though GBA has been introduced in Competence Based Curriculum (CBC) in 2004. However, the teacher still needs to improve their competence in preparing the teaching module in *Merdeka* curriculum. Actually, the problem about the implementation of GBA also happens to other teachers. (Syafitri, 2018) shows the result about the implementation of GBA. She found that the teacher could not implement GBA in teaching writing because lack of knowledge about the basic principles of GBA. Moreover, the research conducted by (Angraini & Rozimela, 2020) also proofs that implementing GBA is not as easy as our imagination. The teacher should improve their professional competence, skills and knowledge.

In conclusion, dealing with the findings above, the researcher assumed that the teacher is still not success in implementing GBA in writing teaching module. From the four cycles, the teacher only implements three cycles. However, for the cycle number one that is building knowledge of the field, the teacher is still not perfect to generate the

activities. Therefore, the teacher still needs training and also self-learning to improve the competence and skill to face the education change, specifically related to writing module and adapt a new approach in teaching. it is related with the research conducted by (Jasrial et al., 2023) also propose that the teachers expressed their necessities for training and workshops for effective integrate of *Merdeka* Curriculum into their teaching practices. This research strongly emphasizes that in implementing *Merdeka* Curriculum including the method still needs direction and information through seminar or trainings. Hence, the government through the schools should prepare the the trainers for sharing information about the implementation of Merdeka curriculum and also the method. Then, specifically, the same idea also comes from (Nurviani, 2012). Through her research about teachers' understanding about GBA, and she found that the teachers still need improvement and guidance. These facts enhances the researcher's finding that writing the module by implementing GBA is not as easy as our imagination. Moreover, the

Merdeka curriculum is still new and many aspects of the curriculum that must be include in writing module. Therefore, training and workshop are really crucial for helping teachers in implementing GBA in writing module.

CONCLUSION AND SUGGESTION
CONCLUSIONS

GBA is an approach used in *Merdeka* curriculum and the teacher uses this approach in teaching English at school. There are four cycles of GBA, they are; Building knowledge of the field (BKOF), Modelling of the text (MOT), Joint construction of the text (JCOT) and Independent construction of the text (ICOT). The teacher should use all the cycles in writing module. However, the researcher only found three cycles in teacher's module. The teacher misses one cycle that is Joint construction of text (JCOT). Besides, the implementation of three cycles still needs to be improved because the researcher still find wrong position and not detail activities in each cycle.

SUGGESTION

Dealing with the conclusion above, the researcher suggests some ideas; first, the teacher should improve the competence, skill and knowledge about how to implement teaching approach or method like GBA in writing module and in teaching and learning process. In addition, the government could not be separated from this situation because the teacher needs training, seminar and other media of information to improve teachers' competence.

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