

TEACHING WRITING BY USING GENRE BASED APPROACH (GBA) AT SMAN 2 PUJUT

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ABSTRACTS	ARTICLE INFO
At SMAN 2 Pujut, initial observations revealed that students in Grade XI MIPA had difficulty in organizing ideas, applying appropriate language features, and understanding the structure of specific text types—especially expository texts. This highlights the need for a more systematic approach to writing instruction that not only focuses on grammar but also introduces students to text organization and genre awareness. This study aims to investigate the effect of using the Genre-Based Approach (GBA) in teaching writing to Grade XI MIPA students at SMAN 2 Pujut. GBA is a pedagogical model that focuses on understanding text structures based on specific genres and the social context of the texts. Using a pre-experimental method with a one-group pre-test and post-test design, 25 students were assessed before and after a GBA-based writing intervention. Although there was an increase in the students' average writing scores, statistical analysis using a paired t-test ($p = 0.22 > 0.05$) showed no significant improvement. Despite this, GBA positively contributed to students' organization and clarity in writing. It is recommended that future studies incorporate more varied strategies and address motivational and environmental factors.	Article History: Received: October 14th, 2025 Revised: October 27th, 2025 Published: October 2025 Keywords: Genre-Based Approach, Writing Skills, English Language Teaching, Expository Text

INTRODUCTION

Writing is one of the most essential yet challenging skills in English language learning, especially for students in an EFL (English as a Foreign Language) context like Indonesia. Unlike receptive skills, writing requires learners to actively produce language, organize their ideas coherently, and apply accurate grammar and vocabulary. However, many students in senior high schools still struggle with writing, particularly when constructing structured texts with clear communicative purposes.

At SMAN 2 Pujut, initial observations revealed that students in Grade XI MIPA had difficulty in organizing ideas, applying appropriate language features, and understanding the structure of specific text types—especially expository texts. This highlights the need for a more systematic approach to writing instruction that not only focuses on grammar but also introduces students to text organization and genre awareness. One effective method to

address this issue is the Genre-Based Approach (GBA), a teaching model grounded in Systemic Functional Linguistics. GBA emphasizes learning through text models, guided writing, and independent construction, helping students understand the purpose, structure, and language features of various genres. It has been proven to improve students' writing skills by offering explicit instruction on how to write within a specific context. This study aims to investigate the implementation of GBA in teaching expository writing to Grade XI students at SMAN 2 Pujut. By analyzing students' writing performance before and after the intervention, this research seeks to determine whether GBA has a significant impact on students' ability to produce well-structured and meaningful written texts.

RESEARCH METHODS

This research employed a quantitative pre-experimental design using a one-group pre-test and post-test approach. The purpose was to measure the effect of the Genre-Based Approach (GBA) on students' expository writing skills. The study was conducted at SMAN 2 Pujut, focusing on students from Grade XI MIPA during the 2024/2025 academic year. The population of this study included all students in Grade XI, and the sample consisted of 25 students selected through cluster sampling. These students participated in both the pre-test and post-test phases. The research instrument used was a writing test in which students were asked to compose an expository text of approximately 200 words. Their writings were assessed based on five indicators: content, organization, vocabulary, grammar, and mechanics, using a 5-point rubric. The data collection process involved administering a pre-test before the implementation of GBA, followed by treatment sessions involving GBA-based instruction across multiple meetings, and finally a post-test to assess progress. The data were analyzed using a paired sample t-test to determine whether there was a statistically significant difference between the pre-test and post-test scores.

RESEARCH RESULTS AND DISCUSSIONS

This study aimed to evaluate the effectiveness of the Genre-Based Approach (GBA) in improving students' expository writing skills at SMAN 2 Pujut. To achieve this, a one-group pre-test and post-test design was used to assess students' performance before and after the intervention. The writing tests were evaluated using five key indicators: content, organization, vocabulary, grammar, and mechanics. Several factors may have contributed to the lack of statistical significance. First, the duration of the intervention may not have been long enough to yield significant learning gains. Writing, as a productive and complex skill, often requires extended periods of consistent practice and feedback before significant improvement is observable. Second, students' initial motivation toward writing tasks was reportedly low. Some students were more interested in speaking or reading activities, while others expressed a general disinterest in academic writing, viewing it as difficult and tedious.

Nevertheless, qualitative observations during the intervention revealed that students became more engaged when texts were introduced through clear models and structured discussions. Through the deconstruction and joint construction stages of GBA, students developed better awareness of how to structure their ideas and link them logically. This indicates that while the overall score improvements may not have been statistically

significant, the GBA had pedagogical value in improving students' confidence and understanding of genre-specific writing.

These findings align with previous research, such as that of Solehah et al. (2019), who found that GBA helped students write more coherently and increased their motivation to write. Similarly, Alwasilah (2024) emphasized that GBA supports students' understanding of text structure and language features, even if test scores do not always reflect rapid improvement.

In conclusion, while GBA did not significantly improve students' writing scores in a statistical sense, it contributed meaningfully to the development of students' writing awareness and competence. Future studies are encouraged to extend the duration of implementation, integrate GBA with more interactive learning tools, and address affective factors such as motivation and writing anxiety.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the Genre-Based Approach (GBA) in teaching expository writing at SMAN 2 Pujut resulted in an improvement in students' writing performance, particularly in the areas of organization and language use. The average post-test scores were higher than the pre-test scores, indicating a positive learning trend.

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