

EMPOWERING STUDENTS' WRITING SKILL AND CREATIVITY THROUGH IMPLEMENTING GENRE-BASED APPROACH

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Abstract: This study focused on investigating the ways the English teacher implemented a Genre-Based Approach to improving students' writing skills and creativities. The case study was conducted in MAN 1 Cianjur. The respondents were 36 students and an English teacher. There were six students chosen to be interviewed in this study. The instruments of data collection were carried out by observing the teaching-learning process of the Genre-Based Approach and interviewing the students relating with their creativity. The result of the observation showed that the EFL teacher implemented the Genre-Based Approach properly. It was proved that the teacher implemented the steps well, and the students' average scores improved from 70 to 90. Based on the interview, the Genre-Based Approach could help students to be creative by fulfilling fluency including producing great idea, providing solution or feedback, and having option to respond. Besides that, it could help them to fulfill the flexibility including producing various ideas and answers, looking for different alternatives, and changing perspectives. Moreover, It could help them to make an original text including producing new and unique expressions, thinking novel and unusual ideas, and combining unusual ideas. Furthermore, I could motivate them to elaborate on the text well including developing ideas and providing details and clarity by stating the end of the story, impression, and conclusion in the last paragraph of recount text.

Keywords: *genre based approach; creativity; writing skill.*

INTRODUCTION

Language skills have four components, namely: 1) listening skills, 2) speaking skills, 3) reading skills, and 4) writing skills (Mukminatien et al., 2016). Writing skill generally can be categorized as the most complicated rather than three other skills because it requires extensive knowledge and deep thought processes to produce sentences and paragraphs as well as good English grammar (Fachrurzy & Tresnadewi, 2017). In the other hand, writing skill is a productive skill related to outputs or products produced by students after they get input from listening, speaking, and reading. Moreover, it needs knowledge of the content or information to be written, grammatical competence to convey ideas, organize ideas according to general rhetoric steps and vocabulary selection.

In addition, it requires the ability to involve a process such as planning, organizing, and revising

to present meaningful words or sentences (Mukminatien et al., 2016). This means that the writer is required to adjust his writing by considering who will read the results of the writing, knowledge of the content or information to be written, grammatical competence to convey ideas, organize ideas according to common rhetoric steps, vocabulary selection, and mechanical aspects namely, punctuation, spelling, capitalization, paragraph. Therefore, students need to practice writing a lot to make writing that is readable and meaningful.

Teaching writing requires a lot of time because students need intensive guidance to improve their proficiency in that skill. SMA/MA students are expected to be able to understand and create many kinds of short functional texts and essay such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory

exposition, spoof, explanation, discussion, review, and public speaking. The students are expected to be able to write and understand the meaning of functional text and short essay such as narrative, descriptive and recount to be interacted in student's daily life (Sari & Fitrawati, 2018). Thus, the teachers must be able to guide the students to write well because it not easy for them

The objectives of teaching English as a foreign language in Indonesia particularly at senior high school (SMA) based on Kurikulum Merdeka (Independent Curriculum English Learning Objectives) aim to ensure students: 1) Develop communicative competence in English with various multimodal texts (oral, written, visual, audiovisual). 2) Develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures. 3) Develop confidence to express yourself as an independent and responsible individual. 4) Develop critical and creative reasoning skills (Permendikristek No. 5, 2022). These objectives should be achieved by the students after having learning English in Senior high school for three years.

Based on the informal interview with the English teacher of MAN 1 Cianjur, most of students were not interested in participating to English teaching and learning activities at class especially in writing. Moreover, they had many problems to write especially how to write well. As a result, they had difficulty in improving their writing, and they thought that writing was a difficult subject to study. Furthermore, Mantra & Widiastuti (2019) found that Indonesian students often find problems in writing using English because it requires more consideration than the three other skills.

In addition, based on that informal interview, the students could not produce their creativity in their writing well. The main things of the creativity are relevant and practicable and accepted (Mota Pereira, 2016). Besides that, Pereira (2016) said that there are four stages of creativity. The first one is preparation, the second is incubation or the conscious mind about specific problem, the third is illumination or the solution of the problem and the last is verification or the conscious mind to check, clarify and show the gained insight (Mota Pereira, 2016). Moreover, Mantra & Widiastuti (2019) found that students' participation influence towards their skill of English in both speaking and writing. In the other hand, students are expected to be able to write English well and creatively. That problem should be solved by implementing

suitable approaches. One of them is a genre-based approach. The steps are modeling, building knowledge, join construction, and independent Construction (Rothery, 1994).

Furthermore, the genre-based approach can motivate the students to improve their expository writing skills while demonstrating good control of the genre's schematic structure and linguistic features, and they reacted positively to the approach and are conscious of their writing skills improvement (Emilia & Hamied, 2015). Mukminatien (2016) states that students should be provided with clear knowledge about how language is used in certain contexts (genres). That genre is closely related to the methodology of scientific disciplines and is packaged information in a way that is in accordance with the norms, values, and ideology of a scientific discipline (Berkenkotter & Huckin, 1995).

In addition, there are many previous research found that Genre Based Approach could help students to write well. Wu (2017) found that the role of genre based approach was affective and useful for improving the student's writing skill, and an it promotes students' creativity (Ganapathy et al., 2022). They can produce texts "independently, critically, and creatively by using Genre Based Approach (Aunurrahman et al., 2020). Moreover, the success of genre based approaching teaching writing has been investigated that it was effective in improving students' writing ability and creativity (Ganapathy et al., 2022; Shi et al., 2019; Horverak, 2016; Morell & Cesteros, 2019; Luu, 2011).

The previous studies focused on how students can write well and how they can emerge their writing critically. Besides that, those previous studies used the action research method, experimental research method, and mixed method, and it was a research gap that was concerned in this research. In the other hand, this study focused on investigating the teachers' implementation of genre-based approach to improve students' writing skill using the case study. Moreover, it investigated the students' creativity during the implementing the genre-based approach that were the novelty of this research.

METHOD

The study used a qualitative research employing a case study. It described the data in the form of written or spoken accounts of a subject's observable behaviour. It aimed to understand and explore the meaning of personal or group problems. Moreover, it is a qualitative design in

which the research carefully investigates the process, activities of an individual or group (Creswell, 2015). It focused on finding the meaning of a phenomenon from the teachers' point of view of implementing genre-based approach and the creativities that the students did through Genre-Based Approach to improve students writing skill. Moreover, it discovered students 'challenges.

This research was conducted at MAN 1 Cianjur. There were some reasons why this research was implemented in MAN 1 Cianjur. The first one was accessibility of data that would give an easy access to the researcher easier to collect them. The second was economic aspect that this study would not need the high cost to get the data. Lastly, there was a teacher who taught his students using the Genre-Based Approach that suited to the purpose of this study (Cresswell, 2012)

This school consisted of 33 classes and all classes were divided into three majors, language and culture class, social science classes and natural science class. The class that was used to be participants in this research was the X1 (grade 2) of natural science class consisting 36 students as the following table.

Table 1. *The participants of study*

Class	Male	Female	Total
XI MIPA 4	13	23	36

Moreover, there were six students to be participants in this class. They will be interviewed to answer some questions relating with their creativity in improving writing skill and challenges during implementing Genre-Based Approach. The process of choosing the participants employed the purposive sampling technique. It meant that all participants were chosen based on the purpose of the research namely the class using the genre-based approach (Wibawa, Basuki. Mahdiyah & Afgani, 2016).

The teacher collaborator in this research was "NR"; a female English teacher at MAN 1 Cianjur. She took the department of English education, and she has been teaching there for 20 years. He experienced teaching using Genre Based approach for about 8 years.

This study used observation and interview instruments to answer the research questions. To support the observation and interview, the researcher used the pre and post writing skill in order to compare students' writing skill before and after implementing the Genre-Based Approach.

It was a useful instrument for obtaining data in qualitative research, and it was not only hanging

out but also it was observing and collecting the data (Sessions, 2020). In this study, the researcher observed how the English teacher implements the Genre-Based Approach to improve students' writing skill. The observation instrument used Rothery's Model of the Genre Teaching and Learning Cycle (1994) adapted by Phan & Ganapathy (2020) namely: Modeling and Building of Field, Join Construction of the text and Independent Construction. This instrument passed some process such making blue print and validation by expert, and it was ready to use.

The teacher taught three times namely teaching using modeling and building knowledge of recount text, join construction of text, and independent construction. Each process was captured and noted to ensure that the teacher implemented each step based on the genre-based approach learning cycles. The observation process was conducted to answer the ways the English teacher implementing genre-based approach to improve writing skill.

The second research question in this study were answered deeply by using interview for the students to find out their creativity that they produced to improve their writing skill during implementing the genre-based approach.

It was conducted after observation process. It used open ended interview to report the students' writing creativities during implementing genre-based approach.

The process making the interview was made based on the blue print that had been validated by the expert to get the valid instrument.

It was a supporting instrument to strengthen the result of implementation of Genre-Based Approach. It related with the students' writing skill namely they could write a recount text steps from orientation, event, and re-orientation. Through this test, the researcher compared the students' writing skill before implementing the Genre-Based approach and after implementing it. Thus, this test was to answer and support the first research question. This instrument was validated by the expert. The data obtained from the observation and interview will be analysed by reducing, displaying and concluding data (Mile; Huberman and Saldana, 2014):

RESULTS AND DISCUSSION

This study focused on investigating the teachers' implementation of genre-based approach to improve students' writing skill using the case study. Moreover, it investigated the students' creativity during the implementing the genre-based approach.

Investigating the teachers' implementation of genre-based approach.

Pre-test

It focused on students' writing skill relating with the recount text namely how to write orientation, event, and reorientation. It aimed to obtain their writing skill about recount text before implementing the Genre-Based Approach. In this stage, the researcher collaborated with the English teacher to conduct pre-test. The students were willing to do it. They were provided 1 hour and half to do it. Some of them could do it before the provided time, and the rest used it completely. The finding of pre-test could be showed below:

Orientation

The students watched the link: <https://youtu.be/AYmolwWako8> for three times, then they tried to write the orientation step. The result of their orientation test would be assessed by the validated rubric. The result showed that some of them could use properly the usage of "who, when, where, but the sentences are ungrammatical. Besides that, they could use past tense properly, and there were some mistakes. They could use connection properly but there were some mistakes. Relating with using conjunction, they could use it but there were some mistakes. Based on that analysis, most of them were in the grade 60-80 (moderate), but there 5 students got the score under the 60 (50) because they could not fulfil the answer completely.

Event

They continued their work to write event steps based on the link. Some of them could use good, clear, and understood sequence, but some sentences were not grammatical. Besides that, they could use past tense properly, and there were some mistakes. They could use connection properly but there were some mistakes. Relating with using conjunction, they could use it but there were some mistakes. Based on that analysis, most of them were in the moderate score, but there were some students got 50 because they could not make good, clear, and understood sequence.

Reorientation

They continued to write orientation step as the last paragraph. They could state the clear end of the story, impression, and conclusion, but there were some missing conclusions. Besides that, they could use past tense properly although there were some mistakes. They could use connection properly but

there were some mistakes. Relating with using conjunction, they could use it but there were some mistakes. Based on that analysis, most of them were in the grade 60-80 (moderate), but there were students got the score under the 60 because they could not fulfil the orientation completely.

The implementation of genre-based approach

The observation of implementation of Genre-Based Approach was conducted three times. The researcher observed the process of teaching learning process in the classroom and put checklist in the observation form based on Rothery's model of the Genre teaching and learning cycle (Rothery, 1994) adapted from Phan & Ganapathy (2020).

Modeling and building of field (combination model)

Based on the observation, the teacher did all steps. Firstly, the teacher gave the model of recount text relating with memorable experience. To help students' comprehension, the teacher shared the link of video and asked the students to watch it. It was about memorable experience. The teacher read the text and asked them to read and understand it, and he presented explicit instruction on its structure, language features, and purpose. The students tried to identify them that would be practiced in the next stage to write a recount text. They were happy to study since they were guided with the certain activities in the teaching-learning process.

In the other words, based on that observation in the classroom, the teacher engaged activities of modeling and building knowledge in four stages namely: text analysis (engaging the students in analyzing the recount text, discussing its purpose, intended audience, organization, language patterns, and stylistic features), shared text (reading the text aloud or asking students to read it together focusing on comprehension and identifying specific elements of the genre), deconstruction (breaking down the text into its structural components, such as orientation, event and reorientation, and identifying language features like who, where, when, conjunction, past tense, connection used in the text, and scaffolding (Modeling the writing process, demonstrating how to plan, organize, and draft a recount text).

Join construction of the text

Based on the observation, the teacher did all steps. Mainly, the teacher and students collaboratively constructed a recount text. The teacher guided them and gave them feedback as the reflection to

write it. Hence, the teacher gradually released responsibility to the students in order to write a recount text well. The steps involved in joint construction are as follows:

Planning

In this stage, the teacher conducted a brainstorming process with the students to produce ideas, outline the structure, and determine the purpose of the recount text they would collectively write. The role of teacher was as a facilitator and guider of the students in this brainstorming process.

Organizing

This step was conducted to guide students in managing their ideas into a coherent structure, discussing the sequence of information, paragraphs, or sections. It meant that the teacher was a facilitator to guide and assists them to organize their ideas into a coherent structure for their written recount text namely orientation, event, and reorientation. Besides that, the teacher supports them in determining the sequence of information, paragraphs, or sections within the recount text.

Drafting

In this step, the teacher guided the students to support writing recount text. They began writing the text collaboratively, contributing ideas, sentences, or paragraphs. The teacher gave the models sentence construction, appropriate language use. Moreover, the teacher revised and edited the text together with the students. In essence, the students started to write a recount text collaboratively with the guidance and support of the teacher. They actively participated by contributing ideas, sentences, or paragraphs to the writing a recount text.

Reflection

In this step, the teacher encouraged students on reflection and discussion of recount text elements and the effectiveness of language choices such as diction, the use of who, where, when in the orientation, and the use of conjunction and connection in the event and reorientation. The students were motivated by this reflection since they could write a recount text with understanding its elements and writing process of writing.

Independent construction of the text

In this stage, the teacher could fulfil the independent construction steps. He asked the students to apply their knowledge and skills acquired in the modeling and joint construction

stages to create their own texts independently. Besides that, the teacher gave feedback to their recount text. Moreover, he gradually minimized his support and allowed them to write independently. In addition, in this stage, the teacher asked the students to the following activities:

Pre-writing

The teacher asked the students to plan independently and outline their texts, consider the genre-specific features, purpose, and audience. In essence, during the pre-writing stage, students took individual responsibility for planning and outlining their texts. Finally, they could write a recount text considering genre-specific features, purpose, and audience into their writing process.

Drafting

Students continued to write their texts focusing on maintaining the recount text and using appropriate language features. The teacher gave individualized support and feedback during this stage, and the students engaged in the act of writing recount text while emphasizing the importance of adhering to genre conventions and employing appropriate language features.

Editing and revision

After writing a recount text, students began to review and revise their texts independently, considering feedback from the teacher or peers. They refined their language choices, coherence, and overall clarity of the text. In other words, students were actively involved in the process of writing their texts while paying close attention to maintaining genre conventions and utilizing appropriate language features. Additionally, the teacher gave individualized support and feedback to the students during this stage in order to assist students in refining their writing skills and further deepening their understanding of genre conventions and appropriate language use. In the other hand, during the writing stage, students put their knowledge of genre conventions into practice by incorporating them into their own writing, and they were encouraged to employ appropriate language features that are relevant to the genre they are working with.

Publishing

It was the last step, after passing various stages of the writing process, students got the point where they produced a polished and refined version of their texts. They made necessary revisions, edits, and proofread their work to ensure its quality and

coherence. Additionally, the students completed the final stage of their recount text, and they could share their recount text with classmates and display them in the school's wall magazine.

Post-test

After implementing teaching-learning process using Genre-Based Approach, the researcher collaborated with the English teacher to conduct post-test. The students were ready to do it. They were provided 1 hour and half to do it. Some of them could do it before the provided time, and the rest used it completely. The finding of post-test could be showed below:

Orientation

The students watched the link: <https://youtu.be/AYmolwWako8> for three times, then they tried to write the orientation step. The result of their orientation would be assessed by the validated rubric). The result showed that some of them could use properly the usage of "who, when, where, and they could write most of sentences grammatically. Besides that, they could use past tense properly, and there were little mistakes. They could use connection properly, and there were little mistakes. Relating with using conjunction, they could use it properly although there were little mistakes. Based on that analysis, most of them were in the grade 85-95, and there were not students got the score under the 80 because they could fulfill the answer completely.

Event

They continued their work to write event steps based on the link. Some of them could use good, clear, and understood sequence, but some sentences were not grammatical. Besides that, they could use past tense properly, and there were some mistakes. They could use connection properly but there were some mistakes. Relating with using conjunction, they could use it but there were some mistakes. Based on that analysis, most of them were in the grade 85-95.

Reorientation

They continued to write orientation step as the last paragraph. They could state the clear end of the story, impression, and conclusion, but there were some missing conclusions. Besides that, they could use past tense properly although there were some mistakes. They could use connection properly but there were some mistakes. Relating with using conjunction, they could use it but there were some mistakes. Based on that analysis Based on that

analysis, most of them were in the grade 85-95.

Investigating the students' creativity

Based on the result of interview, it was showed that Genre-Based Approach could help students to be creative by fulfilling the fluency including producing great idea, providing solution or feedback, and having option to respond. Besides that, it could help them to fulfil the flexibility including producing various idea and answer, looking for different alternatives, and changing perspective. Moreover. It could facilitate them to make original text including producing new and unique expression, thinking novel and unusual ideas, and combining unusual ideas. Furthermore, it could motivate them to elaborate the text well including developing ideas and providing details and clarity by stating the clear end of the story, impression, and conclusion in the last paragraph of recount text as the discussion below. The finding supported the creativity stated by Parkes & Adlington (2017).

Fluency

It referred to producing great idea, providing solution or feedback, and having option to respond

Producing great idea

The students could be said fluency if they could produce great ideas (Parkes & Adlington, 2017). They could find ideas of writing from the book, internet by googling. their experience, viral affairs. their environment, observations, and thoughts about a particular subject. Besides that, they also considered the interests and ideas of their friends could help them to find their idea. In addition, their experience, googling internet, and observations could help the to find the topic. Thus, reading comprehension should become students' interest by providing them with a suitable strategy like SQ3R (Kohar et al., 2022)

They could determine the purpose of writing recount text. It was to retell experience, provide information, and entertain readers by providing interesting, inspiring stories as well as fulfilling English subject assignment, and sharing their thoughts, experiences, and observations. Besides that, they wanted to engage their readers and provide them with insights, inspiration, and entertainment

Providing solution or feedback

In the other hand, they had some challenges to write namely lack of inspiration, first sentence, plant to write, writing the interesting words, block

to write, or lack of ideas, and quality or relevance to a topic. However, they tried to overcome these problems by taking a break, reading other works for inspiration, talking to friends or colleagues for feedback, or researching further information to gain a better understanding and improve the quality of writing. In addition, trying to set specific goals and time were the solution. They waited, saw, thought or remembered their experience, stayed cool, and still focused to theme or the topic. Furthermore, they received suggestions and input from others for improvement, set specific goals and deadlines, revised their writing several times to ensure its clarity and cohesion, found feedback from trusted readers, edited, and learnt from the works of others. They also tried to be patient and persistent in writing process.

Moreover, they could solve the feedback of their writing provided by the teacher. They took the team to careful review, considered their suggestions, and followed their teacher feedback. It became their inspiration to write, and they discussed it with their teacher. Teacher's feedback could improve their writing, and they took the time to carefully review and consider their suggestions. Besides that, they identified the areas of their writing that need to be improved and worked on addressing those issues in subsequent revisions. They also reached out to their teacher for clarification or further guidance if they needed. They believed that teacher's feedback was valuable, and it could greatly improve their writing, so they took it seriously and made every effort to implement it to get good writing ability.

They could solve the problem by discussing with their friend or group. they discussed with their friend and group because everyone had different view. They discussed with their friend and group because it made them confident to write and could improve their writing. They discussed with their friend and group because it helped them to be easy to sole writing, and bouncing ideas off each other and getting different perspectives could help them to identify issues or areas that need more attention as well as gave them new ideas for ways to write. They also found that discussing my writing with others could help them motivated and energized, as it reminded them that they were not alone in writing journey. Additionally, they believed that discussing writing with others was a valuable way to learn from others and improve their writing skill.

Having option to respond

Moreover, they could act after discussion. They made a change in their writing. They could write

confidently and took a best solution from early stage. They corrected their writing according to the result of the discussion and they would take action to improve their writing by implementing the suggestions given by my teacher or peers including revising, re-evaluating, or researching further understanding to achieve goals and how to achieve them. they believed that taking action was an essential step in the writing process, as it demonstrated their commitment to improve their writing and showed that they were willing to put in the work necessary to achieve writing goals.

Flexibility

It referred to producing various idea and answer, looking for different alternatives, and changing perspective (Parkes & Adlington, 2017).

Producing various idea and answer

The students followed the steps process namely identifying the purpose of the text, mapping the structure, prioritizing the main detail, and they looked for information related to structure in the recount text so that they have goodness for writing recount text well. They considered the structure in the recount text namely: orientation, two, even, and three, reorientation. They considered the structure of recount text, chose a theme of writing, made a resource, observation, and discussion, took solution to solve problems, and made a conclusion.

They understood and studied the purpose of writing relating to the structure of recount text. They organized the structure of recount text by focusing on telling a compelling story that engages and enlightens their readers. they usually started with an intriguing introduction that hooks my readers and sets the stage for the story. They then provided enough background information and setting details to ground their readers in the story to help them understand the context. Next, they focused on the main conflict or problem that the protagonist faces, and describe their attempts to resolve it. They also included interesting details and anecdotes that bring the story to life and help their readers connected with the characters. They concluded the story with a satisfying resolution and potentially a lesson or insight that the protagonist learns throughout the story.

Throughout the recount text, they tried to create a sense of tension, anticipation, and surprise, as these elements could keep their readers engaged and interested in their writing.

Looking for different alternatives

Determining the language features of recount text

writing was an alternative solution. They tried to use a variety of techniques to make my writing interesting and effective and they searched on the internet relating with language feature of recount text. They found that it used past tense, adverbial press, and conjunction. They saw the model of recount text, acted to write, and made a practice. They read the text carefully, tried to use a variety of techniques to make engaging and impactful writing. They used vivid and descriptive language to create an immersive and compelling account of an event or experience. They also tried to incorporate dialogue, inner monologue, and action beats to bring the story to life and make my writing more dynamic. Additionally, they used literary techniques such as symbolism and metaphor to enhance the emotional impact of the story and provide deeper insight into the human experience.

Deciding the best idea for recount text writing. They used a process called brainstorming and chose an easy topic of discussion that allows them to write well. They wrote it immediately or took a note in their book and chose a common theme. They chose the most appropriate idea with the them and use a process called "brainstorming" to help them narrow down and select the best idea. After they generated a list of ideas, they then went back, evaluated them one by one and considered factors like creativity, feasibility, and significance.

Changing perspective

They could change ideas in writing recount text. They taught over before making decision to change ideas. They changed the text immediately, added it to be a good writing and found out any ideas. If the supporting ideas change their writing for the better, they would change their perspective. When this happened, it was not as a problem, but they taught that it was as an opportunity to learn and grow as a writer and a person. They took some time to reflect on the new information and updated their understanding of the topic accordingly. They used critical thinking and self-reflection. Ultimately, they believed that being open to change and new ideas was an essential part of the writing process and personal growth.

They could express their idea in different possibilities in recount text. They expressed ideas in various possibilities in recount text and ensured that the way of conveying the would be easy to understand and interesting for the readers. They would make a different planning and make the recount text following theme, and they would express it in an interesting language style. They often used a combination of hypothetical scenarios,

different perspectives, and creative expression.

Originality

It referred to producing new and unique expression, thinking novel and unusual ideas, and combining unusual ideas.

Producing new and unique expression

The new and novel topic could be found by turning to their interest and experience, looking for reference like Google related to problems or things that are currently trending, finding out interesting resource or anything happened in the world. Moreover, discussion about their own interests and experiences, as well as current events and trends in the world, could be a solution to produce new and unique expression. Searching the latest research and developments in the fields that they are interested in could help them to find it. In addition, Collaboration with other could generate new ideas and perspectives. Being open to new ideas and perspectives, as well as staying up to date with the latest developments in the world, was essential for finding new and novel writing topics.

Using some creative words and imageries could produce new and unique expression, and searching the internet, discussing with their teacher and friends could help the students to be creative and convey their perspective and insight. Furthermore, incorporating examples and anecdotes from their own life or experience to illustrate the points could help them to be creative.

Thinking novel and unusual ideas

Supporting their novel ideas in their recount text by the fact and developing their ideas from theme to recount text could help them to be creative. Besides that, using multiple forms of evidence, including research examples and expert opinions could help them to produce novel and unusual ideas.

The reason expressing their unusual ideas in their recount text was to challenge, provoke and inspire other and to develop their skills as a writer by using a combination of language feature and unusual idea, Finally, they could create an interesting text. Besides that, it would make their text different with other and they could combine the language and unusual ideas. They believed that by using a combination of language features and unusual ideas, they could create a memorable, engaging, and impactful piece of writing.

Combining unusual ideas

The combining the language features and unusual ideas in their recount text was done by using metaphors and creative imagery and they

combined the language features and unusual ideas with their experience. They developed and added it to make their writing different.

Elaboration

It referred to developing ideas and providing details and clarity

Developing ideas

Developing or elaborating their ideas in their recount text could be done by using several techniques such as a complex supporting evidence, detailed description and focusing on the five main components of the genre, setting, plot, character, them, and tone. They also emphasized the use of descriptive language and dialogue and created a vivid sense of the time, place, and action. They considered the structure of text that was their basic to write. Besides that, they also used techniques like asking questions, summarizing key points, and providing counter-arguments.

Relating with components to elaborate their ideas in recount text writing, they often focused on the 5 major components of the genre namely: setting, plot, characters, themes, and tone. Besides that, they also emphasized the use of descriptive language, dialogue and made a vivid sense of the time, place, and action. Moreover, they elaborated it in the event structure, and they searched some resources, observation, discussion to keep the clarity. Furthermore, they also emphasized the use of descriptive language, dialogue, and pacing to create a vivid sense of the time, place, and action. Thus, GBA can helped the students to write well as supported by Thongchalerms & Jarunthawatchai (2020) found that the students reflected that collaborative writing helped to improve their writing competence and increased their confidence in composing texts

Providing details and clarity

Relating with keeping the clarity of their recount text writing, they used technique like profiling, editing, and seeking feedback from other. They also ensured that each sentence was concise and to the point, and there are no errors in spelling, grammar, or function. Moreover, they looked a structure how to make a good recount text and any components. Furthermore, they did not change the style of language, and they used techniques like proofreading, editing, and seeking feedback from others. They also ensured that each sentence was concise and to the point, and that there are no errors in spelling, grammar, or punctuation.

Relating with elaborating components of clarity

in their recount text writing. they focused on using clear and concise language, avoiding ambiguous pressing, and avoiding run on sentence or confused ideas. They used specific example to illustrate complex concept and make sure that the order of sentence was logical and easy to follow. Moreover, the clear and coherent writing would be considered. Besides that, they focused on using clear and concise language. They also used specific examples to illustrate complex concepts and make sure that the order of sentences is logical and easy to follow.

Concerning with other creativities in their writing after having implementing genre-based approach, they incorporated literary device such as allusion and assonance to add depth and complexity to their writing. Moreover, they read other text, used internet to find new thing, and their experience was the basic of their writing. They explored themselves, observed the student, and they challenged to improve writing skill. Based on that. It was in line with Haerazi et al. (2020) found that the Genre-Based Approach was significant interaction with and creativity in the teaching of writing skills.(Haerazi et al., 2020).

Based on that explanation. The result of this study was in line previous study such as Wu (2017) who found that the role of genre based approach was affective and useful for improving the student's writing skill, and an it promotes students' creativity s well as found by Ganapathy et al., (2022). Moreover, they can produce texts "independently, critically, and creatively by using Genre Based Approach (Aunurrahman et al., 2020). Furthermore, the success of genre based approaching teaching writing has been investigated that it was effective in improving students' writing ability and creativity (Ganapathy et al., 2022;Shi et al., 2019;Horverak, 2016;Morell & Cesteros, 2019; Luu, 2011).

Analyzing pre and post-test of writing skill

Based on the result of pre-test and post-test, the students' average score of pre-tests was 73, and the students' averages' score of post-tests was 90. Based on that. It could be concluded that Genre-Based Approach could improve students' writing skill. I could be proved that the students could use properly the usage of "who, when, where. Besides that, they could use past tense properly but there were little mistakes, and they could use connection and conjunction properly in the orientation stage.

Moreover, they could use good, clear, and understood sequence. Besides that, they could use past tense, connection, and conjunction properly in

the event stage. Furthermore, they could state the clear end of the story, impression, and conclusion in the last paragraph of recount text although there were little mistakes. That finding was supported by Pham & Bui (2021) found that applying a genre-based approach was recommended to writing for EFL teachers and students.

CONCLUSION

This study concluded that: (1) The EFL teacher implemented Genre-Based Approach well. It was proved that he applied the step properly. Moreover, the students' average score improved from 70 to 90 score. (2) Genre-Based Approach could help students to be creative and be a creative students by fulfilling the fluency including producing great idea, providing solution or feedback, and having option to respond. Besides that, it could help them to fulfil the flexibility including producing various idea and answer, looking for different alternatives, and changing perspective. Moreover. It could facilitate the to make original text including producing new and unique expression, thinking novel and unusual ideas, and combining unusual ideas. Furthermore, it could motivate them to elaborate the text well including developing ideas and providing details and clarity by stating the clear end of the story, impression, and conclusion in the last paragraph of recount text. This finding be some considerations to other researchers to conduct a different research relating this topic such as how to manage the class to emerge student's creativity.

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