

## THE IMPACT OF USING GENRE BASED APPROACH TO IMPROVE KNOWLEDGE AND SKILL OF WRITING RESEARCH ARTICLES JOURNAL FOR INTERNATIONAL JOURNAL PUBLICATION SOCIAL AND HUMANITY LECTURERS

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**ABSTRACT:** Genre Based Approach (GBA) for writing class is effective for some writing genres class, but for research Article (RA) writing class has not been implemented yet. This research investigated the impact of GBA in improving knowledge and skill of RA writing for social and humanity lecturers. The object of this research is to describe the impact of GBA in RA writing training and mentoring class. The instruments were interview list, questionnaires and list of content analysis for RA draft. To find the response of GBA implementation toward their knowledge and skill improvement, interview, questionnaires and content analysis are conducted to participants. The result showed that the first, the participants of GBA for RA writing class show positive statement that they get improvement significantly in knowledge and skill of writing RAs. It is a significant value  $0,000 < 0,025$ . Secondly, the skill of participants improved in writing abstract of RA by 53% complete moves and steps. Thirdly, the skill of participants improved in writing introduction of RA by 72% complete moves and steps. Fourthly, the skill of participants improved in writing method of RA by 81% complete moves and steps. Fifth, the skill of participants improved in writing result and discussion of RA by 53% complete moves and steps. So, it can be concluded that GBA can improve knowledge and skill of writing RAs for social and humanity lectures. It is suggested to use this method in teaching writing class especially writing RAs class in university, school and others.

**Keywords:** Genre based approach (GBA), knowledge and writing Skill, research article, social and humanity lecturers.

### I. INTRODUCTION

Publication of research article and academic writing from social and humanity authors in Indonesia is still very low. It is about 0.91% publications. It is needed to discuss why this condition happened. The low publication is still in the same position, although the reality that writing research articles (RAs) to be published and spread out information about science and technology is very important. This condition based on Kemenristekdikti data (2016) and Suryani, I., D.F. Petra, W. Rodziah & N. Hamidun (2015) that the challenges of writing journal for Southeast Asian writers is hard for Indonesian academicians. It is understood that skill of writing RAs for publication to reputable journal is very important to improve life quality of people and a nation. In fact, the problem of lower motivation and skills of writing RAs still become a serious problem for Indonesian academicians. It is such as in some researches about the importance of writing skill from (Adnan, 2014; Arsyad & Adila, 2018 and Dujsik, 2013) said that university students, particularly postgraduate students, and faculty members all over the world are expected and encouraged to publish their research results in international journals. Arsyad, et al (2019) also said about factors hindering Indonesian lecturer from publishing articles in reputable international journal.

It is understood that writing is a skill of using language which is in the top position with complex competence because it needs strong competence about grammar, structure, culture of readers and kinds of text for certain purpose. Rose, D. & Martin, J. (2012) also said that writing is both a cognitive practice (requiring attention, deliberation, and problem-solving skills) and a social practice (requiring knowledge of audience, intention, and purpose). Genre Based Approach is one of solution to improve skill of writing. Hyland (2000) suggested that there were some important reasons in using genre based approach in teaching and learning academic writing; firstly, writing is social activity which must be done based on the real purpose for a certain reader and in clear context. Secondly, learning to write is a need which oriented to the activity where the writer will be exist. thirdly, learning writing must be followed by real result. Fourthly, learning writing is social activity. fifth, learning writing is learning using language. This method also suggested by Arono & Arsyad (2019); Samsudin, Z. & Arif, M.F.M. ((2018); Wijayanti, M.A., Emilia, E. & Gunawan. W. (2017); Dirgeyasa, I. WY (2016); Deng, L (2014); Changpuang, P (2013); Batubara (2013); Tuan, T.LUU. (2011); Bawarsih (2010); Carstens, A (2009); Hylland, Ken (2007); Bhatia, V (1997, 2004); and Martin, J.R (1993).

Although GBA is suitable and the best approach in teaching writing class as research finding from Mazdayazna & Rashidi (2016) concluded that GBA is effective for improving writing skill for bussiness letter; Batubara found that GBA is effective for recount text class and Syamsudin & Arif found that GBA is effective for academic writing class, but there is no a research about implementation GBA in RAs class for writing. It is needed to investigate about implementing GBA in RA writing class. The concentration of this study is to dig up the impact of implementation and impact of GBA in knowledge and skill of writing classRAs for publication in international journal and its impact to the participants.

From the discussion above it can listed the problem of the research as below:

1. How is the impact of using genre based approach (GBA) in training and mentoring toward improvement of knowledge and skill of writing RA?
2. How is the skill of participants in writing RA abstract after training and mentoring by using GBA method?
3. How is the skill of participants in writing RA introduction after training and mentoring by using GBA method?
4. How is the skill of participants in writing RA method after training and mentoring by using GBA method?
5. How is the skill of participants in writing RA result and discussion after training and mentoring by using GBA method?

## II. METHODS

### Participant

This study used mix method. According to Gay, using research descriptive qualitative is used to test hypotheses or to answer questions related to the status of research subject (Best. WJ, 1977). Then, for quantitative research follow Cresswell, J.W (2012) to find the perception of participant after implementing of GBA. It is predicted that GBA is effective to be used in teaching writing, so this is needed to be described how the real implementation and the impact is. For answering the research question, 36 lecturers from some universities in Bengkulu were invited to follow a training and mentoring writing RAs by using GBA.

### Instrument

A training and mentoring in research article writing class for international journal publication is conducted to implement GBA design to get its impact toward knowledge and skill of writing RA. As Widodo (2006) said that the rule of GBA, prepare, focus, task, evaluate and elaborate. Ferris & Hedgcock (2005) GBA was specifically on joint construction and independent construction stages when students start to write. Then, questionnaires are given to participants to get information about the impact of GBA to improvement of knowledge and skill in writing RA. Then to cross check of information, participant also is interviewed to give statement about GBA impact to their knowledge and skill in writing RA. The last to strengthen the impact GBA data to improvement of skill in writing RA, documents of RA from the participant is collected.

### Data Analysis procedures

The data of the impact of GBA toward participants is analyzed by using Paired two tailed test with SPSS (Statistical Package for Social Science). For interview data is analysed by displaying and grouping based on members' responds according to the questions were given to them. And then it is interpreted. For data of participants RAs draft after following this GBA class is analysed by content analysis based on moves and steps from Swalles, et al (2009)

## III. RESULTS

### 1. Perception social and humanity lectures toward knowledge and skill of writing RA after using GBA

For answering research question about the perception toward the improvement of writing RA after following the training and mentoring by using GBA method, this study used questionnaires for the teachers or participants. It can be seen in tabel 1 below:

Tabel 1 Perception social and humanity lectures toward knowledge and skill of writing RA after using GBA

Responds of Learners	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly disagree (1)	Total
I think my knowledge about the content and structure of each part from RA has improved	12 33 %	21 58 %	1 3 %	0 0 %	2 6 %	36 100 %
I can use or choose the correct or fit words in writing my RAs now.	6 17 %	24 67 %	4 11 %	2 6 %	0 0 %	36 100 %
I can organize my RAs content efeciently	5 14 %	25 69 %	4 11 %	1 3 %	1 3 %	36 100 %
I can use correct grammar and structure my RAs after following GBA while grammar discussion.	6 17 %	25 69 %	3 8 %	1 3 %	1 3 %	36 100 %
I think my knowledge about mekanisme in writing RAs has improved while this training dan mentoring.	9 25 %	24 67 %	1 3 %	0 0 %	2 6 %	36 100 %

From tabel 1 above, after following training and mentoring to write RAs by using GBA method, the participants give responds to the questionnaires such as: the first, for item about knowledge about the content and structure of each part from RA has improved, there are 12 (33%) stated strongly agree and 21 or (58%) stated agree that their knowledge about the content and structure of each part from RA has improved. Secondly, for question about the ability of using or choosing the correct or fit words in writing my RAs, there are 6 (17%) is strongly agree and 24 (67%) stated agree that they can use or choose the correct or fit words in writing their RAs. Thirdly, for question about organizing RAs content efeciently, there are 5 (14%) said that they are strongly agree and 25 (69%) stated agree that they can organizetheir RAs content efeciently. Fourthly, for question about using correct grammar and structure of RAs after following training and mentoring by GBA method while grammar discussion, thee are 6 (17%) said strongly agree and 25 (69%) stated agree that they can use correct grammar and structure for their RAs after following GBA while grammar discussion. The last, the question about the thinking of their knowledge about mekanisme in writing RAs has improved while this training dan mentoring, there are 9 (25%) said strongly agree and 24 (67%) said agree that their knowledge about mekanisme in writing RAs has improved while this training dan mentoring of writing RAs by using GBA method.

Secondly, for answering the research question about the participants perception about the improvemnt of RA writing knowlege and skill after following training and mentoring by using GBA, interview is conducted. The interview result as follow: AR said:

“ After following training and mentoring by using GBA, I understand about correct rhetorical for RAs, then I can revise my RA from abstract, introduction, result and discussion based journal international standard and as real proof when I send my RA draft, reviewer does not ask many corrections for the part of my RA (Interview: September, 2020).

Then, the other participant KR who also feels get important aid ffrom the training and mentoring by using GBA in giving information, in guiding, training and motivating in writing RA activity. He said: “ by this GBA training and mentoring for writing RA, I get more self confidents and have more spirit in RA writing activity for publishing in international journal (interview, 20 September 2020). SA one of participnats also said that she get understanding more by information and knowlegde about RA and get skill more after following this training and mentoring (interview, 20 September 2020). DEC also gives her perception about training and mentoring GBA in improving skill of writing RA that she feels that her knowledge and skill in writing RA is better after following this training and mentoring (interview, 20 September 2020). Moreover, SH also gives information that by training and mentoring to write RA by using GBA, knowledge and skill of writing RA based moves and skill in journal international is better, it is caused for the part of RA before I follow this training, they are not so interesting and not so strong tobe read. (interview, 21 September 2020).

From interview above, it can be seen that the sample of statements from participant show some words or phrases tend to conclude that they get improvement in skill and knowledge in writing RA for journal international publication. The words and phrases such as “ my knowledg and skill is better, it gives me aid to write RA, I get self confident,and others, the words and phrases give information that the participant get better knowledge and skill in writing RA after following training and mentoring to write RA by GBA method. They feel get real information about RA for international journal standard in writing abstract, introduction, methods, result and discusstion section.

The calculation by SPSS to find the position the impact of using GBA to the improvement knowledge and skill in writing RA for international journal standard as in table below:

Tabel. 2. perception of training and Mentoring to write research article by using GBA method toward knowledge and skill improvement.

#### One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Skill& Knowledge	99.013	4	.000	157.80000	153.3751	162.2249

From tabel above, it can be seen that the significant value (sig value) is 0,000 because of this is 2-tailed test, so the value of probability is  $0,005 : 2 = 0,025$ . it can be presented that the statistical anaysis result value as sig value is  $0,000 < 0,025$ . From this result can be concluded that there is significant impact from the using GBA in training and mentoring to write RA toward the improvement knowledge and skill social and humanity lecturers as participants.

#### 2. The Social and humanity lecturers improvement skill of writing Abstract RA after training and mentoring by using genre based approach method.

To answer the research question about the skill of participants in writing RA for abstract scction, content analysis to the RA's draft of partcipnats by paharameter rhetorical of RA from Peacock (2011) about abstract strandars for international journal standard, the result as table below:

Tabel 3. skill of writing Abstract RA after training and mentoring by using genre based approach method

No	RA Abstract Moves	Frequency	Percentage
1	5 moves	19	53
2	4 moves	10	28
3	3 moves	7	19
4	2 moves	0	0
5	1 move	0	0
Total		36	100%

Tabel 3 shows that improvement skill of writing abstract RA after training and mentoring by using genre based approach method can be presented as follow: there are 19 (53%) with 5 moves; there are 10 (28%) drafts with 4 moves. And there are 7 (19%) drafts with 3 moves. As example of abstract which is written by the participant after following training and mentoring writing RA, it can be seen in ekstrak 1 below:

#### Extract 1

(S-1) The Islamic values should be internalized in all the aspect of life, including in education. (S-2) It is because education is the effort to increase the spiritual, intelligent, and emotional quotient's students. (S-3) The purpose of this study, namely describing the students and teachers' needs to the teaching materials, prototyping materials, obtaining assessment the results and re-mediating of teachers and experts, as well as making improvements prototype teaching materials in writing narrative text based on Islamic values to the

students of MTs in Kabupaten Pematang. (S-4) This study uses the research development design conducted research in five stage, namely preliminary survey, initial prototype development, product design, product validation, and product improvements. (S-5) The results showed that students and teachers need high quality materials and can meet the needs of the students to the theory and practice in writing narrative text based on Islamic values. (S-6) This is evident from the average value of the validation test results by teachers and expert lecturers at 86,34.

In extract 1 it can be seen that the participants or the lecturer of social and humanity had written abstract draft of RA by international journal standard. The abstract is complete by five moves. Move 1 is in sentence (S-1) and sentence (S-2). Then, move 2 is in sentence (S-3). For move 3 is in sentence (S-4). Then, move 4 is in sentence (S-5). The last, move five is in sentence (S-6).

### 3. The Social and humanity lecturers improvement skill of writing introduction RA after training and mentoring by using genre based approach method.

To answer research question about the improvement skill of social and humanity lecturers in writing introduction, it conducted content analysis to the participants draft and followed parameter from Swales (1990 and 2004) about introduction based on international journal standard. The result of analysis as in table below:

Tabel 4. improvement skill of writing introduction RA after training and mentoring by using genre based approach method

No	RA Introduction	Frequency	Percentage
1	3 moves	26	72
2	2 moves	8	22
3	1 moves	2	6
Total		36	100%

From table above, it can be presented that there are 26 (72%) drafts with three moves. Then, there are 8 (22%) drafts with 2 moves. The last, there are 2 (6%) drafts with 1 move. The example of introduction section of RA from participants after following training and mentoring is such as in extract 2 below:

Extract 2:

[P-1] (S-1) The literary work is one of tools to educate society because it has figures and different characters that society can learn from. Some are good and some are bad. (S-2) In a literary work there are elements called intrinsic and extrinsic. (S-3) Intrinsic elements include themes, plot, character, background, point of view and mandate. (S-3) Extrinsic elements include cultural values and customs (Fitriani, 2017). (S-4) A literary work is a reflection of thought and imagination of the author's ideas.

[P-2] (S-1) The study in finding main character in a short story, has been done by Puspita (Puspita, 2018). (S-2) She found that character in short story can be found through the usage of adjective. (S-3) However, other intrinsic elements such as character, setting, plots, themes have not been discussed. (S-4) Based on that findings, the writer thinks that post-graduate students of MPBING need a comprehensive knowledge and training on how to identify intrinsic elements in short story. (S-5) The writer deliberately focuses the practice on short story in order students are able to use it as a learning reference for junior high school level.

[P-3] (S-1) Based on the information background, the problem in this research is to explain the competency of post-graduate students of MPBING FKIP UNIB in understanding the intrinsic elements of short story which includes character, plot, setting. (S-2) This study tried to explain what factors are the causes of different competencies in understanding the intrinsic elements on A Rose for Emily. ...

Ekstrak 2 is taken from article entitled The Competency of Post-Graduate Students of English at UNIB Academic Year 2017-2018 in Identifying Intrinsic Elements of The Short Story of A Rose for Emily. From the introduction draft, it can be seen that the skill of participants have improved by ability to write an introduction based international journal standard. The abstract is move 1 (establishing a territory) in paragraph 1 [P-1] sentence 1 to 4 (S-1 to S-4). Then, for move 2 (establishing a niche) is in paragraph 2 [P-2] sentences 1 to 5 (S-1 to S-5). The last, move 3 (Occupying the niche) is in paragraph 3 [P-3] sentences 1 to 2 (S-1 to S-2).

### 4. The Social and humanity lecturers improvement skill of writing methods RA after training and mentoring by using genre based approach method.

To answer the research question about the skill of participants in writing RA for methods section, content analysis to the RA's draft of participants by parameter rhetorical of RA from Swales, et al (2009) about methods standard for international journal standard, the result as table below:



Tabel.4.4.3. Keterampilan menulis bagian metodologi (methods) dari AJP setelah mengikuti pelatihan dan pembimbingan menulis AJP dengan pendekatan GBA

No	RA methods Category	Frequency	Percentage
1	3 moves	29	81
2	2 moves	5	14
3	1 moves	2	5
		36	100%

From tabel above, it can be presented that there are 29 (81%) drafts of methods with 3 moves. Then there are 5 (14%) writing method by 2 moves. The last, there are 2 (5%) with one move. The example of methods section with three moves as in extract 3 below:

Extract 3

[P-1] (S-1) This study uses a Quasi-experimental method that has two research groups, namely: the control group and the experimental group. (S-2) Both groups will be given two examinations, the initial test (pre-test) and the final test (post-test). (S-3) For the experimental group one treatment was given, namely: teaching writing using the 3-step-writing Strategy: Imitating-ReworkingDeveloping. (S-4) There are three variables in this study, including: 3-step-writing Strategy as an independent variable, interest in reading as mediator moderator, and student writing ability as a dependent variable.

[P-2] (S-1) Treatment (treatment) was only applied to the experimental group, not to the control group. (S-2) The experimental group received the treatment of 'Descriptive Writing Teaching with 3-stepwriting Strategy'. (S-3) As for the control class, the lecturers who teach the class teach writing without specific strategies. (S-4) The sample in this study were all students of the Faculty of Law, University of Prof. Drs. Hazairin, S.H. Bengkulu 2017-2018 academic year, a total of 25 people.

[P-3] (S-1) The process of data collection in this study was carried out by: examinations, and questionnaires. (S-2) The researcher gave the initial test (pre-test) and the final test (post-test) to the experimental group and the control group. (S-3) To test the ability of students to write, researchers provide a test (test) to test the ability of students to produce a writing on the topic they are facing or according to their experience. (S-4) All students make a writing within one credit or approximately 50 minutes.

[P-4] (S-1) To find out the interest of students in writing, this study uses questionnaires for students' interest in writing. (S-2) This questionnaire is distributed to students both in the experimental group and in the control group. (S-3) Questionnaires were taken from existing interest writing questionnaires. (S-4) In this study, researchers used content validity to determine how well a writing value was able to represent the learning objectives. (S-5) In this study, researchers used the problem Grid as a reference for learning writing objectives.

Ekstrakt 3 is taken froml article entitled 3-step-writing strategy: imitating-reworking developing to attract interest in improving students' descriptive writing ability. On article above based on recomendation from Swalles, et al (2009). It can be presented that move 1 of RA method is in pharagraph 1 [P-1] in sentence 1 to sentence 4 (S-1 to S-4). Then, for move 2 is in pharagraph [P-2] sentences 1 to 4(S-1 to S-4). For move 3 is in pharagrap 3[P-3] in sentence 1 to 4 (S-1 to S-4) and pharagrap 4 [p-4] in sentence 1 to 5 (S-1 to S-5).

### 5. The Social and humanity lecturers improvement skill of writing result and discussion RA after training and mentoring by using genre based approach method.

To answer the research question about the skill of participants in writing RA for result and discussionsection, content analysis is conducted to the RA's draft of partcipnats by pharameter rhetorical of RA from Swalles, et al (2009) about result and discussion standard for international journal standard, the result as table below:

Tabel6Social and humanity lecturers improvement skill of writing result and discussion RA after training and mentoring by using genre based approach method.

No	Result and Discussion Section	Frequency	Percentage
1	8 moves	20	56
2	7 moves	8	22
3	6 moves	5	13
4	5 moves	2	6
5	4 moves	1	3

6	3 moves	0	0
7	2 moves	0	0
8	1 move	0	0
Total		36	100%

From tabel 6 above, it can be seen that there are 20 (56%) draft of RA result and discussion with eight moves as recommendation from Swalles and Feak (2009). Then, there are 8 (22%) drafts with 7 moves. There are 5 (13%) drafts of RA result and discussion with 6 Moves. There are 2 (6%) drafts from participants with 5 Moves. The last, there are still 1 (3%) draft with 1 move. The example of result and discussion section of RA from participant is as in extract 4 follow:

Extract 4:

[P-1] (S-1) To answer the research question as mentioned in the previous explanation, we devide it into four points. (S-2) First, experts' validation for model of instrument for affective assessment based on scientific approach. (S-3) Second, reliability of model of instrument for affective assesmmnt based on scientific approach. (S-4) Third, practicality of model of instrument for affective assessment based on scientific approach. (S-5) Finally, effectivity of model of instrument for affective assessment based on scientific approach.

[P-2] (S-6) There are five experts validated the model of instrument for affective assessment based on scientific approach. (S-7) These experts gave score for all of indicators that were stated in the validation sheet. (S-8) The result of validation can be seen in the following table.



(V1=Validator 1, V2=Validator 2, V3=Validator 3, V4=Validator 4, and V5=Validator 5)

Figure 1. The Result of Experts' Validation for Model of Instrument for Affective Assessment based on Scientific Approach

[P-3] (S-9) Figure 1 presents the total score of validation for each validator was different. (S-10) The total score from first validator was 120, second validator was 108, third validator was 107, fourth validator was 117, and fifth validator was 122. (S-11) So, based on these scores, it can be concluded that the model of instrument for affective assessment was very valid and can be used without any revision. (S-12) But, the validators suggested the aspect of graphic. (S-13) The graphic of model of instrument for affective assessment based on scientific approach needarevision. (S-14) The graphic itself includes design, illustration, colour, and layout of cover. (S-15) In other words, the cover of model of instrument for affective assesment need to be changed more colorful and interesting.

[P-4] (S-16) The ideal concept is the assessment column and the detailed columns as a description of the affective assessment. (S-17) That is, this validation process has been done correctly as Sugiyono (2015) said that the aim of validation is to test the effectiveness of the product.

[P-5] (S-18) The results of reliability, practicality, and effectiveness test show that the model of instrument based on scientific approach is reliable, practice, and effective to be used by English teachers to assess the affective of students. (S-19) It means that, the model of instrument for affective assessment based on the scientific approach has done the standards test which is specified by Gall et al. (2003).

P-6] (S-20) Thus, the model of instrument for affective assessment based on this scientific approach can already be used as a medium or an attempt by English teachers to assess the attitude of students during learning English. (S-21) Because, by using this model, learners feel more controlled and feel cared for by the teacher. (S-23) With these controls, students are expected to be consistent with the positive attitudes they have. (S-24) This is similar to the results of research conducted by Markle and O'Banion (2014) that a teacher needs to form a positive attitude into the students. (S-25) So, this model is one ways to control the positive attitude.

[P-7] (S-27) This is also similar to the results of research ever conducted by Givens in 2010, where he examined the use of attitude assessment to know the students who like to read and not. (S-28) By using the

attitude assessment, it was known who learners who are very love to read and who are the learners who are not love to read. (S-29) Likewise with the use of model of instrument for affective assessment based on this scientific approach, it can be seen who are the learners who have or do not have a religious attitude, honest, responsible, discipline, hard-work, selfconfident, logical thinking, critical thinking, creative thinking, innovative thinking, independent, curious, love science, respect, polite, democratic, emotionally intelligent, and pluralist.

[P-8] (S-30) These procedures remain essentially the same administration to another. (S-31) In other words, the model of instrument for affective assessment based on a scientific approach can also be used as an effort to form the affective of students during the English learning process takes place.

[P-9] (S-32) This model of instrument for affective assessment based on a scientific approach is used as a means of controlling the affective of learners during the process of learning English in the classroom. (S-33) Thus, the development of model of instrument for affective assessment can be seen by English teachers continuously from time to time. (UNIB-6)

From extract four above which is taken from draft of article entitled The development Model Instrument For Affective Assesment Based on Scientific Approach in English Language Teaching. The example of result and discussion from participant can be identified as follow: the first, move 1 is in pharagrap 1 [P-1] sentence 1 to 5 (S-1 to S-5). secondly, move 2 is in pharagrap 2 [P-2] sentences 6 to 8 (S-6) to (S-8). Third, move 3 is in pharagrap 3 [P-3] sentences 11 (S-11). Fourth, move 4 is in pharagrap 4 [P-4] and in sentence 17 (S-17), and pharagrap 5 [P-5] in sentence 19 (S-19). Then, for move 5 is in pharagrap 6 [P-6] and sentences 20 to 23 (S-20 to S-23). And then, for move 6 is in pharagrap 7 [P-7] on sentences 28 to 29 (S-28 to S-29). for move 7 is in pharagrap 8 [P-8] on sentences 30 to 31. The last, move 8 is in pharagrap 9 [P-9] and in sentences 32 to 33.

#### IV. DISCUSSION

##### 1. The impact of using genre based approach (GBA) in training and mentoring toward improvement of knowledge and skill of writing RA

The first, from perception of social and humanity lecturers as participnats of training and mentoring to write RA by using GBA method show possitive perception. They give responds that they believed that their knowledge and skill of writing RA have improved and it is better than before. This findings is in line with Rasyidi & Mazdayazna (2016); Arsyad (2020), Safnil, et al. (2020); Nasihin, et al (2021); Suryani et al., (2015); Batubara (2013); Burgos (2017); Charten (2009); Changfueng (2013); and Nagao A (2018). They found that GBA is effective to improve skill in writing class. It is undrrstood because writing is the most complex competence in using language. GBA present simple, direct, focus and applicative learning activity, so it can improve the motivation, knowledge and skill of writing. This finding is also confirm Spatt & Leung (2000) and Ariyanfar, Somayye & Rod Mitchell (2020) that writing in foreign language invite stress and high tension.

Secondly, the finding of research show significant impact of GBA in improving knowledge and skill of lecturers in writing RAs by significant value  $0.000 < 0.005$ . This finding shows that statistically, the competence of participants are better then before following GBA-RAs training. It is caused the simple and direct method from GBA in learning activities. This finding is in line with Widodo (2006) that GBA can effectively improve writing skill more effectively. The finding of the reserach also supported Rashidi & Mazdayazna (2016), they concluded that GBA can improve the skill of writing bussiness letter of tourisme students. The finding research also supported previous studies such as Nagao (2018); Ueasiriphan & Tangkiengsirisin (2019); Changpueng (2013); Ariyannfar and Mitcher (2020); Batubara (2013); Syamsudin Z & Arif (2018); T.LUU (2011); Uzin & Topkaya (2018) and Yang (2016).

##### 2. The skill of participants in writing RA abstract after training and mentoring by using GBA method

Social and humanity lecturers as participan of GBA-RAs training and mentoring has improvement in writing abstrak of RAs as recomendation from Peacock (2011). The minimum standard of RA abtract consist of reserach objective or aim, methods and result of the research (Peacock, 2011). This research present that participants can write by 5 moves in abstract section. They are introduction, the aim of research, methods, result, and conclusion/ recomendation. This rhetorical such as suggested by Arsyad (2019), Swales (2004), Wardhana (2020), Arsyad & Arono (2019), and Firdaus (2019).

The reserach finding which is found the improvement of skill in writing abstract in line with study from Rashidi & Mazdayazna (2016), Arsyad (2020. P. 143), and wardhana that learning to write by genre or clear structure will give hopes to the learners to get clear and fit skill in writing.

##### 3. The skill of participants in writing RA introduction after training and mentoring by using GBA method

Research finding shows that there is significat improvement of skill in writing RA introduction based on recomendation from Swales (1990 and 2004). Result finding hows that participant can write introduction RAs by three part of it. they are (1) establishing a teritory, (2) establishing a niche, and (3) occupying the niche. There are 72% participants can write by compete moves. The participants get awarness that writing introduction



for RAs is different from introduction in paper, thesis and dissertation. As Arsyad (2018) said that many RAs are rejected because in literature review, the author of Indonesia make shopping list. The position of the author must be clear in RAs. They could be supporters, againsts group or correctors and developments group of authors among author in previous researches. As Firdaus, L. (2018) said that it is important to elaborate gap in introduction of RAs to find the real position of the author.

#### 4. The skill of participants in writing RA method after training and mentoring by using GBA method

The skill of social and humanity lectures in writing RA methods improve significantly to 81% by 3 moves. The complete move of RA methods are move 1 (describing the nature of the data and data collection procedures), move 2 (Delienating procedurals for measuring variables) and move 3 (Elucidating data analysis procedures). The rhetorical method of RAs such as study from Arsyad and Wardhana (2018); Lim (2006); Swales and Feak (2009); Peacock (2016); and Wardhana (2020). in GBA the moves are discussed and trained practically so the participants understand well the position of each moves to their RAs. As Widodo (2006) said that being focus to the writing target is easier to reach the competence in writing. More over, Hyland (2000) said that using GBA is suitable to the class of writing.

#### 5. The skill of participants in writing RA result and discussion after training and mentoring by using GBA method

Skill of writing RA result and discussion based on international standard journal with 8 Moves improved. The moves are as suggested by Arsyad and Wardhana (2018); Lim (2006); Swales and Feak (2009); Peacock (2016); and Wardhana (2020). In result and discussion, an author must be careful in presenting them by writing them well. The moves are statement background information about the research, statement of the research, statement of expected or unexpected findings, reference to previous relevant studies, explanation of the research results, illustration to support the result results, deduction and hypothesis or interpretation of research findings, and suggestions or recommendations.

GBA in RAs class can improve skill of writing result and discussion of RAs because GBA focus to communication from the author to the readers. When an author can understand the condition and position of the readers and the author can choose the style or way to communicate his or her article, it can make match between author and readers. This is such as statement from Rose & Marthin (2012); Thoreau (2006); Safnil (2019); Hyland (2000), Arono and Safnil Arsyad (2019), and Firdaus (2018). They concluded that by focus and simple structure of RAs so it can be understood easier, the RAs will be accepted and read by community.

## V. CONCLUSION

After presenting result and discussion about implementing or using GBA in RAs writing class, which is practiced by modelling, writing together and writing independently. This study can be concluded as follow: the first, the impact of GBA in RAs writing class is positive perception and statement of improvement knowledge and skill from social and humanity lecturers. The impact of GBA toward Social and humanity lecturers writing skill of RAs is also significant total of participants by 25 (70%). For statistical result the significant value shows that  $0,000 < 0,005$  it can be interpreted that significantly knowledge and skill of participants are improved.

Secondly, the social and humanity lecturers' skill in writing abstract of RA improved based on model from Peacock (2011), Swales (2009), Adnan, Z. (2014) dan Arsyad (2019) after following training and mentoring to write RA by using GBA method. The improvement of skill social and humanity lectures in writing RA abstract improved by total 19 (53%).

Thirdly, the social and humanity lecturers' skill in writing introduction of RA improved based on model from Peacock (2011), Swales (2009) dan Arsyad (2019) after following training and mentoring to write RA by using GBA method. The skill of social and humanity lectures improved by total 26 (72%).

Fourth, the social and humanity lecturers' skill in writing methods of RA improved based on model from Peacock (2011), Swales (2009) dan Arsyad (2019) after following training and mentoring to write RA by using GBA method. The improvement of skill social and humanity lectures improved by total 29 (81%).

Finally, the social and humanity lecturers' skill in writing result and discussion of RA improved based on model from Peacock (2011), Swales (2009) Almacioğlu, G. & Okan, Z. (2018) dan Arsyad (2019) after following training and mentoring to write RA by using GBA method. The improvement skill of social and humanity lectures in writing RA result and discussion improved by total 31 (91%) because minimum standard of RA result and discussion 6 moves.

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