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# Genre Based Writing Indonesian: Teacher's Role In Teaching Writing In Senior High School Of Banten, Indonesia

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## ABSTRACT

Teachers as professional educators have duties such as educating, teaching, guiding, directing, training, assessing, and evaluating students. In carrying out these professional duties, teachers must always develop their professional potential. The purpose of this study is to describe the contribution of teacher's self-development in teaching Indonesian writing skill to the productivity of students' works at SMAN 1 Cipanas Lebak Banten. The qualitative ethnographic used in this study. The data were collected techniques through observation, interviews, and field notes. The analysis of the data using Spradley with included four stages, namely analysis of domains, taxonomies, components, and cultural themes. The results of this study indicate that teacher's role as a teacher, educator, facilitator who guides students in the classroom. In addition, the teacher also has a role as a motivator to direct students to be productive and creative individuals. This can be proofed by the results of the students' work in the form of novels, short stories, poems that were published or managed to become champions in the competition

## 1. Introduction

Writing skill is an integral part of language skills that must be mastered by students from elementary to high school. Among the four language skills, writing has been regarded by the students as one of the most difficult areas to improve it, thus Stein & Kucan (2009) stated writing is a very difficult skill for students to master. Writing as a skill is an application of the aspect of knowledge. The categories of knowledge is divided into four types, namely factual, conceptual, procedural, and metacognitive (Killen, 2007).

Based on several previous studies, obtained several descriptions of the problems of learning Indonesian in schools. Basuki, Suryani, & Setiadi (2017),

explain that one of the difficulties in learning Indonesian is in developing ideas, especially in written form. Teachers mostly ask their students to memorize a number of knowledge about literature. Meanwhile Hartono (2005) highlights the problem of learning Indonesian which is more focused on learning linguistic patterns and rules (grammar centric).

Another problem is also related to the competence of teachers. This can be seen in the results of research conducted by Bukran (2016). In his research, Bukran highlighted three problems related to teachers that caused Indonesian language learning to be not optimal in (1) making lesson plans / syllabus, (2) integrating Indonesian language material with material in other subjects, (3) preparing authentic assessments. In fact, according to Rezky, Ramly, & Saleh (2020), in preparing lesson plans, it is not uncommon for teachers to take a shortcut, namely copying lesson plans from the internet. This problem can be overcome if the teacher has good competence in doing this.

The description of the problems of learning Indonesian in highschools does not occur in all highschools in Indonesia. There are still many schools that have implemented Indonesian language teaching in accordance with the set learning objectives. One of them happened at SMA Negeri I Cipanas, Lebak, Banten Province.

In the field of writing, this school has a pile of achievements in the fields of language and literature. In 2011, namely the first winner in Kabupaten Lebak in the news script reading competition, the drama performance competition for the perpetuation of Indonesian cultural and literary arts and also the FL2SN drama, the third winner for the Drama Scriptwriting Competition The perpetual competition for Indonesian cultural and literary arts, the third winner in the province for drama / fragment festival competition.

In 2012 this school was also the first winner in high school level poetry writing competition in the context of the language month of the district. In 2013 this school won two district level championships and three first winners for the provincial level. The championship for the regency level was the first winner in the FLS2N women's poetry script and poster design competition. The championships at the provincial level are in writing competitions for poetry, short stories and drama scripts. Especially for the drama script writing championship, it was not only the first prize that was won but also the second and third place winners.

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Regarding the achievement of the results of the National Examination, the Indonesian Language National Examination at SMAN 1 Cipanas also did not disappoint. National Exam scores for Indonesian Language and Literature always get the best average score in school when compared to other subjects. In the 2011/2012 Academic Year, the highest score was 8.20 with an average of 5.66. In the 2012/2013 academic year, the highest score for the National Examination for Indonesian was 8.20 with an average of 5.75. In the 2014/2015 Academic Year, the highest score for the National Exam in

Indonesian was 91.8 with an average score of 72.64. Finally, in the 2015/2016 Academic Year, the highest score of the National Examination in Indonesian was 86.0 with an average of 64.67. The description correctly shows that the National Examination scores at this school did not disappoint.

In addition, there are students of SMAN 1 Cipanas who have succeeded in publishing literary works in the form of novels, short stories and poetry collections. The literary works that have been produced by students of SMAN 1 Cipanas are novels entitled *Jejak Cinta*, *1000 km*, and *Jembatan Asa* by Henrik Kurniawan.

The SMA 1 Cipanas has a more focus on learning Indonesian, as has been stated above. Learning Indonesian at SMA 1 Cipanas is doing well, active, and creative, which has been proven by the aforementioned list of achievements and work results. The students' work is an excellent result of creativity. Creativity is very strongly related to ideas and how they can be generated (Sidawi & Hamza (2012). Creativity can be seen as a process and a result (Dartnall, 2002), It was rarely done by students in other schools in the area (Eriyani, 2016). The important components in the creativity process have been very supportive of the Indonesian language learning which is carried out at the school. An important component that can be carried out in the family, school and community environment certainly occurs because of the role of the teacher. Therefore, the problem that becomes the focus of discussion in this paper is about the role of the teachers in teaching writing at SMAN 1 Cipanas?"

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## 2. Methodology

> **Commented [R19]:** Pada bagian ini dijelaskan technique of collecting data, data sources, data analyzing

Qualitative research was used in this research and the researcher used an ethnography study. Ethnography is a culture— studying culture (Spradley, 1980). This study was conducted at SMAN 1 Cipanas, Lebak, Banten Province, Indonesia. It was carried out in the 2017/2018 academic year. It is used in this research because this research describes the social phenomenon of the teaching learning process and can expose roles of culture such as teacher's role in teaching writing.

## 3. Data Collection

The observation and semi-structured interviews with the teacher's role in teaching writing, were adopted in this study. Secondary sources of data included the teacher's role in teaching writing autobiographies; and archival material of administrative office schools, which included incident reports and statements of events. These secondary data were crucial in confirming and contrasting interview and observation findings (Cruz & Higginbottom, 2013)

## 4. Data Analysis

The analysis and conclusion process refers to the teacher's role in the Indonesian writing process. The analysis of the data followed is carried out in

the form of analyzing by Spradley with included four stages, namely analysis of domains, taxonomies, components, and cultural themes.

## 5.    Finding And Discussion

The teacher's ability to manage learning is one aspect that influences the success of students' writing. The teacher's ability have four competencies standards, they are pedagogic, personality, professional, and social competency (Priyana, J., Triastuti & Putro 2020). The teacher self-development activities in this school based on the results of observations and interviews were carried out well. It can be seen from teachers who actively participate in training, seminars, workshops, to become instructors, and competitions up to the national level (outstanding teachers). In addition, the teacher also produces written products that can be used as concrete evidence, real examples for students, and used as teaching materials.

A more detailed self-development in the learning process developed by the teacher can be seen from the three main stages of the learning process (introduction, core, and cover). The learning process developed by the teacher is used by using a communicative, collaborative, student-focused approach, based on genre of text, contextual, and scientific using process-based, portfolio, and authentic assessment. The learning process is also developed by the teacher systematically, effectively, efficiently, and varied. Based on the results of observations, it was found that teachers in general have carried out the learning process as follows.

Preliminary activities are carried out by the teacher with the aim of conditioning students to be ready for learning. The details of the preliminary activities consist of greeting, praying, checking the attendance and readiness of students to learn, motivating students, perceptions, and suggesting learning objectives for the day.

The core activities in learning play an important role in achieving learning objectives and in shaping the predetermined student abilities. The process of core learning activities is compiled by the teacher which describes the learning process and the ability of the teacher's knowledge of the teaching-learning approach. The teacher's ability to manage the classroom affects the behavior and ability of student achievement and behavior as well (Betts & Shkolnik, 1999). Based on the results of the interview, the teacher stated that the communication between the teacher and students was going well. In addition, learning is structured using a student-focused approach. It is also supported by competent teachers.

Teachers' knowledge of genre-based learning, which is an indication of learning outcomes through training that teachers participate in, is highly applied in the classroom. Genre-based learning concepts are discussed and reinforced by Martin & Rose, (2012), Boeriswati (2016), and Axford (2009). Martin explained that to master the written genre, students need direct

> **Commented [R110]:** Paparkan temuan penelitian berupa hasil data interview guru, siswa, kepala dan kepala sekolah kemudian baru dbahas satu persatu. Andingkan hasil penelitian anad dengan penelitian sebelumnya

instruction. Teaching begins with collaborative production and then individually (Elashri, 2013). Each student is invited to understand each genre to be written. Learning begins with examples from the teacher to produce his own text. Based on the results of the interview, the teacher provides teaching materials or examples of text produced by the teacher himself that has been published by Kompasiana and other social media. The results of student work that have been published in the form of collections of short stories, novels, and collections of poetry are also often used as examples of text as teaching materials. Examples of texts given by the teacher are not only limited to those that have been published, but also in the form of texts that have been produced by organizations in the school environment, such as proposals and reports produced by Student Council .

Core activities are not limited to only being carried out in the classroom, the teacher also completes the core activities with structured and unstructured learning that is held outside of learning hours. Structured learning according to interviews conducted with students and based on observations is carried out by giving assignments with clear guidelines or guidelines. Unstructured learning is given by the teacher only by providing directions and encouragement to add and enrich students' insights.

The final activity is not just a closing greeting. The teacher carries out activities such as makes conclusion of the lesson, assesses the final achievement of learning, reflects, and also assigns assignments for the next meeting. The implementation of the assessment at the end of the lesson emphasizes the assessment process.

The role of teacher in evaluating learning according to the results of observations and interviews is carried out starting from lesson planning to final learning activities. Evaluation is also carried out starting from the process to the results. In addition, evaluation is not only carried out by the teacher, but also starts from self evaluating by student itself and also evaluating friends. Teachers develop learning and evaluation based on student experiences. This is reinforced by Boud's opinion in Agustina (2019) which states that students 'personal reflections or experiences depend on the students' intellectual and affective themselves which are developed based on experiences that make students themselves have a better understanding.

The teacher also provides guidance intensively to students who need guidance and enrichment and for students who have outstanding abilities. Motivation and tutoring are given after learning is complete, directing activities either individually or in groups. Final and follow-up activities are carried out systematically and flexibly. This is done to support maximum learning outcomes.

## 6.    Conclusion

Learning to write Indonesian that was carried out at SMA Negeri 1 Cipanas was based on the 2013 curriculum. The teacher's role in curriculum development is very much in line with the self-development that has been proclaimed by the government. The more optimal self-development of the teacher, the more it affects the results of the learning process carried out. The teacher's role, from planning to evaluation, is part of the implications and implementation of the teacher's excellent self-development abilities from all aspects of competence. The teacher's role as a teacher, educator, facilitator who directs students in class. In addition, the teacher also has a role as a motivator to direct students to become intelligent individuals both emotionally and intellectually. The teacher's role as an open and trusted facilitator can accept students who are unique as individuals. Another teacher's role is as an evaluator. The teacher evaluates student learning outcomes and the teacher's planning. By evaluating the learning process and student learning outcomes, the teacher can determine planning for the next activity process better.

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