

The Using of Innovative Genre Based Approach Design in Training and Mentoring for Improving Motivation, Knowledge and Skill of Writing Research Articles Journal

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Abstract: *Genre Based Approach (GBA) for writing class is effective for some writing genres class, but for Reserach Article (RA) writing class has not been innovated and implemented yet. This research investigated implemmentation and impact of innovative GBA in RA writing training dan mentoring. The object of this research is to describe implementation and impact of innovative GBA in RAs writing training and mentoring class. It is adapted and modified from Widodo (2006) which consist of prepare, focus, task, evaluate and elaborate. The instruments were direct observation, interview list and questionnaires. Direct observing is to record every activities in GBA class. To find the respond of GBA implementation, interview and questionnaires are conducted to participants. The Result showed that the first, in preparation for innovative GBA the instructor prepare everything related to the writing article such as, concept of RAs, the position of author for RAs, the form of RAs, the link of sending RAs and class room is designed by enjoy and friendly room. Secondly, main activity in innovative GBA the mentor gives materials for taking concept, spirit and motivation to writing RAs activity. The participants are invited to practice writing part by part in guidance for attending their self-confident to apply the innovative GBA steps. Then in main activity the participants are invited also to write independently for making sure that writing RAs is not difficult, it is very possible to be mastered by trying gain and gain. The third result shows that the mentor in evaluating the skill of participants by analysing the RAs draft based the moves and steps of RAs in international journal standard. Fourth, the research finding shows that innovative GBA for RA writing class can be decribed as focusing to the RA writing purpose, presenting RAs model for each part and its characteristic, practicing to write RAs in guidance and the last is writing RA independtely. The last finding shows that the impact of innovative GBA design is improvement writing knowledge, skill and positive perception of participants for writing RAs as significant value $0,000 < 0,025$. So, it can be used in teaching writing class especially writing RAs class.*

Keywords: *Innonative. Genre based approach (GBA) Design, writing knowledge, motivation and skill, research article.*

I. Introduction

Although writing research articles (RAs) to be published and spread out information about science and technology is very important, but skill of writing for Indonesian academician and researcher is still lower. This condition based on Kemenristekdikti data (2016) and Suryani, I., D.F. Petra, W. Rodziah & N. Hamidun (2015) that the the challenges of writing journal for Southes Asian writers is hard for Indonesian academician. 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 serious problem for Indonesian academicians. It is such as in some researches about the important 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.

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 innovative GBA to the class of RAs writing. It is needed to investigate about implementing this innovative GBA in RA writing class. The concentration of this study is to dig up the implementation of innovative GBA in writing class RAs 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 preparation for implementation of innovative GBA in training and mentoring of writing Research Article (RA) class?
2. How is main activity in implementation of innovative GBA in training and mentoring of writing Research Article (RA) class?
3. How is evaluating class in implementation of innovative GBA in training and mentoring of writing Research Article (RA)?
4. How is the model of innovative GBA in training and mentoring of writing Research Article (RA)?
5. How is the impact of using innovative genre based approach (GBA) in training and mentoring toward motivation, knowledge and skill of writing RA?

II. METHODS

1. 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 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 method.

2. Instrument

A training and mentoring in research article writing class for international journal publication is conducted to implement the innovative GBA design to get its strength. As Widodo (2006) said that the rule of GBA is such as prepare, focus, task, evaluate and elaborate. Ferris & Hedgcock (2005) GBA was specifically on joint construction and independent construction stages when students start to write. The lecturer or mentor is interviewed to give information about planning, actuating and evaluating of innovative GBA design implementation. Then to cross check of information, participant also is interviewed to give statement about GBA design implementation in mentoring RAs writing class. RAs draft from participants are also taken as data of the research to know the impact of innovative GBA implementation.

3. Data Analysis procedures

The data of implementation innovative GBA in RA writng class is analysed by trimming and displaying from preparation, main activity and evaluation. Then, the data of the impact of innovative 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 innovative GBA class is analysed by content analysis based on moves and steps from Swalles, et al (2009)

III. FINDINGS

After collecting data from research about the using genre based approach (GBA) in training and mentoring to improve motivation, knowledge and skill of writing research article (RA) and analysing them, the finding of the research can be stated as follow; the first, description of preparation for implementation of innovative GBA in training and mentoring of writing Research Article (RA) class; secondly, about the main activity in implementation of innovative GBA in training and mentoring of writing Research Article (RA) class; thirdly, the evaluating implementation of innovative GBA in training and mentoring of writing Research Article; fourth, the model of innovative GBA in training and mentoring of writing Research Article (RA) and the last, the impact of using innovative genre based approach (GBA) in training and mentoring toward motivation, knowledge and skill of writing RA. They can be presented for each finding as below:

1. Preparation in implementing GBA design in RAs writing class activity

The preparation of impementing GBA design in RAs writing class can be decrbe as in table 1 below:

Table 1. Lesson plan of GBA design in RAs writing class

Learning Activity	Focus	Target	Lesson Material
Preparing: Opening and Orientation of Learning	Motivation & Building Self awareness as academician or lecturers related to Nation & community	Preparing fresh author to build up them selves to be a good authors	<ul style="list-style-type: none"> ✓ Data of research publication in Indonesia and compared with others country. ✓ The government policy about publication. ✓ The impact of publications for social life.

From table 1 above, it can be describe that in implementation of innovative GBA in training and mentoring to improve motivation, knowlwdge and skill in writing research article, the teacher or instructor opens the training and mentoring by giving orientation of writing RA class. In this step the mentor or instructor gives motivation by presenting the benefit and problem if a person has skill or has not skill in writing RA for international journal publication. Motivation also is given by presenting the role of academission, researchers and lecturers or teachers in building better life quality for their country or nation.

In preparing GBA is also preparing material such as information about data of research publication in Indonesia and compared with others country; the government policy about publication; and the impact of publications for social life.

To diggup data of preparation for training and mentoring class, it is conducted interview to the intructor and mentor of this training and mentoring. The finding such as: SA as insructor or mentor give statements in interview that in preparing, lecture must prepare information to be given in beginning class about the urgency of writing RAs as personal or as nation, information about strategy of writing RAs included the rhetorical, characteristics of international RAs published at international journal, choice strategy, and many aid tools or application to help authors. After that the participants were invited to practice writing each part of RAs together, where the participant will build their confidents in starting to write based the concept has already given (interview: June, 2019).

SA also said that lectures or instructors for this special GBA for RA class must aware that the principle of GBA is direct and simple method. So prepare the full content but with simple presentation (interview, June 2019).

From interview to the participants, data of research can be presented as follow: AR said that in begining of GBA training and mentoring for writing RA, we are invited to build inner motivation of writing RA for developing better life of society or nation. This is really make sense of nationalisme from knowledge and technology field (interview, 28 July 2019). The other participant ID also said that in preparation of GBA class we follow motivation section, the intructor gives information about the benefit of writing RA as individually or for society. Thus informaton can improve positive motivation for the participants of the training and mentoring, I think (interview, 29 July 2019).

Data of interview from the mentor and participants of training and mentoring show that in preparation or in planning the mentor or teacher must prepare lesson plan which is contained with Motivation and building Self awareness as academician or lecturers in writing RA activity related to Nation & community better life, the concept of how preparing fresh author to build up them selves to be a good authors, and material about data of

research publication in Indonesia and compared with others country, government policy about publication and the impact of publications for social life.

2. The main activity in implementation of innovative GBA in training and mentoring of writing Research Article (RA) class

For taking information of how the innovative GBA is implemented in main activity of training and mentoring, it is conducted field observation to the activity. The finding of the observation can be presented as table 2 below:

Table. 2. The main activity in implementation of innovative GBA in training and mentoring of writing Research Article (RA) class

Learning Activity	Focus	Target	Lesson Material
Main activity:			
✓ Focusing: Giving concepts, form, principles, and strategies for writing RA.	Focusing to the goal of Learning how to write RAs argumetatively	Understanding Goal of writing RA and implemented to each part of RA (sections, Moves and steps)	Kind of RA RA rhetorical and its sections, moves and steps based on international journal. How to write argumentative and persuasive text to strength RA for each moves of RA
✓ Modelling and Discussing each items of RA			
✓ Practicing to write RA based the model is given.			

The members of training followed GBA Class were invited to discuss a form of RAs based on international journal as in table 2 below:

Tabel.2. Models for research article sections

(based on, Peacock, 2011; Swales, 1990, 2004; Swales & Feak, 2009)

RA Sections	Structural Moves	Description of Their Functions
Abstract	Move 1: Introduction	Statements about the research topic or what do we know about the topic? Or why is the topic important?
	Move 2: Objectives/ purposes	Statements about the objective of the research or what is this study about?
	Move 3: Methods	Statement about how a study has been conducted or How was it done.
	Move 4: Results	Statement about what have been found in the research or what was discovered?
	Move 5: Conclusion	Statement about the conclusion, implication or recommendation of the research findings or what do the findings mean?
Introduction	Move 1: Establishing a territory	Statement about showing that the general research area is important, central, interesting, problematic, or relevant in some way or introducing and/or reviewing items of previous research in the area
	Move 2: Establishing a niche	Statement of indicating a gap in the previous research and/or extending previous knowledge in some way

	Move 3: Occupying the niche	Statement about presenting the present work by outlining the purpose, listing the research questions, announcing the principal findings, stating the value of the present research and indicating the structure of the research article
Methods	Move 1: Describing data collection procedure/s	Description of data collection techniques including: 1) description of location of the sample, the size of the sample/population, characteristic of the sample, sampling technique or criterion, 2) recounting steps in data collection, and 3) justifying the data collection procedures
	Move 2: Delineating procedural for measuring variables	Statement of indicating a gap in the previous research and/or extending previous knowledge in some way
	Move 3: Elucidating data analysis procedure/s	Statement about presenting the present work by outlining the purpose, listing the research questions, announcing the principal findings, stating the value of the present research and indicating the structure of the research article
Results & Discussion	Move 1: Background information about the research	Description of research procedures including: 1) presenting an overview of the design, 2) explaining the method of variables, and 3) justifying the methods of measuring variables
	Move 2: Statement of results	Claim made by the writer as the direct answer to their research question
	Move 3: Statement of (un)expected findings	Statement or comment on whether or not the research results or finding are as they are expected
	Move 4: Reference to previous relevant studies	rhetorical attempt of writer/s to link the present research finding/s to the available relevant knowledge or information for the purpose of comparison or to support the present findings
	Move 5: Explanation of research results	Author's rhetorical attempt to logically convince readers why such unexpected or extraordinary results or findings of the present study occur
	Move 6: Illustration to support the research results	Illustration or samples to strengthen or support the explanation of research findings
	Move 7: Deduction and hypothesis or Interpretation of research findings	Author's claim about the interpretation of the research findings to a larger scope of topic or area
	Move 8: Suggestions or recommendation	Author's suggestion on the application or implementation of the research findings in practical ways and/or suggestion for further studies in the same or similar topic

From table above, it can be seen that in planning, a mentor or lecturer prepared the model of RA to be presented in GBA writing class activity. The material and goal of writing class is clear to have skill in writing RA abstract, introduction, method, result and discussion, and suggestion or recommendation.

As SA said that by focusing to present the rhetorical of RA can guide learners follow the steps easily, clearly and briefly (Interview: June, 2019). AR also said that in beginning class of GBA for writing RAs training, a mentor had prepared everything needed in writing RAs such as presentation material in slides show consist of

concept, form and model of RAs which were published in international journal (Interview: June, 2019). It is in line to IE one of the participant admired that the GBA is simple to follow if it is seen from the agenda. It is clear that GBA has realistic and simple design to present skills to the learners in training and mentoring to write RAs.

In practicing GBA can be explained as steps: the mentor gives materials to make the class getting concept, spirit and motivation to writing RAs activity.

Moreover, SA said: “after giving concept and practicing together, writing independently and always struggle to produce a best quality RAs is a very important activity in implementing GBA in teaching and learning to write RAs” (Interview, June, 2019)

In mentoring writing RAs by using innovative GBA, model of RAs which was published on international journal taken as model of RAs. Such as part of RA below:

2.1. Model of Abstract:

Extract 1:

[P-1] (S-1)Audio recorded materials for language listening tests have been used extensively but to some extent they are not authentic since in the reality people often not only listen to language but also watch how the language is used. (S-2)This study explored the possible ways of applying multimodality in teaching and testing listening comprehension for EFL students. (S-3)This study used the post-test only control group design to measure participants’ performances concerning the two types of modality in listening test. (S-4)The participants were 100 students of English Department, Binus University Jakarta. (S-5)They were given two types of test: Audio Listening Test (ALT) and Video Listening Test (VLT). (S-6) ALT was administered after the participants listened to a short video from YouTube, while VLT was administered after they listened and watched another short video from YouTube. (S-7)Data were analysed quantitatively to examine the differences in the effects of VLT or ALT on EFL students’ performance in listening comprehension. (S-8) Results showed that students performed better in VLT to ALT. (S-9). This finding implies that multimodality can improve students’ performance in listening comprehension. (S-10)Thus, the use of video materials should be encouraged in the teaching and learning of English as a foreign language (ACU-1).

The sample is taken from article titled ‘Efficacy of Audio and Video Listening Tests for English as Foreign Language Students in Indonesia: Which is better for Classroom Use?’ From the RA abstract, mentor and learners discussed part of abstract each moves, for example; Move 1 (Introduction) in Sentence 1 (S-1) and followed by a Move 2 in Sentence 2 (S-2). Move 3 are sentences 3 to 7 about method of the study. Move 4, the finding of the study is addressed in sentence 8 (S-8). The last, discussion about move 6 or conclusion is in Sentence 9 (S-9).

2.2. Model of Introduction

In main activity in step of modelling, the instructor present the training by giving model of RA in indtroduction. This model is discussed from the move, steps, their characteristics and type of argumentation for each moves in RA. From the observation and dokumen analysis the mobel of introduction is presented in this training and mentoring is as in extract 2 below:

Extract 2:

[P-1](S-1) The last decade, there has been an increasing call for the integration of information and communication technology (ICT) into teaching and learning process. ...

[P-2](S-7) ICT also plays important role in helping learners find reading sources from its original sources. ...

[P-3](S-11) Since the benefits that ICTs bring to English language learners are, for example, motivation enhancement (Schoepp & Erogul, 2001), learners independence (Firth, 2005), and acquisition of skills (Galavis, 1998), they have been adopted by a large number of educational institutions in many countries in the world (Bubeng-Andoh, 2012). ...

[P-4](S-13) The use of ICT in the teaching and learning of English as a foreign language is one of the widely discussed issues in the field of education (Yunus and Saheli, 2012). (S-14) Several of ICT researchers have claimed that the use of ICT in education improve teachers’ instructional process and facilitate students’ learning process. ...

[P-5](S-16) In spite of the fact that much attention has been paid to the investment of technology in classrooms by universities in Indonesia, adequate concern is not given to students’ ICT use as well as their perception of using ICT to study English. ...

[P-6] (S-18) Zinan, W and Sai, G.T.B. (2017) conducted a case study to investigate the EFL university students’ perception in China about their ICT-based College English Course (CEC). (S-19) The result indicated that they were positive toward the application of ICT-based CEC. ...

[P-7](S-22) This result was in agreement with the previous study by Tri, Dang Hoang and Nguyen, Nhung Hong (2014), who conducted an exploratory inquiry that examined the frequency, purposes, perception and expectation of using ICT both in non-learning and English learning purposes among Vietnamese EFL university students, also found that the majority of the students expressed positive attitudes toward ICT use in English learning. ...

Extract 2 is a model or from part of RA the mentor and participant discuss it by information that move 1 (establishing a territory) in paragraph 1 to 4 (P-1 to P-4); Move 2 (establishing a niche) is written in paragraph 5 (P-5). Then move 3 (Occupying the niche) is written in paragraph 6 to 7 (P-6 to P-7).

2.3. Model of Method

In main activity in step of modelling, the instructor present the training by giving model of RA in result and discussion. This model is discussed from the move, steps, their characteristics and type of argumentation for each moves in RA. From the observation and dokumen analysis the model of introduction is presented in this training and mentoring is 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.

In main activity the lecture or memtor present the model of method in RA and the participant or class follow the presentation and discuss about the moves, steps and characteristics of each part in RA method. From field research data it is known that in this modelling steps the mentor and participant discuss about move 1 is how to describe the natureof the data and data collection procedures. Then they discuss about delineating procedurals for measuring variables. The last they discuss about elucidating data analysis procedures. After discussing the moves and steps of method, the participants or authors are invited to write or revise RA draft together in mentor guidance.

2.4. Model of result and discussion

In main activity in step of modelling, the instructor present the training by giving model of RA in result and discussion. This model is discussed from the move, steps, their characteristics and type of argumentation for each moves in RA. From the observation and dokumen analysis the model of introduction is presented in this training and mentoring is as in extract 3 below:

Extract 4:

(S-1) The findings of this study are in line with the studies conducted by Erdogdu (2016) and Yanez, et.al. (2018). (S-2) However, both Erdogdu and Yanez still place the role of parents or family in of children's bullying prevention in a small portion. (S-3) In their studies, family or parents do have a contribution in preventing children from bullying at schools, but their role is considered not yet dominant. (S-4) The findings of this study reaffirm that family or parents are the main pillars in preventing children from bullying at schools

From the result of research above, it can be seen that in implementation of GBA the instructor invite the participant discussed and find the rhetorical of RAs for each section, move and steps. The presentation of instructor also included the type of argumentation in writing RA such as moves and steps in abstract, introduction, methods, and result and discussion section.

Interview data show that in practicing, the participants really to discuss one by one every part of RAs and its characteristics so they can understand the real of RAs exactly as AR one of participant said that we really now each part of RAs then we understand why our manuscript always rejected. Now I can write correctly and suitable to the purpose of RAs, there is no so many mistakes for my manuscripts (interview: 25 September 2020). It same with DH stated that by using GBA the practicing of writing RAs is more clear and easy to follow (interview: 26 September 2020). ID also gave description of GBA that this training can make our RAs draft be more systematically in construct and easier to be understood by readers.

As mentor for this training and mentoring SA also gave respond that this training and mentoring by using GBA in practicing focus to model of RAs or it is called by modelling strategy. The member and mentor discuss and practice to write together or revise RAs draft together to apply the concept of RAs model already discussed (interview: 27 September 2020).

3. The evaluation of implementation innovative GBA in improving motivation, knowledge, and skill to write RA for international journal publication.

From data of field obsevation, the activity in evaluating innovation GBA in training and mentoring writing RA can described in tabel 3 below:

Learning Activity	Focus	Target	Lesson Material
<p>Evaluation:</p> <p>Giving task to independently writing part of RAs</p> <p>Revising incomplete or not suitable part of RAs</p> <p>Helping to send RAs draft to international Journal</p>	<p>Author independent and self confident in writing RAs</p>	<p>✓ Trained RAs author</p> <p>✓ Continuing elaboration of writing RAs activities.</p>	<p>How to struggle in publicating aour RAs to International Journal.</p> <p>The history of famous author from rejecting to other accepting journal.</p>

From table 1 above, it can be seen that in training and mentoring writing RAs by using GBA the last steps is evaluation. The activities of evaluation such as giving task to independently writing part of RAs, revising incomplete or not suitable part of RAs and send RAs draft to international Journal sitable with scoop of RA. The evaluation of skill in writing RA after following training and mentoring is based on structure section, move and steps of RA as recomended by Lim (2006), Peacock (2011), Swales (1990, 2004), Swalless and Feak (2009). The intructor or mentor designed model of RA evaluation suc is in table 3 below:

Table. 3 instrument of asesment for part/ rhetorical RAs

(based on, Lim, 2006; Peacock, 2011; Swales, 1990, 2004; Swales & Feak, 2009)

RAs Title	Rhetorical	Total Move	Complete Moves	Status
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	Abstract	5	4	incomplete
	Introduction	3	3	Complete
	Methods	3	3	Complete
	Result & Discussion	5	6	incomplete
	Conclusion and Suggestion	2	2	Complete
Islamic Education System in Singapore: current Issues and Challenges	Abstract	5	5	Complete
	Introduction	3	3	Complete
	Methods	3	3	Complete
	Result & Discussion	6	6	Complete
	Conclusion and Suggestion	2	2	Complete

From example of participant RAs draft above, it can be seen that the mentor try to check the skill of author to write RAs based on the form or model is given in the training. The first RA draft has incomplete move and steps based on RA rhetorical. But the second RA draft has complete moves and steps based on RA rhetorical in abstract, introduction, methods, result and discussion, and conclusion and suggestions.

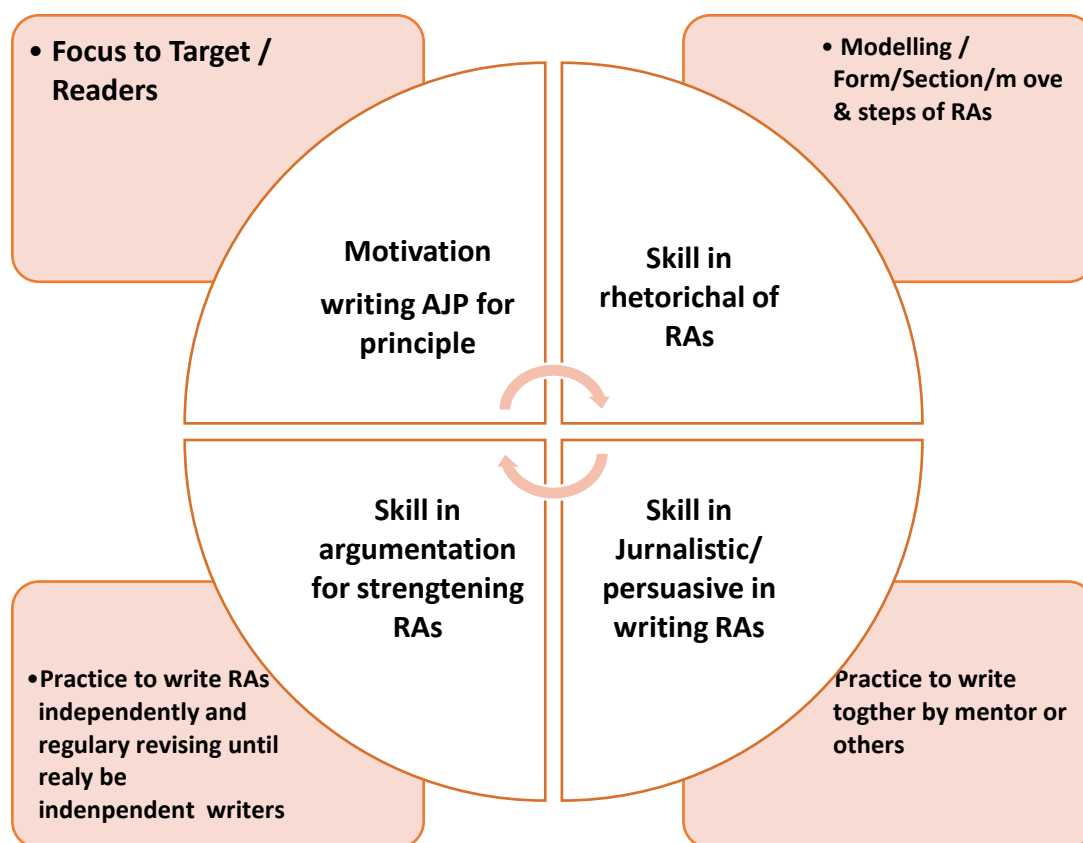
4. Model of GBA design in RAs writing class

From interview to SA it can be reported that GBA in teaching or training writing RAs can be described in to three activities group; the first concept, writing together and writing independently (interview, July 2020). So, it can be described that GBA focused to the learners to get the goal of writing and focus to it, knowing the concept, directly practicing, and always practice it even though writing independently. It is also inline as AH as a mentor, he said: “In GBA the writer is invited to focus to what he or she will write, to whom this written product is addressed and how to reach the matching readers intentions to his or her RAs as one of written product (interview, July 2020)

Research finding also can be seen from participant or fresh author or participant of RAs training and mentoring writing, AR said: “GBA in training and mentoring how to success in writing RAs for international publication journal is efficient. That is why because we get motivation in the first meeting, we are invited to focuse that the final goal of writing has very high value for personal and human being in reaching better life. This really provoked spirit and motivation to be professional author” (interview, July 2020). The other fresh author IE also gave information that in practicing, we get the real model or form of RAs and every part of RAs were explained and discussed comprehensively. It really help us to mind map our brain in writing RAs” (interview, September, 2020)

From data of interview above, can be resumed that the research finding of model GBA design in teaching writing RAs for international Journal publication as follow: first, the mentor or lecturer prepare everything related to the writing article such as, the concept of RAs, the position of author for RAs, the form of RAs, the link of sending RAs and class room is designed by enjoy and friendly room. Secondly, the mentor gives materials to make the students getting concept, spirit and motivation to writing RAs activity. Third, the mentors invited to the participants or fresh author to practice part by part in mentor guidance for attending their self-confident to do what they got from the teacher. The last, the teacher instructs to the fresh RAs author to write independently for make sure that writing RAs is not difficult, it is very possible to be mastered by trying gain and gain. The model can be modified as picture 1 below:

Picture 1. Model of training and mentoring in writing Research Article by using Genre Based method



From the model above it can be described that the first focusing to target of writing connected to readers community. This even to discuss concept of RAs as communication function.

Secondly, modelling to the RAs text from the kinds of RAs, part of RAs and its characteristics. The learners also invited to know the strategies of writing for each parts of RAs.

Thirdly, practicing to write together participants and mentors. In this role, the mentor and participants practice to write RAs based on the model and its parts of RAs. The characteristics of text part also become focus of practicing to write RAs by GBA.

The fourth, the next step based the model GBA above is writing independently. This cycle give chance to practice their knowledge, skill and experience in writing RAs. The author can certain for his or her skill to write and publish RAs independently. In this section, they revise, edit, and rewrite RAs draft until it can be published.

In resume, the model of GBA in training and mentoring GBA can be stated: starting from focusing to the goal, modelling, writing together and independent writing. So, for the instructor can practice it in their writing class to attend simple, focus and direct lerning activity.

5. The impact of using GBA in Training and mentoring writing RAs class

To answer the research question about the impact of innovative GBA in training and mentoring writing RAs class, the researcher conducted questionnaires and interview. The questioner consist of statements related to the motivation, knowledge and skill of writing before and after training and mentoring. Then interview is conducted to cross chek information in questinaire. It is to make validity of finding about motivation, knowledge and skill as result of GBA implementation. Below were the data of researches:

5.1. The impact of Innovative GBA toward authors' motivation

To know the impact of using innovative GBA toward participants motivation, it is annalysed by SPSS which is compared between questinaire score before and after folowing the training and mentoring to warite RA.

Tabel 5.1. Motivation changes of author after following training and mentoring to write research article by using Genre Based Approach.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTEST	-39.50000	12.40564	5.06458	-52.51892	-26.48108	-7.799	5	.001

From tabel 5.1. above, it is known that the training and mentoring to write RA by using innovative GBA has significant impact to increasing motivation of participant significantly by value sig. (2 tailed) $0,001 < 0,005$. It can be concluded the motivation of author as participant increased significantly.

From interview, 87% of participant stated that they are motivated by implementing of innovative GBA in training and mentoring to write RA. As AR said: by this innovative GBA, I release that writing RA has very big good influences for better life of self and others, so I declare to be active author to share knowledge, experinces and researches to the world (Interview, July 2019). IE also gave comment that her motivation is more positive after listening information from mentor about the crusials of writing RA for world publication (Interview, July 2019). KR also said that before following this training, I only has motivation to write RA because doctoral program qualification document, but now he get more positive motivation to write RA continuously (Interview, September 2019). It can be concluded that innovative GBA can give positive motivation to the authors after training and mentoring.

5.2. The impact of innovation GBA toward knowledge and skill in writing RA

To know the impact of using innovative GBA toward participants knowledge and skill of writing RA, it is annalysed by SPSS which is compared between questinaire score before and after following the training and mentoring to warite RA. The finding such as in table 5.2 below:

Tabel. 5.2. Skor Koefition Genre Based Approach toward the improvement knowledge and skill of writing RA

One-Sample Test ^a						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1 (Constant) Mentoring Process	66.691	4	.000	154.40000	147.9721	160.8279

From table above, it can be seen that sig value is 0,000 because of this is test 2-tailed, so probability value is $0,005 : 2 = 0,025$. Thus, it can be presented that $0,000 < 0,025$. From this score, it can be concluded that the using innovative GBA in training and mentoring to write RA is effective to improve the knowledge and skill of writing RA for international journal publication.

From interview, it can be seen that participants were satisfied following the training and mentoring to write RAs by using GBA. AR said that by this GBA in training and mentoring writing articles I can understand concepts, model and practical for publication RAs. I think this training and mentoring simple and effective (interview: 20 September 2020). IE also said that using GBA in the training of writing GBA is effective and efficient because it is simple to follow (interview: 21 September 2020). ID from Bengkulu University gave respond about GBA by stating that by using this approach, the author can write RAs systematically (Interview: 25 September 2020).

IV. DISCUSSION

The first, the steps of using genre Based Approach (GBA) in training and mentoring class for writing Research Articles (RAs) in this research are planning, practicing and evaluating of class activity. In planning

activity GBA provided such as; 1) preparing with opening and Orientation of Learning; 2) giving concepts, form, principles, and strategies for writing RA, discussing each items of RA, Practicing to write RA based the model is given; 3) evaluating with activities such as giving task to independently writing part of RAs, revising incomplete or not suitable part of RAs and helping to send RAs draft to international Journal. The finding is in line with concept of GBA implantation from Widodo (2006) said that the rule of GBA is prepare, focus, task, evaluate and elaborate. Then, Hyland (2000); Almacioglu, et al (2018) and Arono & Safnil (2019) also said that GBA was specifically on joint construction and independent construction stages when students start to write.

Secondly, in practicing of learning and teaching writing RAs by using genre based approach is starting from explaining concept and focusing to the goal of writing RAs, then discussing part of RAs consist of moves and steps, and then practicing to write RAs together and revising the RAs. These steps are in line with Widodo (2006); Hyland (2000); Batubara (2013); Mazdayazna & Rashidi (2016); and Cartens, A (2009) that they concluded for steps of genre based approach starting from giving concept (focus), example (modelling), ways (trying) and practice it (together and independently).

Thirdly, to evaluate the achievement of students or participants the instructor or teacher use the standard of RAs rhetorical from (Swalles, 2009). The evaluation to products of GBA training or teaching based, the teacher looked to the moves and steps of RAs such as abstract, introduction, methods, result and discussion, and conclusion and recommendation with all of their steps. This way of evaluation is in line with Adnan, Z. (2014); Swales & Feak (2009); Ariyansfar, et all (2020); Changpueng, P (2013) and Safnil (2018) they discussed that evaluation of writing text must back to the rhetorical of the text.

Fourth, the model of teaching and learning activity for writing RAs by using innovative GBA can be listed as giving concept, giving example and its position or part of RAs, practicing and revising to write RAs. This finding is relevant to previous research from Swales & Feak (2009); Swalles (2004); Peacock, M (2011); Dujsik, D (2013); Yang (2016) and Safnil (2018) they discuss that RAs in international standard consist of some moves and steps. They explain that for abstract, RAs moves consist of introduction, purpose, method, result and conclusion or recommendation. Then for introduction, RAs must be in moves and steps such as Establishing a territory, niche or gap, and occupying the niche. For method section Describing data collection procedure/s, delineating procedurals for measuring variables, and Elucidating data analysis procedure/s. Then, for result and discussion section such as; Background information about the research, Statement of results, Statement of (un) expected findings, Reference to previous relevant studies, Explanation of research results, Illustration to support the research results, Deduction and hypothesis or Interpretation of research findings, and Suggestions or recommendation.

The fifth, the finding of the research shows that the impact of using innovative genre based approach is motivation, knowledge and skill improvement of the participants for writing RA activity . This finding is in line with Mazdayazna and Rashidi (2016); Mirahayuni (2017); Hiland (2000); Ariyanfar & Mitchel (2020), Nagao (2018), Uzun and Topkaya (2018), Almacioglu & Okan (2018), Burgos (2017), Ueasiriphan & Tangkiengsirisin (2018), Correa & Echeverri (2016); Yang (2016) and Mastura (2020). They found that GBA is effective in writing class for native or foreign language. The using genre based approach was given significant effect to students' writing ability of recount text. The finding also confirm that one of problem in writing RAs is lack of information and format or model of RAs for journal publication (Safnil et.al. 2020). So, it is clear that GBA in writing class can provide simple, direct and focus learning and teaching activities for learners. For the lecturers who has very crowded university activities such as teaching, examining, guiding and many meetings, GBA is the suitable approach to help them in improving skill in writing RAs.

V. CONCLUSION AND SUGGESTION

The first, the finding of this research shows that GBA in training and mentoring of writing research article that in preparing step GBA conducted activities such as; motivating to the writing RAs as lecturer related to the science and technology development. Then focusing to the purpose of writing RAs and building concept of writing RAs.

Secondly, practicing steps of implementation GBA consist of modelling, discussing part of RAs and its characteristics, practicing write together and practicing writing independently. In modelling the participant and mentor discuss the whole of RAs construction and also discuss characteristics of RAs types. Then in discussing part of RAs mentor and participants discuss every section, move and steps of RAs. The discussion included characteristics, role and strategy to write them.

The third, step of evaluating in training and mentoring result consist of analyzing quality of RAs draft from participants by parameter rhetorical RAs from Peacock (2006); Arsyad (2018) and Hilland (2000). The

parameter is move and steps each section of RA such as abstract consist of introduction, purpose, method, result and conclusion. Then, for introduction section consist of establishing territory, establishing a nice and occupying the niche. For section of method, parameter consist of description of data collection/ the nature of the data and collection procedures, delineating procedurals for measuring variables, elucidating data analysis procedures. Part of Result and discussion is evaluated by analysis for background information about research, statement of result, statement of (un) expected finding (choice), reference to previous relevant studies, explanation of research result, illustration to support the research results, deduction and hypothesis or interpretation of research findings, and suggestions or recommendations.

Fourth, the research finding shows that the model of GBA design for training and mentoring writing RAs can be described as the first this approach conducted focusing to the RAs purpose or social function of RAs. Then, second agenda was modelling where mentors and members of training and mentoring discuss a model of RA from kind, part of text, function each part of text and characteristics part of text. GBA provided opportunities to members or participants to practice writing RAs together to strength theory and practice of writing RAs. Finally, GBA supported to the participants write RAs individually and independently to make sure that the participant got concept, practice and positive motivation to write RAs regularly.

The last, the research finding shows that the impact of innovative GBA is improvement of participants' motivation, knowledge and skill. It can be seen from the result of paired two test by SPSS is $0.000 < 0,0025$ that shows this design significantly improve the motivation, knowlegde and skill of participants in writing RA for publication in international journal. It is in line with Samsudin, Z. & Arif, M.F.M. ((2018) that GBA is effective in teaching academic writing.

As suggestion, first, Genre Based Approach (GBA) steps can be used to train writing research article for journal publication standard. Secondly, Genre Based Approach (GBA) can be implemented by teacher or lecturer in guiding students to get writing skills. It is suggested to more research about GBA in writing training or teaching in the future.

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