

Genre-Based Learning Model With Literacy Activities and Character Strengthening: Effectiveness in Language Learning

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Abstract—During the implementation of online learning, some policies in the education sector cannot be implemented such as the National Literacy Campaign and Strengthening Character Education. These two programs can be integrated into the learning process including in language learning, especially the learning models and teaching materials. This study aims to develop a genre-based learning model by integrating literacy and character-strengthening activities. This Research & Development (R & D) used the Plomp Development model (Preliminary Research, Prototyping Phase & Assessment Phase). In the Assessment Phase, the researcher tested the developed product to check its practicality and effectiveness. The instruments used were questionnaires, observation sheets, and tests. The subjects were students of State Senior High School 8 Padang. The results showed that the genre-based learning model which integrates literacy activities and character-strengthening effectively increases students' literacy (reading and writing) and builds their character. This model does not significantly influence students' reading skills but significantly influences students' writing skills.

Index Terms—genre-based learning, literacy, character strengthening, language learning

I. INTRODUCTION

The rapid growth of information technology and the internet has globally increased online learning and the usage of both information technology and the Internet in education and research (Li et al., 2018). Consequently, educational institutions implement various crucial education reform and learning management initiatives using social networks widely known as online learning (He, 2020; Wannapiroon et al., 2022). Since the 1990s, online learning modalities such as video-based distant learning, which enables two-way communication across separate classes via the use of remote imaging, have been increasingly used (Omar et al., 2021). Recently, most people have access to personal computers and the Internet. The use of personal computers and the internet have made it possible for every student to take online classes from their own homes (Zhang & Zhou, 2003; Alamri, 2021).

The COVID-19 pandemic causes the need for technological and pedagogical adjustments to the structure of the school system (Karatas & Arpaci, 2021). The global digital gap caused by COVID-19 has affected the delivery of online education in underdeveloped nations (Demuyakor, 2020; Chatterjee & Chakraborty, 2020). Online education is the main way to ensure maximum learning continuity during the COVID-19 pandemic in Indonesia (Purwadi et al., 2021). Online education has become the new norm during the pandemic; thus, educational technologies utilized by educators and students should be accessible, egalitarian, communicative, monitored, and sustainable to maintain student engagement in learning in the new normal period. Online learning is proven to be sustainable and hybrid (Santiago Jr. et al., 2021). Online learning has the potential to boost learning quality and productivity as it is more effective and easier to use than conventional methods (Lucero et al., 2021).

Information technology may replace education later, but it cannot replace the function of educators (Purwadi et al., 2021). To recognize learning challenges faced by students in real-time, learning engagement requires two key features, namely student behavior and student interaction (Wang et al., 2020). To realize the potential benefit of online learning, educators employ a pedagogical strategy (Aitken, 2020). Teachers have to make substantial efforts to redesign learning to transform traditional knowledge into online learning (Nurdiyanti et al., 2021). The efficacy of online learning is determined by the substance of the learning materials, the quality of interactions between instructors and students, adequate preparation, and the enthusiasm of the instructors (Sun & Chen, 2016).

Learning Bahasa Indonesia can use a text-based learning approach or a genre-based approach (Herman et al., 2020). This approach was first implemented in 2013, while genre pedagogy has been applied in secondary schools since 2004

as the basis for the English curriculum (Wijayanti et al., 2017). In the 1990s, the genre-based approach emerged in response to the weaknesses of the process approach (Nagao, 2018). The term "genre" comes from French which means "shape" or "type" (Dirgeyasa, 2016). In Western countries, spoken and written genres are frequently categorized by their main social function (Lu, 2011). Genre is a type of staged and goal-oriented text that results from the use of language (Batubara, 2013). Through genres, people in a culture share certain social goals and stages of using language (predictable organizational patterns) to achieve goals (Changpueng, 2013).

Since the genre is connected to the type of text, many experts claim that genre knowledge adds to the language acquisition process in some ways (Johns, 2002; Derewianka, 2004; Kongpetch, 2006; Chaisiri, 2010). Awareness of text elements such as type, convention, purpose, content, and context provides students with an awareness of text structure, which may help them in text-creating skills (Batubara, 2013). In understanding generic texts, students notice generic patterns and related linguistic elements (Price & Price, 2002). The main characteristics and advantages are emphasizing grammar as a source of meaning and text as a semantic choice within a social context (Martin, 2009). This approach systematically integrates language, topic, and context with explicit explanations "rather than focusing on compositional processes, text content, or abstract grammatical prescriptions without a body" (Hyland, 2007, p. 148).

The genre-based approach focuses on functional language, that is, language that occurs in a particular social environment (Burgos, 2017). Genre "reflects the conventions of various forms of writing" (Harmer, 2001) which is conveyed and determined by social context (Knapp & Watkins, 2005). This description focuses on the context of writing manifested as social interaction in the discourse (Uzun & Topkaya, 2018). Students are required to study relevant text which represents the genre. Students and teachers can try to "identify the cultural contexts and situations, the purposes, the functions, and language features of the text" (Bawarshi & Reiff, 2010, p. 4). In terms of social purposes, linguistic characteristics, and schema, the majority of students can master the essential elements of the text (Nasihin et al., 2021).

Students are expected to learn text types and apply them in meaningful contexts. Depending on the needs of the students, genre-based learning can be effective for beginners in writing preparation courses (Almacolu & Okan, 2018). A genre-based approach seems appropriate for students with inadequate writing skills and motivation to teach and learn writing. It teaches students to write starting from simple steps to independent steps (Dirgeyasa, 2016). Many studies have focused on the application of the genre-based approach in writing courses (Rashidi & Mazdayazna, 2016; Dirgeyasa, 2016).

To negotiate meaning through writing, the genre-based approach covers some steps such as deconstruction, shared construction, and individual construction (Rose & Martin, 2012). Some strong reasons to teach academic writing using a genre-based approach. First, writing is a social activity that must be undertaken based on actual goals for specific audiences in a well-defined setting. Second, learning to write is an activity-based requirement in the writer's future place (Hyland, 2002). Third, learning to write must provide tangible results. Fourth, learning to write is a social activity. Fifth, learning to write is learning to use a language.

The genre-based approach is the most up-to-date approach that teaches students to write by helping them analyze texts of the genre to be studied (Nasihin et al., 2021; Samsudin & Arif, 2018). Typically, genre writing classes are structured related to the explicit examination of a genre sample in order to increase learners' awareness of the text's general structure, language features, and communicative purposes (Cheng, 2011). It is relatively easy for students to write particular texts as they can draw on their repeated encounters with similar texts (Hyland, 2007). This strategy can optimize writing learning because if students can speak about a topic, read and comprehend text about it, and listen to others speaking about it, then they can write a text about it (Siallagan, 2014).

The key advantage of the Genre-Based Approach for Indonesian students is its framework that supports students with inadequate skills and/or motivation (Ariyanfar & Mithell, 2020). As it fosters and enables self-learning, this approach aims to assist the development of students' writing skills at all levels including the basic, dependent, and reluctant to the most adept and independent (Dirgeyasa, 2016). Besides, this approach accelerates the improvement of low-achieving students' writing skills by getting them to the average level more quickly and effectively, as well as the progress of the higher-achieving students who have received more conventional instruction (Whittaker & Parejo, 2018).

Genre pedagogy can improve students' literacy skills (Wijayanti et al., 2017). Literacy can be defined as the ability to read and write at a level that allows people to comprehend and use both printed and digital communication (Bekkar & Ouerrad, 2021). Traditionally, literacy refers to the mastery of pre-determined, genre-based text-based reading and writing (i.e., five-paragraph essays, term papers), ritual performance on outlined tasks, participation in an activity separated from the process, and other social institutions (Squire, 2008). Literacy is fundamental for individuals to acquire the necessary capacities to participate in local, national, and global economic, cultural, and political discourses related to learning to read and write (Kellner, 2002). Literacy is an effective tool, a wide talent, and a proficiency that extends beyond reading and writing (Zua, 2021). Literacy is an important aspect of the right to education (UNESCO, 2010).

Literacy is a factor used to measure education and its effectiveness. A high rate of literacy level indicates that the education system can provide opportunities to gain good literacy skills. Besides, an adult's literacy level can be used to estimate life expectancy and standard of living with socioeconomic indicators such as income, education, and

employment (Prettyman, 2019). Literacy plays a significant role in 21st-century skills in this scenario (Özenç & Çarkıt, 2021).

Besides focusing on the cognitive domain, learning should also emphasize the affective domain. The learning process has to contain values that must be internalized within students in the context of character education (Septiani et al., 2020). Character is not something meaningless, but it can be taught in the family, schools, and community (Haniah et al., 2020). Schools have a significant role in building the student's character (Print, 2000; Nguyen, 2016). Schools with character education will be excellent places to build students' character so they can grow well in society (Astuti et al., 2020). In this case, the teacher actively teaches moral principles, standards, and habits by incorporating them into suitable topics (Irviana, 2020). This integration includes the imposition of values on the implementation of learning activities that support the practice of values for all subjects both inside and outside the classroom (Dianti, 2014).

Students have outstanding achievements, but their character and morals decrease (Sopacua et al., 2020). Success would be meaningless without character qualities such as honesty, a sense of responsibility, kindness, and persistence (Sudarmika et al., 2020). Intelligence is not enough to lead the country to a better future. A person's behavior in his personal, social, and national life will be influenced by his virtue and strength of character (Septiani et al., 2020). Besides ensuring the nation's survival, children will become future leaders so character-building activities should be a national priority (Agboola & Tsai, 2012). Character development is one of the objectives of the Indonesia Vision 2005-2025. Character education has been a priority in the development of education in Indonesia (Hakam, 2018). Therefore, character education must be able to be integrated into all lessons and executed at various educational levels (Amri et al., 2020).

As mentioned in the national education goals, one of the roles of the teacher is to promote moral principles in schools so that students actively improve their skills (Murti et al., 2020). Character education is designed to instill positive social attitudes and conduct in order to foster the growth of social competence (Harun et al., 2020). Learning can form character strengthening and good character strengthening will produce good student characters and vice versa (Baehaqi & Murdiono, 2020). To address the challenges of the 21st century, it is necessary to combine strong character and skills (Haniah et al., 2020). Therefore, this study aims to develop a Genre-Based Learning Model for high school students that integrate literacy and character-strengthening activities.

II. METHOD

This Research & Development (R&D) aims to develop a Genre-based learning model that integrates literacy activities and character-strengthening activities for high school students. The development model was adapted from the Plomp (2013) model consisting of three stages, namely preliminary research, prototype development, and evaluation. The developed product was adapted to the curriculum, student needs, and learning situations. The research was conducted during online learning with asynchronous and synchronous (Zoom Meeting) learning (digital teaching materials were developed with the Ispring application).

Product trials were carried out at SMAN 8 Padang. The selection of these schools was carried out by purposive sampling with the provision that students were registered as students of SMA/MA Negeri in Padang City; are open to accepting innovation; can establish good cooperation; as well as having adequate facilities and infrastructure for conducting research. The trial was carried out from October to December 2021. The schedule was adjusted to the school curriculum so that the product was suitable for use at that time, namely explanatory text which was learned in odd semesters. Data were analyzed using descriptive analysis techniques to describe the validity, practicality, and effectiveness of the developed model. The criteria of selected limited trial and wide-scale trial subjects are presented in Table 1. According to the criteria selected as the subject of a restricted trial, both the experimental and control classes consisted of thirty students. This study used descriptive data analysis, which describes the validity and applicability. While the effectiveness statistics in the form of student learning outcomes were tested using an SPSS 17 analysis. The instruments covered questionnaires, observation sheets, interview guides, and tests.

III. RESULT

The results of this study include the Preliminary Research, Prototyping Phase, and Assessment Phase. The detailed of each phase can be seen below.

A. Preliminary Research

This stage aims to determine the needs of students and the learning situation. The results of this stage were collected from interviews with teachers and questionnaires filled out by teachers and students. The results of the needs analysis based on questionnaires and interviews regarding the needs and learning situations are (a) The current learning process is carried out through online learning & blended learning; (b) The learning approach uses scientific and text-based approaches, as well as task-based learning during online learning; (c) The online and blended learning use printed materials in the form of Pdf format; (d) The media used are WhatsApp, Zoom Meeting, and PowerPoint; (e) The learning process is not in line with the predetermined plan; (f) In writing factual genre texts, it is difficult for students to find correct data, facts, and information, while in writing narrative genre text, students find it difficult to write with creative ideas; (g) Some students copy other people's work or copy it from internet or books; (h) Some students are still

unsure about the type of text being studied and difficult to differentiate between two texts, for example exposition text and news; explanatory text and procedure text; short stories and folk tales; and other texts with almost the same characteristics in the form of structure and linguistic characteristics; (i) Literacy activities have not been carried out well in schools, especially during online learning (Indriyani et al., 2019); and (j) Strengthening student character needs to be integrated into learning (Atmazaki et al., 2019).

The results of the needs analysis based on student responses show that (a) students are less able to write texts according to the structure and language features of the text; (b) students require fun learning activities and varied teaching materials; (c) students have never been to the library during online learning; (d) students tend to be more interested in reading entertainment stories than textbooks; and (e) Students read and write only to fulfill obligations and do the assignments.

The results of the task analysis show that (a) The development of the genre-based learning model for Bahasa Indonesia by integrating literacy and character-strengthening activities was based on the 2013 curriculum; (b) The trial was conducted at State Senior High School 8 Padang, especially the eleventh grade; (c) The text used explanatory text; (d) The material described in the teaching materials covered the meaning, the function, the structure, and the linguistic features of the explanatory text; (d) The literacy activity covered reading and writing; and (e) Characters that are integrated into learning were honest, disciplined, responsible, creative, critical, active, and independent.

B. Prototype Phase

This stage aims to prepare product prototypes for the development of genre-based learning models containing literacy and character-strengthening activities. The initial stage was to develop a model as the basis for developing teaching materials. Integrated dialogical-interactive learning syntax covers building context, exploring genres, building field knowledge, reporting reading, analyzing the genre, constructing individual text and/or group, evaluation, presentation, and reflection (Atmazaki et al., 2021). The syntax of the developed model is presented in Figure 1 below (Atmazaki et al., 2019).

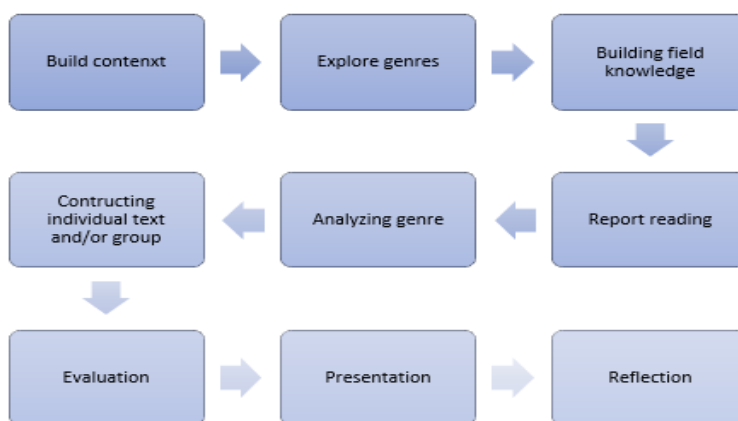


Figure 1. Genre Based Learning Model Syntax

After designing the model, the researcher developed the teaching using the i-Spring application. The learning media can be seen in Figure 2.



Figure 2. Snippets of Teaching Materials

After developing the learning model, then validation was carried out in two ways, namely self-validation and expert validation. The results of the validation are presented in Table 1.

TABLE 1
VALIDATION RESULT

Validation	Validation result (%)	Category
Self-evaluation	89.58	Very valid
Expert validation	91.15	Very valid

C. Assessment Phase

The learning model that has been declared valid was then evaluated in the field. The trial was done in State Senior High School 8 Padang. The experiment was conducted in two groups, namely the control group and the experimental group. The learning process in the control group used a conventional learning model, while the learning process in the experimental group used Genre-based Learning Model that integrates literacy and character-strengthening activities. The learning process consisted of four meetings for learning activities and one meeting for testing. The trial was conducted during the COVID-19 pandemic which used online learning utilizing the Zoom Meeting application.

The trial involved teachers of Bahasa Indonesia. The applicability of the developed model was evaluated using a questionnaire consisting of practicality indications and time allocation. Besides, practicality can be observed through the learning process activities. The outcomes of the practicality of the learning model are presented in Table 2.

TABLE 2
PRACTICALITY RESULT

Reted aspect	Practicality result (%)	Category
Practicality by teachers	92.86	Very practice
Practicality by students	84.33	Very practice
Learning activity	91.18	Very active

The effectiveness of the developed model was the final stage of the assessment. Effectiveness can be seen in student knowledge, attitudes, and skills. Cognitive tests were carried out by assessing students' knowledge of the material, namely explanatory texts. This test focuses on the ability to understand reading texts. Furthermore, the attitude was assessed by the teacher by observing students' attitudes during the learning process. The assessment of student's skills was carried out by assessing students' writing skills, namely writing explanatory texts based on the specified topic. The test was carried out after the students follow the learning process using the developed learning model. The effectiveness value is described as follows.

First, attitude assessment is related to students' attitudes during the learning process. This assessment aims to measure and determine aspects of attitude that are integrated into learning including honesty, disciplined, responsible, creativity, critical, and active. The average score of students' attitudes during learning using the developed learning model was "89.65" with the category of "A" based on the findings of the attitude assessment analysis (in the experimental group). Meanwhile, in the control group, the student's attitude score was 82.98 with the category of "B". Therefore, it can be concluded that the developed learning model can improve the character of the student.

Second, the student's cognitive test to assess the student's comprehension of the material used an objective test with multiple-choice questions. It aims to test the effectiveness of the developed model by considering the differences in outcomes in terms of knowledge (reading literacy) in the experimental group and control group. The learning outcomes for the experimental group and the control group are presented in Table 3 below.

TABLE 3
LEARNING OUTCOMES

	Group	N	Mean	Std. Deviation	Std. Error Mean
Lerning Outcomes	1	30	74.67	8.401	1.534
	2	30	63.33	6.989	1.276

Based on the table above, the average value of learning outcomes (knowledge) or reading literacy in the experimental group taught with a genre-based learning model is higher than that of the control group. Before performing the hypothesis testing, the normality and homogeneity tests were conducted as a requirement. The normality test was conducted using SPSS 17 and the results are presented in Table 4 below.

TABLE 4
TEST OF NORMALITY (KNOWLEDGE TEST)

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Lerning Outcomes	1	.177	30	.017	.890	30	.005
	2	.197	30	.005	.910	30	.015

a. Lilliefors Significance Correction

Based on the table above, both the experimental and the control groups have 30 df (degrees of freedom). This indicates that the number of data samples for each group is lower than 50, allowing the Shapiro-Wilk test to evaluate the normality of the data. Using the Shapiro-Wilk approach, Sig. for the experimental and control groups was 0.005 and 0.015. As the significance level for both groups is lower than 0.05, the student learning outcomes data for both groups

are normally distributed. Then, the independent sample t-test was conducted using the SPSS 17 and the results are presented in Table 5.

TABLE 5
INDEPENDENT SAMPLES TEST (KNOWLEDGE TEST)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Lerning Outcomes	Equal variances assumed	1.872	.177	5.680	58	.000	11.333	1.995	7.339	15.327
	Equal variances not assumed			5.680	56.142	.000	11.333	1.995	7.337	15.330

As the significance value (Sig) of the Levene test is 0.177 which is higher than 0.05, the variances of the control and the experimental groups are the same as homogenous. Decisions about the Independent Sample t-test are based on the criteria of (1) If Sig. (2 tailed) > 0.05, then H0 is accepted or Ha is rejected, indicating that there is no difference between the experimental and the control groups in terms of the average learning outcomes, and (2) If Sig. (2-tailed) is less than 0.05, then H0 is rejected and Ha is accepted, indicating that there is a difference between the experimental and the control groups in terms of average learning outcomes.

Based on the results of the independent sample test" in "The same assumption of the variance," the value of Sig. (2-tailed) is 0.000 < 0.05; therefore, as a basis for the decision for the independent sample t-test, it can be concluded that H0 is rejected or Ha is accepted, indicating that there is a difference in the average learning outcomes (cognitive) between experimental and control groups.

The last assessment was the student's writing skills. The data collection instrument was a performance test sheet containing background, instructions, and an evaluation rubric. The purpose of the final exam was to determine the efficacy of the developed learning model by comparing the learning outcomes of students taught using the genre-based learning model (experimental group) and those taught using another learning model (control group). The learning outcomes in the experimental and control groups are displayed in Table 6.

TABLE 6
LEARNING OUTCOMES

	Group	N	Mean	Std. Deviation	Std. Error Mean
Lerning Outcomes	1	30	89.33	7.730	1.411
	2	30	78.30	9.935	1.814

Based on the table above, the average value of learning outcomes or writing skills in the experimental group taught with a genre-based learning model is higher than that of the control group. Before testing the hypothesis, the researcher tested the normality and homogeneity of the data. The normality test was conducted using SPSS 17 and the results are displayed in Table 7 below.

TABLE 7
TEST OF NORMALITY (KNOWLEDGE TEST)

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Lerning Outcomes	1	.262	30	.000	.821	30	.000
	2	.281	30	.000	.851	30	.001

a. Lilliefors Significance Correction

Based on the table above, both the experimental and the control groups have 30 df (degrees of freedom). This shows that the data sample were lower than 50 data samples for each group, allowing the Shapiro-Wilk method to test the normality of the data with the Sig. value of 0.000 and 0.001 for the experimental and control groups respectively. As the significance threshold for both groups is less than 0.05, data on student learning outcomes for both groups are normally distributed. As a result, the independent sample t-test was performed using the SPSS 17 test and the results are presented in Table 8.

TABLE 8
INDEPENDENT SAMPLES TEST (SKILL TEST)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.006	.936	4.801	58	.000	11.033	11.033	6.433	15.634
	Equal variances not assumed			4.801	54.694	.000	11.033	11.033	6.427	15.640

As the significance value (Sig) of the Levene test is 0.936 greater than 0.05, the variances of the control and the experimental groups are homogeneous. Decisions about the Independent Sample t Test are based on the criteria of (1) If Sig. (2 tailed) > 0.05, then H₀ is accepted or H_a is rejected, indicating that there is no difference between the experimental and the control groups in terms of the average learning outcomes, and (2) If Sig. (2-tailed) is less than 0.05, then H₀ is rejected and H_a is accepted, indicating that there is a difference between the experimental and the control group in terms of average learning outcomes.

Based on the results of the "Independent Sample Test" in the "the same assumption of the variance," the Sig. value (2-tailed) is 0.000 < 0.05; therefore, as a basis for decision-making in the independent sample t-test, H₀ is rejected or H_a is accepted, indicating that there is a difference in the average learning outcomes (cognitive) between experimental and control groups.

IV. DISCUSSION

Based on the results of the study, the Genre-Based Learning model that integrates literacy and character-strengthening activities in learning Bahasa Indonesia is considered valid, applicable, and effective. In line with the previous study, the Genre Based Learning paradigm has been widely utilized for language learning including the first language, second language, or foreign language. Coccetta (2015) investigates collaborative writing assignments using Wikis that focus on the narrative genre. It explores the extent to which first-year students in the Linguistic and Cultural Mediation Course at Ca' Foscari University of Venice (Italy) use Wikis to include hypermedia objects such as audio, video, images, and hyperlinks when engaging with online genres (p. 133). Sawangsamutchai and Rattanavict (2016) compared English reading comprehension and reading motivation of Thai seventh graders taught with applied teaching through a genre-based approach and teacher manuals. The results showed that the genre-based approach showed significantly higher scores in reading comprehension and motivation to read English (p. 54).

Yang (2016) tries to introduce a genre-based approach for use in some fields, such as guiding textbook organization, classroom teaching, and teaching concepts. Studies show that a genre-based approach has many advantages, such as integrating language learning and cultural knowledge, making writing both a process and an outcome, emphasizing the interaction of learning, and leading to the promotion of reciprocity between reading and writing. Nagao (2018) examines text-based writing lessons assigned as part of the teaching and learning cycle. The results of the preliminary analysis show that applying the teaching-learning cycle and genre-based approach to teaching writing has the potential to increase EFL students' awareness of generic structure and interpersonal meaning in writing argumentative essays (p. 130). Gómez-Rodríguez (2018) proposes the use of genre-based learning as a significant communicative language approach to encourage intercultural communicative competence of English learners through Sequences of Critical Thinking Tasks. This approach can be used as an initial but significant step to increase the critical intercultural awareness of English learners in an EFL learning environment (p. 154).

Mingsakoon and Srinon (2018) reveal that the SFL genre-based approach helped improve students' understanding and writing skills about the meaning, purpose, and organization of recount texts of personal experience until they could independently execute similar texts themselves at a higher level. Ueasiriphan and Tangkiengsirisin (2019) investigated the effects of a genre-based approach to teaching technical writing to Thai engineers, with a focus on writing work instructions, and the attitudes of Thai engineers towards this genre-based writing. This study suggests that a genre-based approach provides a useful method for Thai engineers to learn how to write work instructions (p. 723). Almacioğlu and Okan (2018) designed an alternative and effective way of teaching writing to English Language and Literature students using a genre-based method by considering their academic needs (p. 71). The result showed that most students acquired, at least, declarative type metacognitive awareness, and improve their writing skills and performance.

This approach has also been used in Indonesia. Dirgeyasa (2016) states that in the context of Indonesian education, the word 'genre' has become the most popular and controversial topic for teaching and studying English, especially writing skills. The results indicate that this strategy appears applicable to students with limited skills and motivation. It effectively teaches kids from simple or dependent to autonomous writing procedures (p. 45). Susanti et al. (2020) reveal that students with high and low abilities who participated in collaborative writing in homogenous proficiency pairs had higher writing abilities than those who participated in collaborative writing in heterogeneous proficiency pairs. This

suggests that pair collaboration can support language learning more optimally when there is no large skill gap between partners (p. 245). Herman et al. (2020) stated that GBA plays a crucial role in addressing students' writing achievement challenges (p. 464). Nasihin et al. (2021) examined the use and influence of the Genre-Based Approach (GBA) in teaching and mentoring for the production of Research Articles to strengthen argumentation skills in writing (p. 167). Results indicated that GBA in writing training and mentoring improved argumentation skills in writing classes.

V. CONCLUSION

The implementation of online learning results in some problems in language learning such as not implementing literacy activities and the difficulty of integrating character education in the learning process. Language acquisition is one of the literacies that need to be mastered so it requires a variety of learning models and technologies to facilitate the learning by using a genre-based approach and incorporating literacy and character education activities. The developed model is evaluated and tested in classroom settings. The results showed that the developed product is valid, practical, and effective. This approach does not influence reading skills but has a large effect on writing skills. Besides, it has no significant influence on reading literacy but has a considerable effect on writing literacy. As the model is piloted during the COVID-19 pandemic, it applies to online learning regardless of using blended or hybrid learning. Future studies can develop learning models by adjusting the needs of teachers and students.

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