Navigating Genre-based Writing Model for Academic Purposes

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Abstract--- *Genre in the research world tend to use distinct from the other context of situation. Genre in academic writing can be called as culture-based specific argument styles due to its logical reasoning, and organizational patterns in their writings. The competency in academic writing are not only based on linguistic ability but also on awareness of linguistics feature of writing accepted by discourse community. This paper is a report of the third year of three-year-research scheme funded by Research Division of Jakarta State Polytechnic. This particular research objective is to develop a genre-based writing model for Applied Master Thesis especially for Applied Master students and generally for the others who want to make final project for his or her writing. The model was the configuration of Martin's (1992) and Martin and Rose's (2006), Halliday and Hassan] (1985), and Swales] (1990) concept of genres and the result of content analyses of applied master students' writing model covering part to part of the text until the whole part of the text, on the other hands. The embryo model was discussed with the SFL experts, the applied master lecturers in State Polytechnic of Jakarta, and applied master students in State Polytechnic of Jakarta. The model was later tested to the applied master students in State Polytechnic of Jakarta. The test is used to find out whether the training and the model are effective to achieve the more appropriate writing the discourse or text. The results showed that there are at least five factual genres which is recommended to use in writing applied master theses. The factual genres are descriptive, report, discussion, procedure, exploration.*

Keywords--- Academic Writing, Applied Master Theses, Genre-based Writing Model.

I. INTRODUCTION

This research development is the report of three-year-research scheme which funded by Research Division of Jakarta State Polytechnic begun from 2018 until 2020. The research conducted behind the idea based on preliminary study, theoretical background about genre, scientific text as language properties which is functioning in describing about the particular matter characteristic in academic atmosphere and research gaps which had been conducted by many scholars. The researcher conducted the preliminary study on 2018 by giving writing task to the applied master students of Jakarta State Polytechnic, Indonesia. Some Indonesian higher education students have been found to face numerous difficulties in writing academic discourse. It is caused by inability in linguistic competence especially in mastering English as dominant language which is used. Besides, the other inabilities are lack of awareness the patterns of every text which are going to construct. Whereas, the text which he/she is going to write has close relationship with social function that they want to deliver.

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Genre-based approach particularly related to how one's idea is represented in writing to represent the social function and social process. The value of writing the text related with the genre which is used. The genre can be considered as an approach and method when constructing a piece of idea. The writing process based on the genre-based method provides an interpretative and evaluative structure for work of 'art'. Art here means the product of written text such as scientific text or academic writing. For instance, a good scientific text which represents the empirical research should be factual and agentless and this explains the use of certain linguistic features in someone's writing product. Researcher (s) or author (s) generally writes about what was done, how it was done, reference to the studies done before or reviewing the theoretical background and reviewing the related-research, and what the results are, including how the conclusion is constructed. All of them have certain pattern of linguistic feature which is represented in pattern of genre.

Many scholars who tried to define the notion of genre. Scholars within genre studies have investigated many sources of variation within a genre. While still based theoretically in understandings of the shared nature of genres. Some of scholars defined that genre is as shared communicative purposes (Swales, 1990); social processes (Martin, J.R & V, 1998; Martin, 1986, 1992, 1997; Martin & Rose, 2007); genre is as a language which is doing the function or work (Halliday & Hassan, 1985a). Research on genres has been investigated by several focuses and subjects. Some researchers focused on genre-based model and the others focused on non-genre-based model. The genre studies based on model such as genre model of academic writing (Hasyim, Mulya, & Nurhanah, 2019); speech model of genre (Karpova & Sheketera, 2014); Developing writing skills by making model for the analysis of multi-genre structures (AMS) which has three main domains. Those domains are in macrostructure, microstructure, and format of genre (Casañ-pitarch & Calvo-ferrer, 2015).

While several researches of non-genre-based model on genre analysis have been researched. For instance, empirical report on economic research. This includes on academic writing genre analysis (Liu & Lim, 2014); scaffoldings in academic writing which discussed the role of intercultural rhetoric and genre analysis in academic socialization (Ibrahim & Nambiar, 2012); genre studies on generic structure of biodata (Mwinlaaru, 2018); research focusing on rhetorical aspects of academic writing and discussed the implications for EAP writing pedagogies (Eda, 2010). Further, the research about writing introductory paragraphs of argumentative essays in academic writing (Malekie, 2017). This study examined the effects of genre-based instruction with and without modeling on writing argument-led introduction in EFL situation. The study included comparative study which is looking for the similarities and difference between the students which is given the navigation for using the genre model and not given the navigation for using the genre model. The results showed that the learners wrote more efficiently. This genre-awareness could assist learners to see more clearly the important role of genre in coming up with a more coherent piece of writing.

To sum up based on the researches above, the awareness of recognizing the social function of discourse which is going to make with genre which is chosen will function and run well as a 'navigator'. 'The navigation' here gives some strategies and easily transferable to writing the text, especially for high standardized requirements like writing academic or scientific text. This will be success in writing depends on linguistic and discourse competence. All such researches recognize and help to account for the variation that necessarily occurs every time to someone in writing

or constructing a genre in a particular text. At the heart of all such variation is the fact that genres are at once shared and unique. Each performance of a genre demonstrates its degree of prototypicality, disciplinary membership, authorial identity, and many other qualities shared with other members of its category.

Concerning the advantages of genre-based instruction, Swales & Feak (1994) divided genre studies and generic knowledge into two types of macro-level and micro-level. Macro-level features are the key functions of a genre such as the introduction, thesis-statement, supporting paragraphs and conclusion while micro-level features included sentence-level, grammatical and lexical characteristics. Academic writing is good example to represent the macro level feature because the academic writing has certain convention how to develop the idea in introduction, reviewing the literature and theory, how to draw the method of the research used, how to describe the research findings and discussion, and how to draw the conclusion.

While Wiratno and Santosa (2011) stated that the academic writing product such as theses consist of macro-genre which can be divided into five parts. They are introduction, literature review, research methodology, results and discussion, and conclusion. While in every chapter has particular genre, which is suitable with the need of information inside of them. At least, there are eight micro-genres which is required in every chapter. It can be description, report, recount, procedure, explanation, exploration, exposition, and discussion. They are called by micro-genre. Each of them has different characteristic. It depends on social function or its communicative purpose.

Reid (1989) views the genre as an aspect of the text which emerge in certain social events. These social events are marked with a number of participants, the relationship, social role, certain social goal, setting, certain location, and social practices. The social practices can be linguistically and non-linguistically. Linguistically, it can be lecturing class, speech, novel, editorial, interview, ad so on. While non-linguistically, it can be social norms which are realized in the social rules and it will affect the generic structure of social practice.

Halliday & Hassan (1985) defined genre as a meaning which is obtained from the language which is being running the function or its role in a certain contextual configuration. This term actually is like *genre-specific semantic potential,* because genre has the potency of generic structure which embedded onto the certain text as well functioned as certain character or certain feature which differentiate between one text and the other one. The generic structure potency is obligatory structure which has to be owned by a text. This is because the text can be used to decide the genre. Because of this nature, so every genre (text type) has also different generic structure. Meanwhile, the texts which have similar genre can be vary in the text structure because the text structure varies due to context of situation. So, this enable the text has different optional structure element.

Those argumentation above seems similar as said by Swales (1990). According to Swales (1990), genre is a certain class or certain communication purpose in society. This purpose is varied depends on the social class or *discourse community* whether journalist society, legal community, politicians, technocrats, bureaucrats, or anything else which have their own genre. It means that the number of genres has similar number of the text which is owned by *discourse community.*

Next, Martin (1992) views that genre as a social process which oriented to the staging goal. The stages in a social process are achieved by passing the order of social activities which need the stage to reach them. Social

activities certainly have social contexts. Further, Martin Martin & Rose (2007) not only views that genre as social process but also refers to different types of texts that enact various types of social context. Related to the notion of text, the spoken or written instance of the system under investigation. Genre theory deals with sub-systems (with functional variation according to language use). Once, a genre is a staged, goal-oriented social process. Social because someone participates in genre with other people; goal-oriented because someone uses genres to get things done; staged because it usually takes people a few steps to reach the goals.

From the insights about genre above, it seems that Halliday and Hasan with their language function and its genre-specific semantic potential will be more easily applicable. Besides, Martin is also more consistent in defining genre as a part of social process which can be seen dynamically with cultural contact. It means that genre is expressing culture event in social process, social process goals, and stage of social process. Martin called his term to genre in meta-field, meta-tenor, and meta-mode.

But, all of those resources of variation above gathered together. It can be known every unique text that an author performs in a unique moment in a unique case, its unique action carrying out a unique communicative purpose through a unique social process and unique staging. In the end, each text is a unique performance. Based on the review above, all resources above give big support in conducting genre-based writing model research especially for academic writing like theses as a high-standardized writing process with rigid stages. Findings in these studies might generate and will navigate a new proposal or at least lead to a critical review of content in academic writing manuals presented to professional or novice writers. On the other words, this paper presents an overview and instruction which will navigate in academic writing and discuss the impact the proposed-model on other fields. So, the purpose of this study is to construct the applicable genre-based writing model in order to use easily by Applied Master Program Students' in producing thesis as their final project in Jakarta State Polytechnic especially and in all higher educational institution generally. The genre-based writing model is expected to help students to improve their writing skills and gain specific knowledge on professional and academic genres.

Macro-Structure and Micro-Structure

A main problem in defining the genre is still under review which differ the views about how genre should be defined. There are many terms which indicate the range of variety of approaches to discourse classification that have been proposed by some scholars such as macro-genres (Martin, 1994, 1995, 1997); Grabe (2002); genre (Swales, 1990); macro-functions (Council of Europe, 2001); macrostructures (Van Dijk, 1980). But, in this research, the researchers used the term "macro-structure" and "micro-structure" in defining the genre and its parts.

At least, there eight factual genres based on social function (Martin, 1992). There are recount, report, description, procedure, explanation, exposition, discussion, and exploration. The social function of descriptive text is describing something in particular not to generalize with the other similar things. While, the report is to describe something in general to generalize with the other similar things. So, the difference of these genres is on the social activity and register. Next, the recount is used to tell the past event or experience. Procedure is used to describe the something is made orderly to achieve the goals. It has staging process. Explanation is used to describe certain process of phenomenon. Likewise, exposition has the function is to propose one-side opinion while the discussion is

showing the different point of view from varied-sides. The last, exploration is finding something which is still theoretically. In conclusion, those social function can be drawn as structured-activity or unstructured-activity. Those description can be seen based on the following table:

Table 1: Factual Genre

Social activities	-generalization	+generalization: document	describing/solving	debate
Unstructured	description	report	exposition	discussion
Structured	recount	procedure	explanation	exploration

The Nature of Academic Writing Genre

Back to the genre in academic writing above in introductory section, academic writing has a linguistic process. Writing has become more focused on how the cognitive, expressive and linguistic aspects of writing processes are embedded in social and political contexts of writing, and how all these aspects of writing interact to get writing accomplished. In addition, academic writing has some particular purposes to deliver the power and impact to the academic discourse and academic atmosphere which is realized in the construction of the text itself. (Casanave, 2003).

Still in line, Swales & Feak (1994) explored that graduate students face a variety of writing tasks as they work toward their chosen degree. Naturally, these tasks will vary from one-degree program to another. They are, however, similar in two aspects. First, the tasks become progressively more complex and demanding the farther someone goes in the program. Second (with few exceptions), they need to be written "academically".

Again, as Goldbort, (2001) said "*for scientific writing to permit the close and independent scrutiny required by the scientific community, it must be both clearly written and easily read. Successful scientific writing therefore, is centered on the reader. To this end, it helps to look at scientific writing as both a product and a process – the production of highly structured documents through a systematized process*".

It indicates that the nature of scientific writing is highly structured including highly structured thinking process and high readability. Writing in science or academic purpose is characterized by rigid expectations of particular text types. For example, the majority of scientific research articles follow the pattern below with only minor variations (based on Valiela, 2001: 131). The article at least consists of the following elements: 1) title; 2) author; 3) abstract; 4) introduction; 5) method; 6) results; 7) discussion; 8) acknowledgement; 9) references; 10) appendices.

While, based on Applied Master Jakarta State Polytechnic Education Regulation in 2017 stated that applied master theses is final project for the students as requirement to finish applied master program. According to the writing guidance in making theses of applied master, the theses structure is as follows: 1) Introduction; 2) Literature Review; 3) Research Methodology and Research Object; 4) Results and Discussion; 5) Conclusion and Recommendation.

II. RESEARCH METHODOLOGY

This research was conducted with the development research paradigm. The research is used to obtain the certain product, in case genre-based writing model for applied master thesis to test its effectivity. Generally, this research is

three-year-research scheme and consists of three cycles. Each cycle consists of testing and training for the prototype model and Focus Group Discussion (FGD). For the first year, the researcher tried to construct the prototype model of genre-based writing for applied master thesis and it was discussed with SFL (genre) experts by doing Focus Group Discussion (FGD). For the second year, after the prototype model was tested and trained to the Applied Master Students in Jakarta State Polytechnic. Next, the prototype model was evaluated through FGD with SFL (genre) experts, the lecturers in applied master students, applied master students, and management of Applied Master Program in Jakarta State Polytechnic. Then, for the third-year, the prototype model was tested and trained to Applied Master Program of Bandung State Polytechnic. The next cycle was conducting the Focus Group Discussion (FGD) which conducted similar with the second cycle while the FGD was in Jakarta State Polytechnic, but in this case, FGD conducted with the lecturers in applied master students, applied master students, and management of Applied Master Program in Bandung State Polytechnic.

In the second (2019) and third-year research (2020), the research data were all information which can support the constructing of prototype model. The technique of collecting data was conducting the direct observation. The direct observation here was testing and training the prototype model and FGD in Jakarta State Polytechnic and Bandung State Polytechnic. After the data collected, it was analyzed by qualitative data analysis which included: (1) domain analysis, (2) taxonomic analysis, (3) compound analysis, (4) cultural themes analysis. (Spradley, 1980).

III. RESULT AND DISCUSSION

Genre-based Writing Model

In this part is provided the genre-based writing model based on social function as a recommendation for the (future) researcher (s) or writer (s) who want to construct the idea in producing the text. In this model is provided the instruction in constructing the idea in every part of theses. The first stage is recognizing the needs in every part of theses as output. The following table represents the general overview before and while writing.

Table 2: The Needs for Writing Theses

Chapter	Linguistic Characteristic			
	Rhetorical/Social Purpose	Recognizing the Appropriate Genre	Text Structure	Linguistic Feature
Introduction	Presentation of information with a focus on means by which something is going to be achieved	Exposition	(1) Statement or opinion about certain focus. (2) Argumentation, (3) Reinforcement by repeating the idea to emphasize.	Verbal Feature: material process (*observe, review, focus, etc*) Conj. Feature: cause-effect relationship Adj. Feature: Using emphasize that the research is very important.

Review of Literature	Presentation of information that is related to the topic or territory of the study	Description;	Description: (1) Introduction of something to describe (2) Detailed Description	Verbal Feature: material process (*observe, review, focus, etc*) Conj. Feature: additive (*and, or, besides, etc*) and adversative (*but, yet, however, instead, on the other hand, etc*) Adj. Feature: Flexible
		Report	Report: (1) Identification of the focus (2) General Classification of the focus into sub-classes	Verbal Feature: material process; relational process; mental process Conj.Feature: consequence-condition (if, so) Adj.Feature: Flexible
Research Methodology	Presentation of Research Procedure	Procedure	(1) Goal (2) Steps or Process	Verbal Feature: material process in imperative form Conj.Feature: temporal (*first, second, next, etc*) Adj.Feature: Flexible
Results and Discussion	Presentation of data that is essentially chronological in relation to discuss the research findings and choice (option)	Description;	Description: (1) Introduction of something to describe (2) Detailed Description	Verbal Feature: material process (*observe, review, focus, etc*) Conjunction Feature: additive (*and, or, besides, etc*) and adversative (*but, yet, however, instead, on the other hand, etc*) Adjective Feature: Flexible
		Discussion	Discussion: (1) Issue (2) Argument: Pro and Contra (3) Recommendation	Verbal Feature: material process, relational process, mental process Conj.Feature: Additive, adversative, comparison Adj.Feature: Flexible
Closing	Focus on the organization of data in relation to possible ending, conclusions or recommendation.	Description	(1) Introduction of something to describe (2) Detailed Description	Verbal Feature: material process Conjunction Feature: additive, temporal, continuative Adjective Feature: Flexible

As can be seen based on the table above, there are five chapters in 'academic report' which are called by 'theses', in this case. Every single chapter has certain characteristic of information. The essay in introduction, for example, may contain different elements and information depending on whether it is framed as a critical review, a discussion, a personal response or an exposition. Implicitly, a discourse for academic purposes is a discourse community (Swales term) has socio-rhetorical network which exists to achieve certain goals. To achieve these goals, it has certain commonly used and understood configurations of language.

Besides, different field is also one factor which will lead someone in writing certain information as starting point. Here the following simplified genre-based writing model proposed and recommended by the researchers to navigate an author to construct the idea in writing theses as a discourse which has academic purposes.
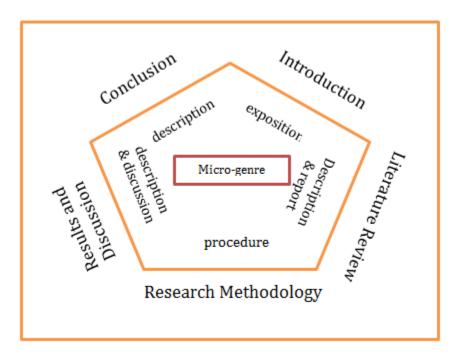
Theses (Macro-Genre)

Figure 1: Proposed Genre-based Writing Model

IV. DISCUSSION

Linguistics Feature

As known that every genre has social process. Every social process has certain goal or communicative purpose. Consequently, each goal has special language feature such as verbal, conjunction, phrases, and diction which can help a writer maintain flow and establish clear relationship between ideas in every single chapter of academic text.

As can be seen from, the are two kinds of layers. The first layer represents the macro-genre, in this case is theses as academic writing product. The second layer represents the micro-genre which has many variations of genre. Specifically, they are factual genre based on its social function. At least, there are many scholars who tried to define the notion of genre from different perspectives. For instance, genre is as shared communicative purposes (Swales,

1990); social processes (Martin, J.R & V, 1998; Martin, 1986, 1992, 1997; Martin & Rose, 2007). The genre-based writing model which is presented in this paper suggest that there are specific variations in the rhetorical conventions employed by novice and expert writers for writing theses.

It well-known that theses as product of academic writing has certain function to deliver communicative purposes which has organizational pattern. The focus of the (social) genre construct in this type of analysis is on specialized types of writing that may be difficult to access and apply to non-specialized language users well as to second language users or foreign language user who are unfamiliar with the rhetorical patterns of academic or professionally related their fields. Based on the figure above, it can be seen that they are intercorrelated and work simultaneously and dynamically. There are five lines which represent the parts of theses including introduction, literature review, research methodology, results and discussion, and conclusion and recommendation. Each of them has special genre to deliver certain communicative purpose and social function. This is similar to what Martin (1992) proposed that every single culture event has social process which run simultaneously.

For instance, the social goals in introduction which has some parts such as the background of study, the problem statement, the scope of the study, and the objectives of the study must be relevant and intercorrelated each other. They can be better described if they used exposition and descriptive text. So, the writer should be better to use exposition and descriptive text in introduction. To reach the goals in every chapter or parts, they need stage and its stage is naturally generic (Hassan and Halliday, 1992). So, in other words that structure of every text which is written has obligatory-scheme-structure.

The obligatory-scheme-structure here called opening, body, and closing which is each of them has different needs. The needs here can be represented in using of verbal, conjunction, and adjective feature.

V. CONCLUSION

The proposed navigation genre-based writing model can be used as a tool for teachers, researchers, higher students to analyze specific genres with the aim of providing them with adapted didactic and 'manual guidance' materials related to their interests and needs. The model is intended for any type of written document generally and in a specific context such as academic context especially. The model also helps the English teachers with a relevant model to create their own teaching materials. This is because that English in Indonesia, especially as Foreign Language. It also will be benefit for ESP/EFL students to prepare themselves in reporting their research. The users of this model are expected to achieve certain skills such as understanding written discourse from different sources and elaborating different written texts from different genres.

The navigation genre-based writing model is divided into two layers or elements: macro-genre and micro-genre. Each of these analyses is divided into different items. Macro-genre in this case is theses as product of written academic text, while micro-genre here is eight factual genres. Some of these items can be analyzed partially depending on their social function or purpose, such as generic structure of descriptive text in introduction is absolutely will be different with generic structure of procedure in research methodology. The difference can be in language feature such as verbal feature, conjunction feature, and adjective feature. Unfortunately, the model has not

been implemented and introduced in the faculty member and classroom yet, so its applicability will be difficult to produce qualified academic written product (theses).

Recommendation and Implication

Thus, this genre-based writing model should be used and applied in a way that can raise novice and expert writers' awareness of rhetorical moves and its organizational pattern. Research findings presented in this paper might have important implications for especially graduate level EAP writing pedagogies. Preliminary findings from this study show that various strategies and variety of scaffoldings should be introduced to the academic society within the curriculum so that the students' needs are attended to. Five main directions are proposed by researchers to raise graduate students' awareness of linguistic features of writing research article especially and other academic writing product generally such as theses and even dissertation. As already mentioned, the researchers believe that the implementation of the navigation genre-based writing model will make the authors in academic context gain the necessary knowledge and skills in order to develop documents based on this study of genres.

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