| RESEARCH ARTICLE

Development of Nonsastra Writing Textbook Using a Genre Approach for Class VIII Students of Junior High School Based on Islamic Boarding School

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| **ABSTRACT**

This study aimed to: (1) produce non-literary writing textbooks using a genre approach for class VIII junior high school students based on a boarding school, (2) determine the feasibility of the developed product, and (3) determine the effectiveness of the developed product. The development of this textbook uses research and development (R&D) methods proposed by Borg and Gall model, which had been modified by Sugiyono. The Sugiyono's Research and Development model was then modified due to limited research time into the following steps: (1) problem identification, (2) collecting information, (3) product design, (4) product creation, (5) expert validation, (6) revise the product, (7) conduct a field test. The instrument of this development research was in the form of questionnaires, tests, and interviews guideline. The subjects of this development research were eighth-grade students of SMP Islam Darussalam. The results of this development research are in the form of non-literary writing textbooks using a genre approach for class VIII of junior high school students based in Islamic boarding schools. The textbooks were tested for feasibility by media experts, material experts, teachers and students as users of textbooks, with a score of 3.9 or a percentage of 78%, which means the textbooks are feasible to use. The results of the effectiveness test showed that the significance value was 0.042 or less than the 0.05 significance number, namely 0.202, meaning that there was a significant difference between the pretest and posttest in the experimental class and control class, so it was effectively used. The non-literary writing textbooks using a genre approach for class VIII SMP students based on Islamic boarding schools are feasible and effective to use.

| **KEYWORDS**

Textbooks, writing, non-literary, genre approach, boarding school-based junior high school

| **ARTICLE INFORMATION**

1. Introduction

Based on the results of a pre-survey through interviews conducted in October 2021 with several grade VIII students and teachers of the Darussalam Islamic Junior High School Kotagede Yogyakarta (Islamic boarding school-based junior high school) and MTs Nurul Ummah Yogyakarta stated that the condition of the Indonesian language learning process at the school still had limited textbooks. Darussalam Islamic Junior High School (Islamic boarding school based junior high school) located in Prenggan, Kotagede, Yogyakarta still has the problem of limited textbooks because it only uses 1 textbook whose material content does not contain religious values as instilled in the pesantren environment. Since the SMP is based on a pesantren, it is necessary to have material content in Indonesian language textbooks related to the cultivation of religious values. However, the fact is that the textbooks used do not contain texts related to the religious values of the pesantren. From the background of the problem, the formulation of the problem is as follows. How is the development of non-literary writing textbooks using a genre approach for students of class VIII SMP based on Islamic boarding schools? What is the feasibility of non-literary writing textbooks using a genre approach for class VIII junior high school students based on Islamic boarding schools?

Characteristics of textbooks are different from textbooks. Febrianto (2012) revealed that textbooks are specifically oriented to learners in order to develop learning abilities. This is because: (1) arranged according to a systematic structure and content, (2) explaining learning objectives, (3) growing motivation to learn, (4) anticipating learner difficulties, (5) providing summaries and feedback. This shows that textbooks have an important role in supporting the success of learning. After the textbook is compiled, the book must be checked for appropriateness of the content, material content, design and other things. The assessment can be submitted to relevant people to provide an interesting and effective assessment of a textbook, such as material and media expert lecturers, teachers, students and practitioners or book publishers (Suttrisno, 2021: 85).

Martin (1997: 23) defines the genre approach as a goal-oriented approach that is integrated with social processes. By setting the stages, it is hoped that the genre approach can help teachers provide writing lessons to students with explicit grammar, inside and outside sentences, to produce texts that look good and fit the reader. The genre approach was developed in response to criticism of the limitations of the process approach, which leaves students to discover repetitive text structures through experimentation and exploration.

Paltridge states that many conventions of writing will remain opaque for students unless the teacher brings forms and patterns of language use to awaken them. Since drafting, planning, and editing are only part of the entire writing process (Paltridge, 2007: 931). The writing process in the genre process approach is seen as related to linguistic skills, such as planning and drafting (Badger, 2000: 154). In the context of the contemporary rhetorical genre, the theory focuses not only on the textual form and conventions of a text but on the rhetorical purpose of that text and each component of the text that contributes to the fulfillment of the purpose of writing (Clark, 2005).

2. Literature Review
This research is relevant to the research entitled "The Effectiveness of the Process Approach and the Genre Approach on the Ability to Write Argumentative Essays for High School Students" by Agnes Apryliana in 2017. This research is relevant to the research entitled "Writing Learning Device Model Based on Genre Process Approach for Junior High School Students". The research was conducted by Kastam Syamsi in 2012. Therefore, researchers will continue the research conducted by Aprylia and Syamsi with the same approach but with different texts, research models, research designs, and research subjects.

3. Methodology
The model that will be developed in this development research is the Research and Development (R&D) Borg and Gall model, which has been modified by Sugiyono with consideration of having high validation, which has been tested by several experts. According to Sugiono (via Emzir, 2016: 271), the research and development steps are (1) problem identification, (2) data collection, (3) product design, (4) design validation, (5) design improvement, (6) product trials, (7) product revisions, (8) usage trials, (9) final product revisions, and (10) mass production.

Research and development of Sugiyono's Research and Development model will then be modified due to limited research time into the following steps: (1) problem identification, (2) collecting information, (3) product design, (4) product creation, (5) expert validation, (6) revise the product, and (7) conduct field tests.

The setting is the place or location of the research. The setting of this research is Islamic Middle School Darussalam. Based on the observations, it is known that there has been no development of learning media that can be used by teachers and students in several pesantren-based schools. Based on these conditions, this school was chosen as the research setting. Data collection techniques that will be carried out in this study are interviews, observation, documentation, and questionnaires.

4. Results and Discussion
A. Identification of Problems
The condition of Islamic boarding school-based junior high schools has limited time for face-to-face learning due to a large number of pesantren subjects and general lessons. According to the applicable schedule, it is known that at 07.00 - 08.00 WIB, students are required to make a memorizing deposit (tahfidz program) and read the yellow book for the book program. Furthermore, the learning process for general subjects such as Indonesian, mathematics, English, science, etc., is carried out at 08.00-12.15 WIB. The study of several books, such as aqidatul awwam, safinatunnajah, fiqh, etc., is held from 13.00-15.00 WIB.

After coming home from school, students still continue their Koranic activities at the Islamic boarding school. Students at Darussalam Islamic Junior High School have the status of students at school, as well as students at the Nurul Ummah Putri Islamic Boarding School or Hidayatul Mubtadien Islamic Boarding School. With these two statuses, student activities are very dense and complex, so effective and interesting media and learning strategies are needed to minimize boredom and boredom in students. In addition, the obstacles experienced by pesantren-based junior high schools are that the material listed in the books used in schools does not contain religious values. There has been no development of textbooks or learning media containing material

content related to the cultivation of Islamic boarding school religious values. Thus, the development of non-literary writing books is needed. The development of the textbook is designed with examples of texts related to the cultivation of religious values contained in the books studied in the pesantren environment.

The average score obtained is 1.59 or 32.01%, with the category of "not good" or "not useful". The aspect that has the highest score is that the books used in the school use language that is easily understood by students by 2.14 or 42.8% in the "less good" or "less useful" category. Some aspects or things that have the lowest score are that the book can be used for independent study by 30 or 21.4% in the "not good" or "not useful" category.

B. Gathering Information

Researchers look for articles, journals, and books studied in Islamic boarding schools to be used as references in developing textbooks. The contents contained in these books will be modified according to the material of news texts, expositions, and explanations. The books used by researchers to develop products include: al-busyro, safinatunnajah, and sirah nabawiyah. Kitab Al-Busyro is a book written by Sayyid Muhammad Bin Alwi Al Maliky Al Hasani. The Sirah Nabawiyyah book used is the work of Abdul Hasan Ali Al-Hasan An-Nadwi, published in 2001. The Matan Safinatunnajah book is a book written by Sheikh Abdullan Bin Khasir in 1972. The three books were studied by students in grades VII-VIII. Therefore, the author chose some of the materials contained in the book in the hope of increasing the interest and convenience of students in studying news texts, expositions, and explanations.

C. Product Design

Researchers design textbooks that will be developed. The textbook contains 3 non-literary chapters, namely news text, exposition, and explanation. The textbook was developed using a genre approach. The genre approach has 3 stages; namely, modeling, writing works together, and writing works independently. Each chapter will be designed with examples of texts whose contents are related to the religious values of the pesantren. The initial arrangement of the textbook is to create a framework so that the textbook is structured neatly and well. The framework of this textbook consists of a title page (cover), an introduction, instructions for using textbooks, a text genre concept map, a table of contents, an Indonesian language curriculum for SMP class VIII, lesson 1 news, lesson 2 exposition, lesson 3 explanation, bibliography. , answer key, author profile, and notes. The design in the form of a concept map or chart is as follows.

D. Making Products

Researchers make a product in the form of a book that will be developed. Making products in the form of books using Microsoft Word and the Canva application. The product to be developed uses a genre approach to facilitate students in the learning process. Complete product results and details developed are attached. The contents of the developed product are as follows.
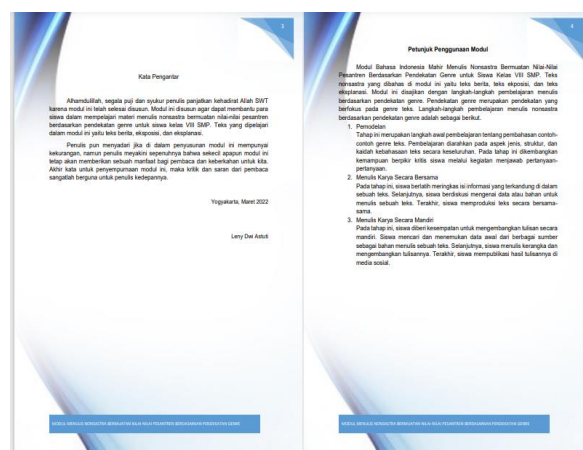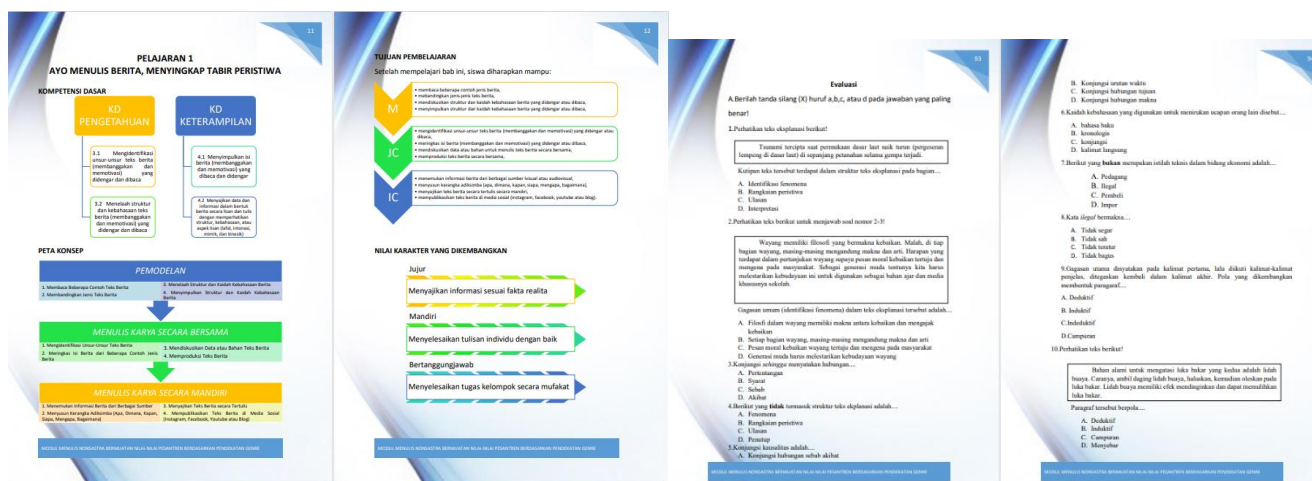
E. Validation Results of Material Experts and Linguists

The product book that has been developed is then validated by expert lecturers in the field of material and language experts. The validation test uses a validation questionnaire sheet which includes aspects of the feasibility of content clarity, language feasibility, display quality feasibility, material suitability feasibility, and usefulness feasibility. The material expert who validated this textbook is Dr. Dra. St. Nurbaya, M. Hum. The linguist who validated this textbook is Siti Maslakhah, S.S., M.Hum. The following are the results of the validation of experts in the field of material and expert lecturers in the field of language.

No	Aspects Assessed	Average Category Validity Value	Category
1.	Content	3,5	Valid
2.	Sample presentation	3,5	Valid
3.	Graphic Display	4,5	VeryValid
4.	Language	4	Valid
5.	Aspect of Usability Feasibility	4	Valid
	Total Average	3,9	Valid

Based on the results of the analysis, we can conclude that the results of the validation of the textbooks by the material expert lecturers and the language expert lecturers obtained a score of 3.9 with the "valid" category. The graph below shows the validation results of material experts and linguists.

F. Product Revision

The revision of the textbook carried out by the researcher was in accordance with the suggestions from the material expert lecturers and the linguist lecturers as follows.

Improvements that have been made on the introduction page are as follows.

1. Add a comma after the word "end of the word".
2. Remove the comma after the word "This textbook".
3. Improve the writing of the preposition "forward" to "in the future".

Improvements that have been made on the instruction manual page for the use of the textbook are as follows.
1. Improve the writing of the word "exposition" to "exposition".
2. Remove the comma after the phrase "at this stage".

Improvements that have been made to the table of contents page are as follows.
1. Fixed writing "Where" to "Where".

Improvements that have been made on the evaluation page are as follows.
1. Revise the writing of "controversial" to "controversial".

2. Revise the writing of "premiun" to "premium".
3. Revise the writing of "Where" to "Where".

G. Product Effectiveness Test Results

a. Limited Trial Results

Field tests were carried out with experiments to obtain information on the effectiveness of books or products. The field test was carried out on a small scale, namely on class VIII students at SMP Islam Darussalam Yogyakarta. Field tests are carried out after the product is validated and revised. At the time of product testing in the field, the researchers also conducted the following effectiveness tests.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	Kelas Eksperimen	,147	48	,011	,942	48	,019
	Kelas Kontrol	,182	48	,000	,892	48	,000
Posstest	Kelas Eksperimen	,169	48	,002	,943	48	,022
	Kelas Kontrol	,197	48	,000	,937	48	,013

a. Lilliefors Significance Correction

Tabel 33.
Hasil Uji Homogenitas lewat SPSS

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,756	1	94	,387
	Based on Median	,235	1	94	,629
	Based on Median and with adjusted df	,235	1	75,046	,629
	Based on trimmed mean	,632	1	94	,429
Posstest	Based on Mean	3,087	1	94	,082
	Based on Median	2,052	1	94	,155
	Based on Median and with adjusted df	2,052	1	90,982	,155
	Based on trimmed mean	3,010	1	94	,086

Table 34.
Hasil Uji Analisis Varians (Anava) lewat SPSS

Tests of Between-Subjects Effects

Dependent Variable: Class

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	15,276[a]	48	,318	1,715	,033
Intercept	85,017	1	85,017	458,031	,000
Pretest	4,442	11	,404	2,175	,032
Posttest	1,548	7	,221	1,192	,326
Pretest * Posttest	9,748	30	,325	1,751	,042
Error	8,724	47	,186		
Total	240,000	96			
Corrected Total	24,000	95			

a. R Squared = ,637 (Adjusted R Squared = ,265)

The view in the table above can be interpreted as follows.

(1) The display in Table 32 is in the form of normality test results. The results of the normality test were carried out using the Kolmogorov-Smirnov and Shapiro-Wilk tests. For example, experimental class data: Kolmogorov-Smirnov test shows statistics = 0.147, df = 48, and sig = 0.11 (11%). So, Ho is accepted: P > 0.05, which means that the distribution is normal and meets the requirements for the next test (anava).

(2) The display in Table 33 is the results of the homogeneity test. The pretest score data is seen from the arithmetic mean (Based on Mean); statistics Lavene = 0.756, df1 = 1, df2 = 94, and sig = 0.387. Or the value of F = 0.756 in db 1 versus 94, the significance level is 0.387 (38.7%). So, P > 0.05. Thus Ho is accepted. That is, the scores of these variables do not differ in variance, so they also meet the requirements for the next test (anava).

(3) The display in Table 34 is in the form of ANOVA test results which are calculated on the dependent variable. ANOVA displays the interaction of two factors, namely the pretest and posttest values. The calculated F value = 9.748 and sig 0.042, meaning that the significance value is less than the 0.05 significance number, which is 0.202. So, there is a difference in the average count due to the interaction factor of the pretest and posttest.

(4) R Squared is a determinant coefficient, which shows the effectiveness of the ANOVA model being carried out (Nurgiyantoro, 2015: 297-298). The magnitude of the effectiveness of the model is 0.637 (63.7%). This shows that this textbook is effective.

5. Conclusion
This study aimed to: (1) produce non-literary writing textbooks using a genre approach for class VIII junior high school students based on a boarding school, (2) determine the feasibility of the developed product, and (3) determine the effectiveness of the developed product.

A book product has been produced which consists of several parts, namely a cover page, introduction, instructions for using textbooks, concept maps, table of contents, Indonesian language curriculum for class VIII, lesson 1, lesson 2, lesson 3, bibliography, answer keys, author profiles, and notes. Lessons 1, 2, and 3 are presented based on the stages of the genre approach, namely

modeling, writing together, and writing independently. Non-literary textbooks using a genre approach for students of class VIII SMP based on Islamic boarding schools obtain an average feasibility score of 3.9 with a percentage of 78%. Thus, the textbook is declared "fit for use".

The results of the limited product test of textbooks for class VIII students at SMP Islam Darussalam, SMP Tahfidzqu, MTs Nurul Ummah, and MTs Al Ma'had An-Nur using the ANOVA test showed a significance value of 0.042 or less than a significant number of 0.05, i.e. 0.202. This means that the pretest and posttest in the experimental class and control class have significant differences. The value of R Squared is 0.637 (63.7%); this indicates that the effective textbook is 63.7%. Thus, textbooks are effectively used in pesantren-based schools.

The contribution that has been made from this research is that the students of class VIII SMP based on pesantren have teaching materials that are in accordance with the needs and values of the pesantren. The author gives suggestions to further researchers to develop teaching materials containing Islamic boarding school values for grades VII and IX.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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