

## IMPLEMENTATION GENRE BASED APPROACH TO IMPROVE EXPLANATION TEXT WRITING SKILLS

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### **Abstract**

*Writing is one of the productive skills in English, yet it is often considered difficult for students to master. One approach to improve writing skills is the Genre-Based Approach. This study aims to overcome students' writing difficulties by applying this approach. Classroom Action Research was chosen as the research model, in accordance with the identified problems. The study consisted of two cycles and focused on evaluating students' writing using a scoring rubric. The research subjects chosen for this study were VI grade students at MI SUNAN AMPEL II MARON. participated as research subjects. The pre-test and post-test served as instruments to collect students' writing products. In addition, data analysis was also supported by the results of the observation sheet. The results showed that students' weaknesses in writing were reduced after the implementation of the Genre-Based Approach. This was evidenced by more than 75% of students exceeding the minimum standard score. In addition, there was a noticeable improvement in students' writing ability in the post-test.*

**Keywords:** *Implementation, Genre-based approach*

### **Abstrak**

Menulis adalah salah satu keterampilan produktif dalam bahasa Inggris, namun sering kali dianggap sulit untuk dikuasai oleh siswa. Salah satu pendekatan untuk meningkatkan kemampuan menulis adalah Pendekatan Berbasis Genre. Penelitian ini bertujuan untuk mengatasi kesulitan menulis siswa dengan menerapkan pendekatan ini. Penelitian Tindakan Kelas dipilih sebagai model penelitian, sesuai dengan masalah yang teridentifikasi. Penelitian ini terdiri dari dua siklus dan berfokus pada evaluasi tulisan siswa dengan menggunakan rubrik penilaian. Beberapa Subjek penelitian yang dipilih untuk penelitian ini adalah siswa kelas VI di MI SUNAN AMPEL II MARON berpartisipasi sebagai subjek penelitian. Pre-test dan post-test berfungsi sebagai instrumen untuk mengumpulkan produk tulisan siswa. Selain itu, analisis data juga didukung oleh hasil lembar observasi. Hasil penelitian menunjukkan bahwa kelemahan siswa dalam menulis berkurang setelah penerapan Pendekatan Berbasis Genre. Hal ini dibuktikan dengan lebih dari 75% siswa melampaui nilai standar minimum. Selain itu, terdapat peningkatan yang nyata dalam kemampuan menulis siswa dalam post-test.

**Kata kunci:** Implementasi, Pendekatan berbasis genre,

## **A. Pendahuluan**

Education is a fundamental process for achieving equilibrium and excellence in both individual and societal development. Unlike mere teaching, education emphasizes shaping individuals' awareness and personalities, in addition to the transfer of knowledge and expertise. Through this process, a nation or state can transmit religious values, culture, thoughts, and skills to the next generation, thereby preparing them to embrace a brighter future for the nation and state (Nurkholis, 2013). Learning is a multifaceted internal process that encompasses the cognitive, affective, and psychomotor domains. The learning process engaging these three domains focuses on specific learning materials (Nidawati, 2013). Writing skills are language skills used for both indirect and face-to-face communication. Writing is a productive and expressive activity that requires extensive practice, knowledge, and logical thinking patterns (Sismulyasih Sb, 2015).

English, as an international language, plays a significant role in today's global society. Many English language skills are employed to communicate with people worldwide. English language skills are divided into two separate parts: productive, meaning producing a product, and receptive, meaning the ability to receive information. Writing skills, one of the productive skills, are inseparable from English and can be categorized as complex skills. This complexity arises from the expectation that writers can articulate their knowledge effectively in written form, requiring continuous creative effort (Boardman, Cynthia. A, & Frydenberg, 2002; Oshima, Alice, & Hogue).

The 2013 curriculum, as the national curriculum, provides guidelines for teachers to teach writing skills. Writing skills competencies are incorporated into the syllabus to encourage students to perfect their writing skills. One of the focuses of this study is listed in the syllabus for MISA II grade VI English subject 4.8, which emphasizes on composing contextualized oral and written explanatory texts related to natural or social phenomena covered in other subjects.

Nonetheless, the observation results at Undiksha Lab High School revealed that students' writing skills, especially in writing functional texts, were lacking. Over 75% of students scored below the Minimum Completeness Criteria (KKM), and many made grammatical errors in their writing.

These challenges were further highlighted through short random interviews with students and fellow English teachers. Students demonstrated a lack of awareness regarding their writing mistakes and difficulty developing the main idea in their writing. Many students also commenced the writing process using their native language or Indonesian and were reluctant to revise their work. Additionally, students often relied on Google Translate, reducing their use of English as a learning language.

Several strategies can be applied to address these challenges, including the Product-Based Approach and the Process-Based Approach. However, an intermediate strategy, the Genre-Based Approach, was chosen for its potential to combine the benefits of both approaches. The Genre-Based Approach integrates product and process approaches and involves four main stages: Building Knowledge of Fields, Modeling of Text, Joint Construction, and Independent Construction of Text. Research has shown that this approach can enhance students' writing skills (Kim, J., & Kim, 2005; Hasan, MK, & Akhand, 2010). By implementing the Genre-Based Approach, this research aims to improve the writing skills of class MISA II grade VI, addressing existing challenges, and offering learning variations to facilitate writing instruction.

## **B. Metode Penelitian**

The research methodology chosen for this study is classroom action research (PTK). This type of research aims to address problems identified in the classroom, with the goal of improving students' abilities. Classroom action research is conducted over multiple cycles until the identified issues are resolved. It involves a systematic effort by teachers or educational practitioners to gather information about teaching effectiveness and student learning outcomes, with the aim of implementing reflective actions to bring about positive change. Each cycle

follows a model consisting of four main stages: (1) Action planning, (2) Implementation of actions, (3) Monitoring and evaluation, and (4) Reflection (Arikunto, 2017).

The objective of this research, as stated by Mills (2000), is to address students' difficulties in learning to write. This research typically spans multiple cycles, depending on the success level of the formulated interventions.

### **The research subjects**

The research subjects selected for this study are grade 11 students at The research subjects chosen for this study were VI grade students at MI SUNAN AMPEL II MARON..

### **Action Scenario**

As previously mentioned, the PTK design uses four stages, namely; Action planning, action implementation, monitoring or evaluation, and reflection. In general, it can be seen listed as follows:

1. Prepare, create and consult research instruments
2. Make a research schedule
3. Carry out a pre-test to determine students' initial abilities
4. Confirm whether the problems of most students are as found.
5. Carry out treatment and evaluate the treatment that has been carried out
6. Carry out a post-test to find out the final results of the treatment
7. Carry out data processing (reduction, sorting, processing)
8. Analyze the data that has been processed
9. Complete missing data and strengthen existing data
10. Make conclusions from the results of the data that has been analyzed

To clarify the stages of the research, it will be divided into four parts. Action Plan Stage

- 1) Develop a learning scenario that will be implemented
- 2) Prepare learning materials
- 3) Prepare learning media

4) Prepare, create and consult research instruments/tools

5) Make an activity schedule

Action Implementation Stage

6) Carry out the learning process according to the schedule and learning plan that has been prepared.

7) State the research objectives that will be achieved at the end

8) Introduce and apply the Genre Based Approach strategy in learning with students

9) Assess student success, both process success and product success

Monitoring and Evaluation Stage

10) Observations are carried out using an observation sheet that has been made previously.

The observation sheet containing a list of attitudes shown by students during learning will become reflection material for the next cycle.

11) Activities / activities that occur during the implementation stage are recorded and then evaluated as material for reflection at the next stage

Reflection Stage

12) Reflection is carried out to respond to changes/things that occur during the implementation of the treatment.

13) Reflection is also aimed at looking at possible weaknesses in implementation actions in the cycle that has occurred.

The results of this cycle are intended to obtain an overview in order to improve actions in the next cycle, as well as being useful in providing alternative action solutions as part of improving the actions that have been implemented in this research. ReFlexibility on learning must also be carried out, considering that research requires a match between learning planning and the goals to be achieved at the end of learning. This is intended to find out whether the learning taking place is in accordance with the research plan or not. Apart from that, learning reflection is also intended to improve the implementation of learning so that it becomes better in the next cycle.

## **Research Success Criteria**

The indicators of success in this research will primarily focus on students' learning outcomes. Learning outcomes are defined as the written products produced by students during the intervention. Success in this study can be determined by an improvement in students' writing scores compared to their initial assessment. Additionally, the research can be considered successful if at least 75% of the total number of students meet or exceed the Minimum Completeness Criteria (KKM).

## **Data analysis technique**

There are three stages carried out by the author to analyze the data obtained during the research. The following are the stages and their explanations: Data collection and selection is the processing of data obtained from the treatment carried out.

data is collected and selected according to needs to answer the problem formulation that has been created.

This is done to make it easier for researchers to analyze existing data and to provide the opportunity for readers to focus only on related data. Interpretation of data processing data that has been selected according to needs will be explained further so that it is not just raw data. This activity helps to link the data obtained with the existing problem formulation. Concluding data is an implementation step after the data has been interpreted, it will be concluded according to the existing problem formulation. Drawing conclusions aims to answer the problem formulation from the data that has been analyzed.

Detailed data analysis techniques are as follows:

The data in the problem formulation will be explained in the form of an explanation of the aims and objectives of everything the teacher does in class according to the stages that have been designed. This will be supported by data from the class observation sheet. The assessment of students' writing performance will be assessed by two raters using a writing rubric that has been

previously designed. The student scores that have been obtained will be processed using the Excel program which will then be interpreted by the researcher. In addition to strengthening the data, students' work results will be interpreted according to the scores obtained with the support of several random sample questionnaires that have been answered by students previously. The results can be used to help strengthen the conclusions formulated.

### **C. Hasil Penelitian dan Pembahasan**

The results of the initial observations were two main results. The first is based on interview transcripts, data was obtained that students had difficulty in writing performance activities. They added that their difficulties were in unknown words so this could be considered a difficulty in terms of vocabulary. This was also confirmed by the subject teacher in charge of the class that the majority of students still had writing performance scores below the KKM. Another difficulty that can be identified from the interview with the teacher above is the lack of students' ability to develop writing ideas with the text organization side. From the interviews that have been conducted, it was concluded that students generally experience difficulties in performing writing skills. This refers to the lack of students in terms of grammar, vocabulary and text organization.

After carrying out a short interview, the author carried out a writing performance test which was given for the first time with the aim of finding out the students' initial abilities before the treatment was carried out. Apart from that, this initial test also aims to confirm the existence of problems that occur in students' writing results. With a determined KKM score of 75, it was found that four students or 21% had scores above the KKM and the remaining 15 people had scores below the KKM or 79% of the total of all students. From this it can be concluded that students do have problems with writing skills.

#### **Scycle 1**

Each meeting in cycle one will be evaluated for the learning that has been done. The evaluation aims to check the teacher's suitability in teaching with the RPP that has been previously designed. Apart from that, evaluation is useful to see possible deficiencies interrupting learning, both in terms of teachers, students and environmental conditions. Not only are shortcomings identified, but existing advantages are also listed in order to maintain more aspects of learning to



continue. The following are the results of the evaluation at each meeting that took place in order from initial activities to closing activities.

At the first meeting, the first thing that can be evaluated is the delay in game implementation time to 10 minutes because students on average have the same vocabulary choices while the game rules do not allow students to mention the same vocabulary. Furthermore, most of the students still seemed less active in answering the teacher's questions. Because it uses English, the teacher must guide students to answer using simple sentences. This is shown by the presence of students who bid against the teacher by asking them to answer in Indonesian. Then, in group discussion activities, it was found that one or two students were less active in helping their group. He can move when the teacher provides guidance to his group regarding carrying out assignments. In group discussion activities, work time is also delayed. This is because even though they are in groups, students tend not to distribute the workload to each member of the group. This is known from direct teacher observation when visiting the group in question. Due to delays in group discussion time, work presentation activities were also delayed so the teacher had to work around this by shortening the presentation time.

Apart from the shortcomings seen above, advantages can still be found. For example, the teacher's ability to appreciate students' answers can motivate other students to also answer. Apart from that, the media that the teacher chooses, namely picture illustrations, makes students more interested in analyzing the contents of the illustrations. This can be found from direct observation by the teacher that students focus more on simple picture illustrations to explain the content of the text.

In the second meeting, there was no delay in implementing the game during the apperception activity. The implementation of the game was correct according to the plan that had been prepared. The next thing that can be evaluated is the delay in completing assignments in group discussions. This is because, students

still tend to make repeated mistakes, namely not dividing tasks between group members.

Then, students are less active in recording important information contained in the video. This is shown by the small amount of information that students include in their writing. The closing activity was carried out well with the teacher highlighting the shortcomings made by the students during the learning process. Apart from that, teachers provide solutions to the reasons why students carry out activities that are their weaknesses that can be accepted by students. In general, this second meeting was in accordance with the RPP draft that had been prepared previously. Another evaluation is the lack of opportunity given to students to reflect on the written work they have collected at the second meeting. This is known from the responses of several students who still want to see corrections to their written work when asked to be collected again.

From the post-test 1 score, data was obtained that there were students or 74% of the total students who had reached more than the KKM. However, there are 5 students or 26% of the total who have not yet reached the KKM.

## **Scycle 2**

Evaluation is still carried out as part of the observation report in each cycle. The evaluation aims to check the teacher's suitability in teaching with the RPP that has been designed annoyedum. Not only that, evaluation is also useful for looking at deficiencies that may occur during learning, both in terms of teachers, students and environmental conditions. The recorded advantages also still need to be recorded to become part of class observations. Following are the evaluation results at each meeting that took place in order from initial activities to closing activities. At the first meeting, something that can be evaluated is that the implementation time of the game at the apperception stage is still a little later than planned. This is still better than the first cycle which was delayed by more than 10 minutes. One of the reasons is because students are already familiar with the vocabulary contained in the theme of this meeting as they have studied it in

previous meetings. Furthermore, most of the students seemed more active than before in answering the teacher's questions, although there were still one or two students who were not paying attention. Then, in the activity of reflecting on written results, many are reluctant to ask the teacher directly. He dared to ask when the teacher approached his desk to monitor the students. In the activity of correcting their writing together, many students did not rewrite the writing that had been corrected. This is known from direct teacher observation when visiting students one by one. The teacher's reluctance to consult directly has been handled well by the teacher by directly monitoring the students' seats.

The teacher's strengths reflected in the first cycle are maintained. For example, the teacher's ability to appreciate students' answers so that other students are motivated to also answer remains visible in this cycle. It is even added by providing rewards for students' activeness. In addition, the teacher's ability to manage time is better than the previous cycle. This can be seen from the timeliness of each activity carried out.

Another evaluation in post-test activity 2 was that students were still reluctant to consult the correction results obtained from the teacher, even though the teacher had provoked them to ask the teacher directly. Moreover, the classroom situation and conditions tend to be conducive during the post-test. The closing activity went smoothly with the students' progress being informed during the cycle. From post-test score 2, data was obtained that there were 18 students or 94% of the total students have reached more than the KKM. On the other hand, there is one student or 6% of the total who has not yet reached the KKM.

#### **D. Simpulan**

After based on the findings and analysis results on the results of actions and discussions, the conclusions of this research answer the problem formulation in chapter 1. The conclusions that can be drawn are as follows. First, the implementation of the Genre based approach in learning to write explanation text went well. This is evidenced by the increase in the number of students who

exceeded the KKM from pre-test, post-test 1, and post-test 2 by 21% to 74% to 94%.

Second, learning text explanation using a genre-based approach has been proven to improve students' text writing skills. The average score of students increased from the pre-test which was below the KKM to above the KKM. The class average score on the pre-test was 52.6 to 76.8 on post-test 1 and 87.6 on post-test 2.

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