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## INTRODUCTION

This chapter describes the background of the study, research problems, objectives of the research, significance of the research, and definition of terms as will be elaborated in the following sections.

## A. Background of the Study

Writing is one of the essential skills students need to master in learning English because it helps them express ideas and information in written form. However, many students still face difficulties in developing their writing skills, particularly in writing descriptive texts. During the *Pengenalan Lapangan Persekolahan* (PLP) at SMKN 3 Kediri, it was found that tenth-grade students experienced difficulties generating and developing ideas, which affected the organization of their writing. Their limited vocabulary made it difficult for them to express their ideas clearly and precisely.

These problems indicate that students need more effective and structured learning methods to improve their writing skills. According to Hyland (2004), writing requires guidance because students need support in generating ideas, organizing text, and using appropriate language. Students who have difficulty generating and developing ideas need activities that can help them brainstorm and discuss ideas before writing. Students with limited vocabulary need guidance and vocabulary support so they can express their ideas more clearly and accurately. Therefore, appropriate learning methods are needed to help students develop ideas, organize their writing systematically, and increase their vocabulary in writing descriptive texts. One such learning method is Genre-Based Learning (GBL). By using Genre-Based Learning, students are expected to be able to develop ideas more easily, improve their vocabulary use, and increase their confidence in writing descriptive texts.

English language learning plays an important role in helping students develop communication skills, especially in writing. In vocational high schools, students are expected to be able to communicate ideas and information through written texts that are relevant to academic and workplace contexts. According to the British Council (2022), English proficiency not only provides access to global knowledge but also supports students' academic and professional opportunities. Therefore, students need to develop writing skills that enable them to express ideas clearly, systematically, and appropriately in written communication.

In the context of classroom learning, writing is one of the important language skills that students need to master. According to the *Kemesterian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia* (2022), English learning outcomes emphasize students' ability to produce written texts according to their social functions and contexts. However, writing is often considered difficult for students because it requires them to generate and organize ideas, use appropriate vocabulary, and arrange sentences coherently (Ismail, 2025). These difficulties make students need structured guidance and learning activities that can support them during the writing process.

Writing is generally recognized as a complex and productive skill that requires students to integrate various aspects of language, including grammar, vocabulary, organization, and critical thinking (Amin, 2023). Writing is not merely the process of arranging words into sentences, but is also a social and meaningful activity. According to Hyland's theory (2004), writing is a way of sharing a message within a specific context, in which the writer must consider the text's purpose, the audience, and the rules of the genre being used. Hyland also explains that effective writing involves an understanding of how language is structured to achieve specific communication goals, making writing closely tied to genre knowledge. This condition shows the importance of implementing a learning approach that can guide students systematically in understanding text structure and developing their writing skills.

Writing can also be understood as a thinking process involving several interrelated stages. According to Flower and Hayes (1981), writing is a complex

process consisting of planning, drafting, and revising (Zhou, 2023). Previous Classroom Action Research (CAR) studies have shown that Genre-Based Learning can improve students' writing skills. Rahmadhani, Afriyanti, and Riza (2022) found that implementing Genre-Based Learning through classroom activities helped students organize ideas and understand text structure more effectively. This study differs from previous studies because it focuses on implementing Genre-Based Learning through interrelated stages, namely JCOT and ICOT, in Classroom Action Research to support vocational high school students in developing ideas and producing descriptive texts more independently.

Based on the concept that writing is a cognitive process that is iterative and goal-oriented, it is important to implement a learning approach that can effectively guide students in producing meaningful texts. One such approach is the Genre-Based Approach (GBA), which emphasizes the relationship between language, purpose, and social context (Kalin, 2023). According to Hyland (2004), genre-based pedagogy helps learners understand how texts are structured to achieve specific communicative purposes within specific contexts. This approach focuses on teaching the schematic structures and linguistic characteristics of various text types, thereby enabling students to produce appropriate and effective texts (Ashari & Novita, 2025). This approach is also aligned with the national curriculum, in which the *Badan Standar, Kurikulum, dan Asesmen Pendidikan* (2022) emphasizes that students are expected to understand and produce various text genres based on their social functions and structures. The Genre-Based Approach provides a systematic framework that supports students in developing their writing skills in accordance with cognitive processes and communicative purposes (Kamaliah & Apriani, 2022).

Based on its focus on the relationship between language, purpose, and social context, the Genre-Based Approach (GBA) is implemented through several interrelated stages that provide structured support for students in learning to write. These stages include Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). In the BKOF stage, students are introduced to topics and

contexts to build relevant background knowledge (Haryono, Setyandari, & Auliya, 2023; Wibowo & Lengkanawati, 2024). This is followed by the MOT stage, where students analyze model texts to understand their schematic structure and linguistic features. In the JCOT stage, students collaboratively create texts with teacher guidance, while in the ICOT stage, they independently produce their own texts. These stages allow students to gradually develop their writing skills through exercises that support their understanding of text organization and their ability to use appropriate linguistic elements. Further studies indicate that implementing these stages significantly improves students' writing abilities and helps them express ideas more effectively in written form (Rahmadhani, Afriyanti & Riza 2022; Dzukhriyah & Rini, 2023).

In the Genre-Based Approach, Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) play important roles in supporting students' writing development. According to the *Capaian Pembelajaran Bahasa Inggris* (2025) for secondary education, the JCOT stage emphasizes collaborative learning activities in which teachers guide students in producing texts together through discussion, feedback, and language support. Through this stage, students are helped to develop and organize ideas, understand text structure, and use appropriate language features during the writing process. After receiving guidance in the JCOT stage, students continue to the ICOT stage, where they independently produce their own texts based on the knowledge and experience gained from previous stages. In this stage, students are expected to be able to express ideas more independently, organize texts systematically, and apply appropriate vocabulary and grammar in their writing. Therefore, the JCOT and ICOT stages support students gradually in developing their writing skills from guided practice to independent text production.

Based on the explanation above, it can be concluded that writing is a challenging skill for students, especially in generating ideas, using appropriate vocabulary, and maintaining grammar in the writing process. It is important to implement an effective teaching approach that can support students in overcoming these difficulties. The Genre-Based Approach, especially through the interrelated

stages of Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT), is considered an appropriate strategy to facilitate the development of students' writing skills through guided and independent learning activities. Through these stages, students are expected to be able to develop ideas more easily, organize texts systematically, and apply appropriate vocabulary and grammar in their writing. In line with this, this study entitled "Enhancing Tenth-Grade Vocational High School Students' Writing Ability Through Genre-Based Learning At SMKN 3 Kediri" aims to describe and analyze the implementation of writing teaching using Genre-Based Learning to improve students' abilities in writing descriptive texts.

## B. Research Problem

Based on the background of the study, the research problems are formulated as follows:

1. How is genre-based learning implemented in teaching writing to the tenth-grade students at SMKN 3 Kediri?
2. How are the results of students' writing ability after the implementation of genre-based learning at SMKN 3 Kediri?

## C. Objectives of the Research

Based on the research problems above, the objectives of this study are:

1. To describe the implementation of genre-based learning in teaching writing to tenth-grade students at SMKN 3 Kediri.
2. To identify the results of students' writing ability after the implementation of genre-based learning at SMKN 3 Kediri.

## D. Significance of the Study

The results of this study are expected to provide both theoretical and practical contributions.

### 1. Theoretical Significance

This study is expected to make a significant contribution to the development of writing pedagogy, particularly in the implementation of the

Genre-Based Approach (GBA) in English language learning. The findings of this study are expected to support the theory proposed by Hyland (2004), viewing writing as a social and purposeful activity shaped by communicative goals, audience, and context, and strengthen the cognitive writing process theory introduced by Flower and Hayes (1981), which emphasizes that writing is a gradual and dynamic process involving planning, drafting, and revision. In addition, this study is expected to support the implementation of the *Canisius Pembelajaran Bahasa Inggris* (2025), which emphasizes the role of the Joint Construction of the Text (JCOT) stage in guiding students collaboratively during the writing process and the Independent Construction of the Text (ICOT) stage in encouraging students to produce texts independently based on the knowledge and skills acquired from previous learning stages.

## 2. Practical Significance

### a) For Teachers

The findings of this study are expected to provide practical insights for English language teachers in implementing effective teaching strategies, particularly through the Genre-Based Approach (GBA) with a focus on the JCOT and ICOT stages. In addition, this study can help teachers in designing more structured and interactive learning activities that actively involve students in the writing process through collaborative and independent writing practices. Furthermore, this study can serve as a reference for teachers in selecting appropriate techniques to support students with varying levels of writing ability, thereby creating a more inclusive and effective learning environment.

### b) For Future Researchers

The results of this study are expected to serve as a useful reference for future researchers who are interested in exploring the implementation of the Genre-Based Approach in teaching writing. In addition, this study may provide a foundation for further research focusing on specific stages of Genre-Based Learning, particularly the Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) stages. Moreover, future researchers can use the findings of this study to employ more varied research

designs, such as experimental or mixed-method approaches, in order to gain deeper insights into the impact of genre-based instruction on students' writing development. This study may also inspire further investigation into other factors influencing writing performance, such as motivation, classroom interaction, and the use of instructional media.

## LITERATURE REVIEW

This chapter aims to describe the operational definition of concepts, review previous study, and conceptual framework related to the discussed topic in which this study focuses on.

## A. Operational Definition of Concepts

This section presents the theoretical foundations underlying this research, including writing, teaching writing, and Genre-Based Learning as the main concepts guiding the research.

## 1. Writing

Writing is a productive and complex language skill because it involves the thought process of generating, developing, and organizing ideas into meaningful written form. According to Nunan (2003), writing is the process of thinking to find ideas, then expressing them in clear written form and organizing those ideas into coherent sentences and paragraphs. This perspective emphasizes that writing is not merely a mechanical activity, but a cognitive process that requires systematic planning and processing of ideas (Rahman, Yusuf, & Juhana, 2024). Writing skills are closely related to the ability to organize ideas logically, maintain cohesion, and use appropriate language structures so that the message can be understood by the reader (Yuliana & Sahaya, 2024).

Writing is a complex productive skill that involves not only linguistic competence but also the ability to convey meaning effectively in a particular context. As Ken Hyland (2004) views writing as a social activity used to convey meaning within a specific context, writers are required to consider the purpose, audience, and communicative situation when producing a text. This perspective indicates that writing does not merely focus on grammatical accuracy, but also emphasizes its communicative function in real-life contexts (Ghosh, Gayen, & Sen, 2021). Writing skills encompass several essential aspects, including clarity of ideas,

organization of text, appropriate use of grammar, and suitable vocabulary selection to achieve effective communication. Thus, writing can be understood as a productive skill that involves the processes of thinking, organizing ideas, and applying linguistic elements appropriately to produce a text that is communicative, well-structured, and contextually relevant to the reader (Munir, 2023).

The learning objectives for English writing focus on developing students' communicative competencies, as outlined in government policy. According to the *Keputusan Kepala BSKAP Kemendikbudristek No. 046/H/KR/2025* concerning learning outcomes, English language learning aims to develop students' ability to understand and produce both spoken and written texts for context-appropriate communication. This indicates that writing is intended as a means to express ideas, concepts, and information in writing across various communication situations (Adelia, Artika, Windiyuni, 2024). The objective of writing instruction is to enhance students' ability to produce structured, communicative texts that adhere to linguistic norms, thereby serving as tools for both academic and social communication. Thus, the purpose of writing in English language learning is not only focused on mastering linguistic aspects but also on students' ability to effectively convey meaning through written texts (Fitria, 2024).

In writing instruction, there are several key aspects that form the basis for evaluating the quality of students' writing. Generally, writing is assessed not only based on its content but also on how ideas are organized and communicated effectively. Recent research indicates that writing skills encompass several key aspects: content, organization, vocabulary, grammar, and writing mechanics which are interrelated in forming a well-structured text (Fiddin et al., 2025). The content aspect relates to the clarity and relevance of the ideas presented, while organization focuses on how those ideas are systematically arranged to be easily understood. Additionally, vocabulary and grammar play a role in the accuracy of language use, while mechanics encompass the correct use of punctuation, spelling, and capitalization. Thus, these five aspects serve as key indicators in comprehensively assessing students' writing skills (Lukmanwardani & Badriyah, 2022).

## 2. Teaching Writing

Teaching writing is a learning process designed to help students develop their writing skills through the provision of systematic strategies, practice, and feedback. Teaching writing focuses not only on the final written product but also on the process by which students produce text step by step, from planning to revision. Writing instruction involves various approaches and strategies used by teachers to help students overcome writing difficulties, including providing ongoing guidance and feedback so that students' writing skills can develop optimally (Jayanti & Rozimela, 2022). Writing instruction emphasizes the importance of repeated practice and the use of methods tailored to students' needs, as many students still struggle to organize their ideas and use appropriate language structures in their writing. Thus, writing instruction can be understood as a systematic pedagogical process designed to guide students in producing well-structured, communicative texts that adhere to language rules (Hafizah et al., 2024).

### a. Objectives of Teaching Writing

The objective of teaching writing at the high school/vocational school level is to develop students' ability to produce various types of texts that align with their communicative functions and contexts of use. Writing instruction at this level is designed to ensure that students are not only able to write correctly but also capable of expressing ideas clearly, logically, and in a structured manner in both academic and functional writing. Writing instruction in secondary school aims to enhance critical thinking skills, written communication skills, and students' readiness to meet academic and workplace demands through the effective and appropriate use of language (Rustum & Priyanto, 2022). The use of appropriate learning strategies in teaching writing also aims to help students improve the quality of their writing in terms of organization, content, and linguistic accuracy, so that the resulting text can be easily understood by readers. The objective of teaching writing in high schools and vocational high schools is not only oriented toward mastering writing skills but also toward developing written communication abilities relevant to students' academic and professional needs (Suryani et al., 2024).

The purpose of teaching writing in English at the senior high school (SMA/SMK) level is also aligned with the learning outcomes of the Merdeka Curriculum. Based on the Keputusan Kepala BSKAP Kemendikbudristek No. 046/HK/2025 concerning learning outcomes, Phase E students are expected to be able to write various fiction and non-fiction texts through guided activities while demonstrating awareness of the purpose and target audience. Students are also expected to be able to plan, draft, review, and revise texts by applying self-correction strategies, including the use of appropriate punctuation and capitalization. Furthermore, students are encouraged to express ideas using relevant vocabulary and language structures to effectively communicate meaning in writing. Therefore, the goal of teaching writing in vocational high schools is not only directed at improving students' linguistic competence but also at preparing them to communicate effectively in academic, social, and workplace contexts in accordance with current curriculum demands.

#### a. Materials in Teaching Writing

Some common text types taught in this approach include descriptive, narrative, recount, and procedural texts, each of which has distinct structures and linguistic characteristics that help students understand the function of language in real-world contexts (Hidayat, Purwati, & Amin, 2024). In Genre-Based Learning, English language instruction emphasizes the use of various text types (genres) that serve different communicative purposes. Each text type is designed to fulfill a specific social function, such as conveying information, recounting experiences, or providing instructions. This is supported by previous research stating that, through a genre-based approach, students can learn how to use language according to specific communicative purposes and contexts, thereby enhancing their writing skills in a more focused and functional manner. Thus, understanding various text types serves as a crucial foundation in writing instruction because it helps students adapt their writing style to their communicative objectives (Dzulkhriyah & Rini, 2023).

One type of text frequently taught at the high school level is descriptive text, which aims to clearly describe an object, place, or person so that readers can

visualize it. Descriptive texts focus on presenting the specific characteristics of an object through systematic organization and appropriate word choice to produce clear and detailed descriptions (Ikmal, 2023). The use of a genre-based approach in teaching descriptive texts has been proven to help students develop their writing skills, particularly in terms of organization, coherence, and clarity of content. Descriptive text is considered important in writing instruction because it trains students to convey information in a detailed, structured, and communicative manner. Additionally, mastery of descriptive text helps students build the foundation for other writing skills, as it develops observational skills, the selection of relevant details, and the ability to construct cohesive paragraphs. These aspects are essential in producing high-quality writing that is easily understood by readers (Dzulkhriyah & Rini, 2023).

#### **b. Strategies in Teaching Writing**

In teaching writing, the use of appropriate strategies is essential to help students develop their writing skills effectively. Various studies indicate that teachers employ a variety of strategies, such as collaborative writing, process writing, the use of digital media, and activity-based strategies like Think-Talk-Write, to enhance student engagement and the quality of their writing. For instance, research shows that collaborative strategies allow students to share ideas and revise their writing together, thereby improving the organization and clarity of the text (Zuhriyah et al., 2023). Additionally, the use of technology such as Google Docs has also been shown to support real-time drafting and revision processes and to increase student participation in writing instruction (Siswana et al., 2025). Thus, strategies in teaching writing focus not only on content delivery but also on how teachers facilitate the writing process to make it more interactive, collaborative, and effective in improving students' skills.

#### **c. Stages in Teaching Writing**

In teaching writing, there are systematic stages designed to help students produce high-quality writing, commonly known as the writing process. These

stages include pre-writing, while-writing (drafting), and post-writing (revising/editing), which are interconnected and interdependent. During the pre-writing stage, students are guided to identify and develop ideas through activities such as brainstorming, discussion, or creating an outline. Next, during the while-writing stage, students begin to organize their ideas into a draft text, paying attention to structure and content development. The systematic application of these writing stages can help students organize their ideas and improve the overall quality of their writing because they do not focus directly on the final result but rather on a step-by-step guided process (Hafizah et al., 2024). Thus, the stages in teaching writing serve as a guide for students to develop their writing in a more structured manner.

The final stage is post-writing, which involves revision and editing to correct errors and improve the quality of the writing. At this stage, students review the content, organization, and language use in their writing, either independently or through feedback from teachers or peers. Other research indicates that revision and feedback play a crucial role in improving students' writing skills because they help students understand their errors and correct them continuously (Chen, 2024). Through this stage, students can develop an awareness of the quality of their own writing, making the learning process more reflective and meaningful. Therefore, the implementation of these stages in teaching writing is crucial because it not only helps students produce better texts but also develops their critical thinking and self-evaluation skills throughout the writing process.

#### b. Scoring Rubric

Assessment of writing skills is a crucial process for measuring the extent to which students are able to produce well-written texts that adhere to language conventions. In practice, writing assessment typically employs several key criteria such as content, organization, vocabulary, grammar, and mechanics as indicators for evaluating the overall quality of students' writing. Recent research indicates that the use of clear and structured assessment rubrics can assist teachers in providing objective evaluations and help students understand which aspects of their writing need improvement (Fiddin et al., 2025). Furthermore, writing assessment serves not

only to measure final outcomes but also as a means to improve students' writing skills through constructive and ongoing feedback. Therefore, writing assessment plays a crucial role in supporting the learning process by helping students develop their writing skills in a more focused, systematic, and standardized manner (Nugroho et al., 2024).

### 3. Genre-Based Learning

Genre-Based Learning is a language learning approach that emphasizes the use of text as the primary means of understanding communicative functions in specific social contexts. This approach, also known as text-based teaching, focuses on how language is used to achieve specific goals through various types of texts. This approach highlights the importance of understanding the relationship between text structure, social function, and linguistic features as integral components in language learning (Atmazaki, Ramadhan, & Indriyani, 2023). In this regard, Genre-Based Learning views language not merely as a system of rules, but as a means of communication shaped by context and purpose. Therefore, Genre-Based Learning can be defined as an approach that integrates understanding of text and social context to support students in understanding and producing meaningful texts in a structured and communicative manner (Ramadhani, Afriyanti, & Riza, 2022).

#### a. Objectives of Genre-Based Learning

The objectives of Genre-Based Learning center on developing students' language skills, particularly in writing, through a clear understanding of various text types, their structures, and their communicative purposes. This approach aims to enable students to use language effectively in both social and academic contexts by recognizing how meaning is constructed in various genres (Prayuda, Pangaribuan, & Limia, 2023). In addition, Genre-Based Learning is designed to foster students' higher-order thinking skills by engaging them in a structured and reflective writing process. This is in line with the cognitive theory put forward by Linda Flower and John R. Hayes (1981), which emphasizes that writing involves interrelated processes such as planning, translating ideas, and reviewing. Thus, the objectives

<sup>18</sup> of Genre-Based Learning extend beyond the production of written texts, as it also focuses on developing students' cognitive processes and their ability to create structured, meaningful, and contextually appropriate texts.

#### b. Principles of Genre-Based Learning

<sup>18</sup> The principles of Genre-Based Learning are based on the view that language is best learned through its use in real-life social contexts, where texts serve as the primary medium of communication. This approach is built on three essential components: <sup>7</sup> social function, generic structure, and language features, which serve as the foundation for understanding and producing texts effectively. Furthermore, Genre-Based Learning emphasizes the role of scaffolding, where teachers provide incremental support to guide students toward independent text production, ensuring that learning occurs step by step (Khasanah, Faridi, & Wahyuni, 2023). Another key principle is that learning must be explicit, systematic, and process-oriented, enabling students not only to understand theoretical concepts but also to actively engage in writing practices in meaningful contexts. Thus, the principles of Genre-Based Learning highlight the importance of contextualized instruction, structured guidance, and ongoing support <sup>22</sup> to help students develop their writing skills effectively and independently.

#### c. Stages of Genre-Based Learning

<sup>41</sup> The Genre-Based Learning (GTL) phase consists of four systematic phases: Building Knowledge of the Subject (BKOF), Modeling Texts (MOT), Joint Text Construction (JCOT), and Independent Text Construction (ICOT), designed to guide students from initial understanding to independent text production. In the BKOF phase, students build background knowledge about the topic through oral activities such as listening and speaking, including discussions, questioning, and sharing prior knowledge to familiarize themselves with the context of the text. This is followed by the MOT phase, where students engage in reading activities to analyze model texts, focusing on social functions, generic structures, and language

features. In this phase, oral skills (discussion) and writing (text analysis) are integrated to deepen students' understanding of how texts are constructed.

The next phase, JCOT, involves collaborative writing activities in which students, guided by the teacher, construct texts together. This phase integrates speaking (through interaction and negotiation of ideas) and writing (through text construction), allowing students to practice applying what they have learned with support. <sup>13</sup> In the final stage, ICOT, students independently produce their own texts, demonstrating their ability to apply the knowledge and skills they have developed through the previous stages, primarily through reading and writing activities with minimal guidance. Research shows that these four stages are effective in improving students' writing skills because they provide a structured, gradual, and practice-oriented learning process. <sup>13</sup> (Wicaksono, Sulistyarningsih, & Syakur, 2023). Furthermore, this gradual approach not only enhances students' understanding of the writing process but also encourages their independence in producing texts that align with communicative goals, making the Genre-Based Learning stages an important framework in teaching writing.

## B. Review of Previous Study

<sup>14</sup> Previous research on the implementation of Genre-Based Learning in teaching writing has consistently demonstrated its effectiveness in improving students' writing skills. Recent research highlights that this approach offers a structured and systematic framework that enables students to understand text organization, linguistic features, and communicative purposes more effectively. For example, Genre-Based Learning has been widely implemented in Indonesian educational contexts as part of text-based instruction that emphasizes literacy development and contextual learning processes (Mustika, Marni, & Rahmad, 2024; Suflyandi et al., 2024; Cholifah, Puspika, & Winanta, 2022). <sup>8</sup> These studies explain that the approach is grounded in Systemic Functional Linguistics, which views language as a social process and helps students connect linguistic features with communicative purposes in real contexts. Furthermore, research also shows that the gradual teaching cycle in Genre-Based Learning, such as modeling and independent

construction, supports students in developing their writing competencies gradually (Rosdiana & Mahajani, 2024). This shows that Genre-Based Learning is not only theoretically relevant but can also be practically applied in improving students' writing performance, especially in the context of secondary education.

A study conducted by Rahmadhani, Afriyanti, Riza (2022) examined the implementation of the Genre-Based Approach in teaching writing at the senior high school level. The findings showed that the implementation of four stages of Genre-Based Learning: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Modeling of the Text (JCOT), and Independent Construction of the Text (ICOT), significantly helped students express their ideas in writing more effectively. The structured sequence of these stages allowed students to gradually build their understanding of text types, language features, and structures before producing their own writing. As a result, students showed improvement in organizing ideas and developing clearer and more coherent texts. This is supported by similar findings from (Lukmawardani & Badriyah, 2021) and (Wijaya, Hamayazhi, & Yuliani, 2022), who emphasized that scaffolding in genre-based pedagogy plays a crucial role in guiding students from dependent writing to independent writing. This research is relevant to the current research because it also focuses on the implementation of Genre-Based Learning in teaching writing, particularly in supporting the development of students' writing skills through structured learning stages, which systematically facilitate the transition from guided practice to independent text production while strengthening students' mastery of linguistic features, organization, and communicative purposes in writing.

A study conducted by (Dzakhrayah & Rini, 2023) examined the effectiveness of the Genre-Based Approach in improving students' ability to write descriptive texts. The findings showed a significant improvement in students' writing scores after implementing the approach, particularly in terms of organization, coherence, and clarity of ideas. The study showed that students were better able to structure their texts according to the generic structure of descriptive writing and apply appropriate language features, such as the use of adjectives and the present tense.

These results are supported by findings from (Lukmawardani & Badriyah, 2022) and (Kamaliyah & Apsari, 2022), which showed that the Genre-Based Approach effectively improved students' writing skills by providing explicit instruction on text structure and linguistic features. Furthermore, quantitative data from this study confirmed that structured instructional stages and ongoing support contributed to measurable improvements in students' writing achievement, indicating that Genre-Based Learning is effective in facilitating students' mastery of descriptive text writing by integrating knowledge of text structure, linguistic features, and communicative purposes systematically and meaningfully.

A systematic review conducted by Forsia and Mahidin (2025) examined various studies on the implementation of the Genre-Based Approach in teaching writing and concluded that this approach significantly improved students' genre awareness, text organization, and communicative competence. The review synthesized findings from various studies published between 2019 and 2025 and revealed that Genre-Based Learning enables students to better understand how texts are constructed and used in real communicative contexts through explicit instruction and structured learning stages. Furthermore, similar systematic reviews also confirmed that this approach consistently improves students' ability to produce coherent, cohesive, and well-structured texts while increasing their critical awareness of language use (Husna, Kamila, & Wahyuni, 2026; Aulia, 2024; Hitimala, Damayanti, & Yusuf, 2024). A broader review study emphasized that the Genre-Based Approach, grounded in Systemic Functional Linguistics, provides a robust pedagogical framework that integrates linguistic knowledge with social context, making it highly effective for developing writing skills across educational levels (Liu, Iseail, & Ahmad, 2024; Zhai & Razali, 2023). Despite its effectiveness, the review also identified several challenges in its implementation, such as teachers' limited understanding of genre theory, inadequate training, and contextual constraints in classroom practice, which may hinder optimal implementation of the approach. Therefore, based on previous studies, it can be concluded that Genre-Based Learning remains a relevant and effective approach to improving students'

writing skills, while requiring adequate teacher preparation and contextual adaptation to achieve maximum learning outcomes.

### C. Conceptual Framework

The conceptual framework of this study was developed to explain the relationship among the main concepts underlying the research, namely writing skills, the writing process, and Genre-Based Learning (GBL). Writing is a complex skill because it involves various cognitive processes in generating and developing ideas into meaningful texts. According to Hyland (2004), writing is a social activity that considers the purpose, audience, and context of communication. In addition, Flower and Hayes (1981) explain that writing is a cognitive process consisting of three main components, namely planning, drafting, and revising, which occur repeatedly. This shows that writing is not a linear process, but rather a dynamic process that requires learning strategies capable of supporting each stage systematically.

Based on the problems identified in the research background, students still experience difficulties in writing, particularly in generating and developing ideas, using appropriate vocabulary, and organizing texts systematically. These difficulties are related to cognitive processes in writing that have not developed optimally. Therefore, a learning approach is needed that not only focuses on the final written product but also facilitates students' thinking processes at each stage of writing. Genre-Based Learning (GBL) is considered a relevant approach because it emphasizes the relationship between social function, text structure, and linguistic elements in real contexts (Khasanah, Faridi, & Wahyuni, 2023). This approach provides a systematic learning framework through four main stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Wicaksono, Sulistyaniingsih, & Syakur, 2023). These stages support students' gradual learning process from comprehension to independent text production.

In the theoretical framework of Flower and Hayes (1981), the JCOT and ICOT stages have important roles in supporting students' cognitive writing

processes, particularly in planning, drafting, and revising. In the JCOT stage, students collaboratively work with teachers and peers to develop ideas, organize texts, and select appropriate vocabulary through guided writing activities. Through discussion and feedback, students are helped to organize their ideas more systematically before writing independently. After receiving guidance in the JCOT stage, students continue to the ICOT stage, where they independently construct their own texts by applying the knowledge and skills gained from previous stages. This stage encourages students to become more confident and independent in expressing ideas, organizing texts, and using appropriate language features in writing descriptive texts. In line with this, research by Rahmadhani, Afriyanti, and Riza (2022) shows that collaborative and guided activities in Genre-Based Learning can help students improve idea development and text organization. Therefore, the JCOT and ICOT stages not only support the social aspects of learning but also facilitate students' cognitive writing processes, as explained in Flower and Hayes' theory.

Thus, the conceptual framework of this study is based on the problems faced by students in writing descriptive texts, such as difficulties in generating and developing ideas, organizing texts systematically, and using appropriate vocabulary. These problems indicate that students still need guidance and structured learning activities during the writing process. In this study, Genre-Based Learning is used as a learning approach because it provides systematic stages that help students understand the purpose, structure, and language features of descriptive texts. The study focuses on the connected stages of Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT), where students first develop texts collaboratively with guidance from teachers and peers and then continue to produce texts independently. Through these stages, students are expected to become more active, confident, and independent in expressing ideas in written form. As a result, the implementation of Genre-Based Learning is expected to improve the writing ability of tenth-grade students at SMKN 3 Kediri and help them produce descriptive texts that are more organized, meaningful, and appropriate to the communicative purpose of the text.

The following diagram, Diagram 2.1, presents the Conceptual Framework.



*Diagram 2.1 Conceptual Framework*

## RESEARCH METHOD

This chapter presents the research methodology of the study, including the research subjects and setting, research procedures, data collection instruments, data analysis techniques, research schedule, and success criteria.

**A. Research Subjects and Setting**

The subjects of this study were tenth-grade students of Culinary 1 at SMKN 3 Kediri. The study was conducted at SMKN 3 Kediri, located at Jl. Hasanudin No. 10, Dandangan, Kediri City, East Java. The class consisted of 36 students, including 8 male students and 28 female students, with varying levels of writing ability. The students had English classes three times a week. The researcher selected this class based on classroom observations conducted during the *Pengenalan Lapangan Persekolahan* (PLP). In addition, SMKN 3 Kediri implements Genre-Based Learning in English teaching and learning activities, particularly in teaching writing skills.

The researcher chose this class because the students still experienced difficulties in writing descriptive texts, particularly in generating and developing ideas, organizing texts systematically, and using appropriate vocabulary in their writing. Some students also showed a lack of confidence and participation during classroom writing activities. These problems affected the students' ability to produce descriptive texts effectively and accurately. Therefore, the researcher considered this class appropriate for the implementation of Genre-Based Learning because the learning activities were expected to help students develop their ideas, improve text organization, and increase their participation during the writing process.

**B. Research Procedures**

This study employed Empirical Classroom Action Research (CAR) because it focused on improving students' writing skills through direct classroom action and

observation during the learning process. According to Kemmis and Taggart (1988), Classroom Action Research consists of a spiral cycle involving planning, implementation, observation, and reflection. This study applied the Classroom Action Research model proposed by Kemmis and Taggart because it provides systematic stages for identifying classroom problems and implementing actions to improve learning outcomes. The researcher conducted the study in one cycle because this study aimed to identify the implementation and results of Genre-Based

Learning to improve students' writing skills. In this study, the researcher acted as the teacher implementing the action, while a collaborator assisted in observing learning activities throughout the research process. The following diagram, Diagram 3.1, presents the Kemmis & McTaggart stage.



Figure 3.1 Kemmis & McTaggart

In the planning stage, the researcher prepared lesson plans (Appendix ...), teaching materials (Appendix ...), observation sheets (Appendix ...), and writing assessment instruments (Appendix ...) related to descriptive texts. In the implementation stage, the researcher implemented Genre-Based Learning in writing teaching activities. At this stage, students collaborated with the teacher and classmates to develop ideas, structure texts, and improve vocabulary use in writing descriptive texts. During the observation phase, the collaborator observed student participation, classroom interactions, and the implementation of the learning process using observation sheets. The researcher also collected students' writing to

evaluate their writing skills after the implementation of the action. During the reflection phase, the researcher analyzed the observation results and students' writing performance to identify strengths and weaknesses of the implementation. The reflection process was used to evaluate the effectiveness of Genre-Based Learning in helping students improve their writing skills.

### C. Data Collection Instruments

The instruments used in this study were lesson plans (Appendix ...), a writing test (Appendix ...), and an observation sheet. The lesson plans were used as guidelines for implementing Genre-Based Learning during the teaching and learning process. The lesson plans contained learning objectives, teaching materials, classroom activities, and assessment procedures related to descriptive text writing activities. The writing test was used to measure students' writing skills in producing descriptive texts. Students' writing was assessed based on several aspects: content, organization, vocabulary, grammar, and mechanics. Meanwhile, the observation sheet was used by the collaborator to observe student participation, classroom interactions, and the implementation of Genre-Based Learning during the learning process.

The writing test was administered after the implementation of the learning activities to identify the results of students' writing skills. In the test, students were asked to write a descriptive text based on a topic given by the researcher. Students' writing products were then assessed using a writing assessment rubric adapted from Heaton (1990), which focuses on content, organization, vocabulary, grammar, and mechanics. These aspects were used to evaluate how well students developed ideas, organized text, used vocabulary appropriately, applied grammatical structures, and used correct punctuation and spelling in their writing. The use of the writing rubric helped the researcher assess students' writing skills systematically and objectively.

In addition, observation sheets were used to collect data related to student activities and the implementation of Genre-Based Learning during the teaching and learning process. Observations were conducted by a collaborator to obtain more objective data on classroom situations and student responses during the

implementation of the action. Observations focused on student participation, interaction, enthusiasm, and collaboration during writing activities. Through the observation sheets, the researcher was able to identify how Genre-Based Learning influenced student engagement and participation in the classroom learning process.

Table 3.1 Observation Checklist

| No. | Observation points                                                           | Yes | No |
|-----|------------------------------------------------------------------------------|-----|----|
| 1.  | The teacher prepared lesson plans before the teaching activities.            |     |    |
| 2.  | The teacher prepared observation sheets and writing assessment rubrics.      |     |    |
| 3.  | The teacher explained the learning objectives clearly.                       |     |    |
| 4.  | The teacher implemented Genre-Based Learning during instruction.             |     |    |
| 5.  | The teacher guided students during the ICOT stage.                           |     |    |
| 6.  | The teacher guided students during the ICOT stage.                           |     |    |
| 7.  | Students participated actively during classroom activities.                  |     |    |
| 8.  | Students showed enthusiasm during writing activities.                        |     |    |
| 9.  | Students were able to develop ideas in descriptive texts.                    |     |    |
| 10. | Students were able to develop ideas in descriptive texts.                    |     |    |
| 11. | The teacher evaluated students' writing activities after the implementation. |     |    |
| 12. | Classroom activities and students' writing products were documented.         |     |    |

#### D. Data Analysis Technique

##### 1. Analysis of Qualitative Data

The observational data were analyzed qualitatively using the interactive model proposed by Miles and Huberman (1994). This model consists of three main stages: data condensation, data presentation, and drawing conclusions/verification. The following diagram, Diagram 3.2, presents the Kemmis & McTaggart stage.



Figure 3.2 Miles and Huberman (1994)

The first stage is data condensation. In this stage, the researcher selects, focuses, simplifies, and organizes the observational data collected during the learning process. The researcher focuses on information related to the implementation of Genre-Based Learning, specifically the learning activities conducted at each stage, including BKOF, MOT, JCOT, and ICOT. Information related to student participation, classroom interactions, and responses during the learning process is also categorized according to the research objectives.

The second stage is data presentation. After the data is summarized, the researcher organizes and presents the data descriptively. Observation data is presented in the form of descriptions to provide a clear picture of the implementation of Genre-Based Learning in writing instruction. Through this process, patterns of classroom interaction, student participation, and learning activities can be systematically identified. The final stage is drawing conclusions and verification. In this stage, the researcher interprets the presented data and draws conclusions regarding the implementation.

The students' writing samples were analyzed quantitatively to determine their writing proficiency following the implementation of Genre-Based Learning. This quantitative analysis focused on the students' descriptive writing performance as reflected in the writing assignments completed during the study. The students' writing samples served as the primary data source for evaluating their achievement in writing descriptive texts after participating in the learning activities.

## 2. Analysis of Quantitative Data

To assess students' writing skills, the researcher used a writing assessment rubric adapted from Heaton (1990). This rubric provides a systematic framework for evaluating students' writing performance and helps ensure consistency in the assessment process. Each student's writing was assessed based on five writing aspects: content, organization, vocabulary, grammar, and mechanics. These aspects are considered essential components of effective writing because they represent students' ability to generate and develop ideas, organize information coherently,

use appropriate vocabulary, apply grammar rules accurately, and use correct spelling and punctuation

The content aspect is evaluated to determine students' ability to develop and explain their ideas in descriptive texts. The organization aspect focuses on students' ability to arrange ideas logically and compose well-structured texts in accordance with the general structure of descriptive texts. The vocabulary aspect evaluates students' ability to select appropriate words and phrases to effectively describe objects, people, or things. The grammar aspect assesses the accuracy of sentence construction and the use of grammatical structures, particularly those commonly used in descriptive texts. Meanwhile, the mechanical aspect evaluates the correct use of spelling, punctuation, and capitalization in students' writing.

After all the writing samples were evaluated, the researcher calculated the total score obtained by each student based on these five writing aspects. These scores were then compiled to determine the class's overall achievement. To identify the average writing achievement of the students, the researcher calculated the average score using the following formula:

$$M = \Sigma X / N$$

Where:

M = Average score

$\Sigma X$  = Total score of all students

N = Number of students

The average score will be used to describe the overall level of students' writing achievement following the implementation of Genre-Based Learning. The scores obtained will then be interpreted descriptively to provide a clear picture of students' writing ability in producing descriptive texts. Through this quantitative analysis, the researcher can identify students' writing performance and evaluate the extent to which Genre-Based Learning supports the development of students' writing skills. Detailed criteria for assessing students' writing are presented in an assessment rubric adopted from Heaton (1990).

Table 3.2 Scoring Rubric (Beaton, 1998)

| Aspect                                                           | Criteria                                                                            | Score |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------|
| Content                                                          | Ideas are relevant, clear, complete, and well-developed.                            | 20    |
|                                                                  | Ideas are relevant but lack sufficient detail and development.                      | 15    |
|                                                                  | Ideas are unclear, incomplete, or not relevant to the topic.                        | 10    |
| Organization                                                     | Ideas are logically organized and follow the generic structure of descriptive text. | 20    |
|                                                                  | Organization is adequate with minor problems in coherence and structure.            | 15    |
|                                                                  | The organization is unclear, and the ideas are difficult to follow.                 | 10    |
| Vocabulary                                                       | Appropriate and varied vocabulary is used effectively.                              | 20    |
|                                                                  | Adequate vocabulary is used, although some inappropriate word choices occur.        | 15    |
|                                                                  | Limited vocabulary with frequent inappropriate word choices.                        | 10    |
| Grammar                                                          | Grammatical structures are used accurately with very few errors.                    | 20    |
|                                                                  | Some grammatical errors occur, but the meaning remains understandable.              | 15    |
|                                                                  | Frequent grammatical errors interfere with understanding.                           | 10    |
| Mechanics                                                        | Correct spelling, punctuation, and capitalization are consistently applied.         | 20    |
|                                                                  | Occasional errors in spelling, punctuation, and capitalization.                     | 15    |
|                                                                  | Frequent errors in spelling, punctuation, and capitalization.                       | 10    |
| Total: Content+Organization+Vocabulary+Grammar+Mechanics = Score |                                                                                     |       |

## E. Research Schedule

Table 3.3 Research Activities Timeline

| No. | Activities                                       | Week 1 | Week 2 | Week 3 | Week 4 |
|-----|--------------------------------------------------|--------|--------|--------|--------|
| 1.  | Classroom observation and problem identification |        |        |        |        |
| 2.  | Preparation of research instruments              |        |        |        |        |
| 3.  | First meeting: implementation of ICOT            |        |        |        |        |
| 4.  | Preliminary writing task                         |        |        |        |        |
| 5.  | Second meeting: implementation of ICOT           |        |        |        |        |
| 6.  | Observation of teaching and learning activities  |        |        |        |        |
| 7.  | Conducting summative writing assessment          |        |        |        |        |
| 8.  | Data analysis and interpretation                 |        |        |        |        |
| 9.  | Writing the research report                      |        |        |        |        |

This study was conducted over four weeks to ensure that all research phases are carried out systematically and effectively. During the first week, the researcher will conduct classroom observations and identify issues during the *Pengenalan Lapangan Persekolahan* (PLP) activity at SMKN 3 Kediri. At this stage, the

researcher will identify students' difficulties in writing descriptive texts, including problems in generating ideas, structuring texts, and using appropriate vocabulary. The researcher will also prepare research instruments, such as lesson plans, observation sheets, and writing assessment rubrics.

In the second week, the researcher was conducting the first Genre-Based Learning session using the first lesson plan. Learning activities were focused on introducing descriptive texts and conducting collaborative writing activities through the Joint Construction of the Text (JCOT) phase. During the session, the observer observed student participation, classroom interactions, and the teaching-learning process using observation sheets. The students were also required to complete an initial writing assignment as part of the learning activity to identify their baseline performance in descriptive writing.

In the third week, the researcher was conducting the second session using the second lesson plan. The learning activity was focused on the Independent Construction of the Text (ICOT) stage, during which the students were able to produce descriptive texts more independently based on the guidance and knowledge gained from the previous session. The observer continued to observe classroom activities and student participation throughout the learning process.

In the fourth week, the researcher was conducting a writing assessment to evaluate students' overall writing skills after participating in Genre-Based Learning activities. Students' writing samples and observation data will be analyzed using qualitative and quantitative data analysis techniques. Finally, the researcher will compile the findings and complete the research report based on the data collected during the research process.

## **F. Success Criteria**

### **1. Learning Outcome Criteria**

The first criterion for success relates to students' learning outcomes in writing descriptive texts. Students' writing performance will be measured through writing assessments conducted after the implementation of Genre-Based Learning. Students' writing will be evaluated using a rubric adapted from Heaton (1990) that

assesses five aspects of writing: <sup>23</sup> content, organization, vocabulary, grammar, and mechanics. These aspects are essential components of writing proficiency and <sup>8</sup> provide a comprehensive evaluation of students' writing performance.

The implementation of Genre-Based Learning is considered successful if students achieve satisfactory writing performance as reflected in their writing scores. The success criterion is met when the class average score reaches at least 75%, which is in accordance with the *KKTP (Kriteria Ketercapaian Tujuan Pembelajaran)* established by the school. This criterion is used to determine whether the students are able to develop ideas effectively, compose descriptive texts correctly, use relevant vocabulary, apply grammatical structures accurately, and demonstrate proper writing mechanics. The achievement of this criterion indicates that the learning activities have successfully supported the development of students' writing skills.

## 2. Activity and Participation Criteria

The second criterion for success relates to student activity and participation during the implementation of Genre-Based Learning. Student participation is considered a key indicator because Genre-Based Learning emphasizes active engagement, collaboration, discussion, and guided practice throughout the learning process. Therefore, students are expected to actively engage in every stage of learning, including BKOF, MOT, JCOT, and ICOT.

Student activities and participation are observed using an observation sheet filled out by the facilitator during the teaching-learning process. Several indicators are used to evaluate participation, including responding to the teacher's questions, contributing ideas during discussions, participating in group work, asking questions when encountering difficulties, completing learning tasks, and actively engaging in classroom interactions. The implementation of Genre-Based Learning is considered successful if at least 75% of students actively participate in learning activities, which is aligned with the *KKTP (Kriteria Ketercapaian Tujuan Pembelajaran)* <sup>32</sup> applied in this study. A high level of participation indicates that students are

engaged in the learning process and are able to interact meaningfully with teachers and peers during writing activities.

### 3. Attitude and Skills Criteria

The third criterion for success focuses on the attitudes and skills students demonstrate during Genre-Based Learning. In addition to cognitive achievements, learning success is also reflected in students' positive attitudes toward the learning process and their ability to apply the skills developed during learning activities. Students' attitudes are observed through their enthusiasm, self-confidence, responsibility, cooperation, discipline, and willingness to participate in classroom activities. A positive attitude is considered important because it supports student engagement and motivation during the writing process. Students are expected to demonstrate self-confidence in expressing ideas, a willingness to collaborate with peers during group activities, and responsibility in completing writing assignments given by the teacher.

The students' skills are reflected in their ability to apply the knowledge gained during the implementation of Genre-Based Learning. These skills include generating and developing ideas, organizing information systematically, selecting appropriate vocabulary, constructing grammatically correct sentences, and producing descriptive texts independently. Particular attention is given to student performance during the ICOT stage, where students are expected to write descriptive texts independently with minimal assistance from the teacher. The implementation of Genre-Based Learning is considered successful if the majority of students demonstrate a positive attitude during classroom activities and are able to complete writing assignments independently by applying the knowledge and skills developed during the learning process. The achievement of these criteria indicates that Genre-Based Learning not only improves students' writing outcomes but also supports the development of active learning behaviors and writing competencies.

## 4 CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. It consists of three main sections: the description of the research setting, the research findings, and the discussion. The research findings include the preliminary condition, the implementation of Genre-Based Learning, and the students' writing achievement after the implementation of the action.

#### A. Description of Research Setting

This research was conducted at SMKN 3 Kediri, specifically in class X Culinary 1, from September 8 to September 10, 2025, during the 2025/2026 academic year. The class consisted of 36 students with varying levels of English proficiency. Of the total students, 8 were male and 28 were female. The students attended English classes three times a week as part of their regular school schedule. This research focused on improving students' descriptive writing skills through the implementation of Genre-Based Learning (GBL). Class X Culinary 1 was selected as the subject of this research based on the recommendation of the English teacher and the researcher's initial observations. The class was deemed suitable for implementation because students needed further support in developing their writing skills, particularly in writing descriptive texts.

The classroom provided a conducive environment for the teaching and learning process. The seating arrangement allowed students to participate in individual and collaborative learning activities, supporting the implementation of Genre-Based Learning. This research was conducted in a single cycle consisting of four stages: planning, implementation, observation, and reflection. To collect research data, the researcher used several instruments, including lesson plans, writing tests, and observation sheets. The writing test was used to assess students' descriptive writing skills, while the observation sheet was used to record students'

participation, classroom interactions, and responses during the implementation of Genre-Based Learning.

## **B. Research Findings**

### **1. Preliminary Conditional**

This research was conducted in class X Culinary 1 at SMKN 3 Kediri, which consists of 36 students with varying levels of English proficiency. The classroom was quite conducive to the learning process. The classroom was equipped with basic learning facilities such as a whiteboard, chairs, tables, and adequate ventilation to support classroom activities. The seating arrangement allowed students to work individually and collaboratively during group discussions and writing activities. The researcher chose Class X Culinary 1 because students still experienced some difficulties in writing descriptive texts. Based on initial observations and discussions with the English teacher, many students had limited vocabulary, lacked confidence in writing, and struggled to organize ideas into coherent paragraphs. Students' writing skills in descriptive texts still need improvement, particularly in aspects of grammar, organization, and vocabulary.

Based on initial observations, the classroom environment during the English learning process was relatively conducive, although some students remained passive during writing activities. Some students actively participated in class discussions, while others tended to wait for teacher instructions and lacked confidence in expressing their ideas. Most students were interested in learning activities that involved discussion and collaboration. However, students still experience difficulties when asked to write descriptive texts independently. Most students have limited vocabulary and lack an understanding of the generic structure of descriptive texts, particularly in constructing identification and description sections. Furthermore, grammatical errors are still frequently found in student writing, particularly in the use of the simple present tense and descriptive adjectives.

Based on students' initial writing assignments, many students were unable to develop ideas into coherent paragraphs. Some students produced short descriptions

with limited detail and inappropriate sentence structure. Students also tended to repeat similar vocabulary and made several spelling and punctuation errors. During initial observations, the teaching and learning process focused primarily on completing textbook assignments and exercises. As a result, students had limited opportunities to practice developing ideas and systematically constructing descriptive texts. Therefore, researchers implemented Genre-Based Learning to help students improve their descriptive writing skills through guided and collaborative writing activities.

## 2. The Implementation of Genre-Based Learning

### a. Planning

In the planning stage, the researcher prepared the lesson plan (Appendix ...), teaching materials (Appendix ...), worksheets (Appendix ...), observation sheets (Appendix ...), and writing tests (Appendix ...) needed to conduct the research. This preparation was based on observations, which indicated that students still experienced difficulties in writing descriptive texts, particularly in organizing ideas, using appropriate vocabulary, and applying grammatical structures correctly. The researcher first reviewed and revised the lesson plan to ensure that the learning activities aligned with the research objectives and the implementation of Genre-Based Learning. The lesson plan was designed to guide students through a series of learning activities that enabled them to understand the characteristics of descriptive texts and gradually develop their writing skills through guided and independent writing practice.

The researcher prepared teaching materials related to descriptive texts, including their social function, generic structure, and language features. Several examples of descriptive texts were selected to help students identify the structure and language features of the texts. Images media were also prepared to stimulate students' ideas and support them in producing descriptions during writing activities. To facilitate the learning process, the researcher prepared worksheets for use during group and individual activities. These worksheets guided students in identifying the structure of descriptive texts, analyzing language features, and organizing ideas

before composing descriptive paragraphs. This activity is expected to help students compose descriptive texts more systematically.

The researcher prepared research instruments consisting of observation sheets and a writing test. Two observation sheets were prepared for the implementation of the action. The first observation sheet was used to record student participation, interactions, and responses during the learning process. The second observation sheet was used to observe the researcher's performance as a teacher in implementing the lesson plan and stages of Genre-Based Learning in the classroom. Meanwhile, a writing test was prepared to assess students' descriptive writing skills based on five writing aspects: context, organization, vocabulary, grammar, and mechanics. Before the implementation of the action, the researcher also coordinated with the English teacher regarding the research schedule, classroom management, and research procedures. These preparations were made to ensure that the implementation of Genre-Based Learning would be effective and support the achievement of the research objectives. The following Picture 4.1 presents the documentation of the planning stage.



Picture 4.1 Planning Stage

#### b. Acting

The acting phase consisted of four stages of Genre-Based Learning: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

##### *Building Knowledge of the Field (BKOF)*

<sup>9</sup> In this stage, the researcher aimed to activate students' prior knowledge and build their understanding of the topic before they began writing. The learning activity began with the researcher showing a picture of a public figure and asking several questions related to the person's physical appearance and characteristics. Students were encouraged to share their opinions and describe what they observed in the picture. Through class discussion, students identified various descriptive words and phrases that could be used to describe people. The researcher guided students in recognizing vocabulary related to physical appearance, personality traits, and other characteristics commonly found in descriptive texts. During this activity, students actively responded to questions and provided ideas based on their observations.

To help students generate ideas for their writing, the researcher asked them to write down several key points about the person shown in the picture. These points included information such as physical characteristics, personality, hobbies, and other identifying traits. Rather than immediately writing a complete paragraph, students first collected and organized key information that could later be developed into a descriptive text. This activity helped students enrich their vocabulary and develop ideas before the writing process. By discussing and listing relevant information, students were better prepared to understand the sample text and participate in the next stages of Genre-Based Learning.

#### <sup>9</sup> *Modeling of the Text (MOT)*

After completing the BKOF stage, the learning process continued with the MOT stage. In this stage, the researcher provided students with an example of a descriptive text related to describing a person. The text was used as a model to help students understand how descriptive texts are structured and developed. The researcher guided students in reading and analyzing the text together. Students were asked to identify the social function, generic structure, and language features of the text. Through guided discussions, students realized that the text consisted of two main parts: identification and description. They also identified several language features commonly used in descriptive texts, such as the simple present tense, descriptive adjectives, and linking verbs.

During the analysis activity, the researcher encouraged students to examine how the author organized ideas and developed the description in each paragraph. Students observed how general information about a person was introduced in the identification section and how specific characteristics were explained in the description section. This activity helped students understand the relationship between ideas and text organization in descriptive writing. Students highlighted unfamiliar vocabulary and discussed the meaning of words found in the text. The researcher provided explanations and examples to help students understand the use of vocabulary in context. Through this activity, students expanded their vocabulary and gained a better understanding of the language used in descriptive texts. Researchers reviewed the main characteristics of descriptive texts and confirmed students' understanding through questions and answers. By analyzing the model text, students gained a clearer understanding of how descriptive texts are structured and prepared themselves for collaborative writing activities in the next stage.

#### ***Joint Construction of the Text (JCOT)***

In this stage, students were given the opportunity to apply their understanding of descriptive text through a collaborative writing activity. The researcher divided students into groups and gave each group a picture of a person to describe. Before beginning the writing activity, students discussed the characteristics of the person depicted in the picture. They identified important information such as physical appearance, personality traits, hobbies, and other descriptive details. The researcher guided students in generating and selecting relevant ideas to include in their descriptive text. This activity helped students organize their thoughts before beginning the writing process.

After gathering the necessary information, students worked collaboratively to organize their ideas into identification and description sections. They collaboratively discussed the order of information, selected appropriate vocabulary, and structured sentences. During this process, students developed a draft of the descriptive text based on the ideas generated from the discussion. The researcher monitored each group and provided guidance whenever students encountered difficulties. Feedback was provided specifically on vocabulary choice, sentence

construction, grammar usage, and organization of ideas. Students were encouraged to revise and improve their sentences based on the researcher's suggestions. Through this collaborative process, students learned from their peers while receiving direct support from the teacher.

Each group completed a descriptive text and shared the results of their discussion with the class. Some groups presented their work, while the researcher and other students provided comments and suggestions. This activity allowed students to evaluate their writing and gain a better understanding of how descriptive texts are developed effectively. Throughout the JCOT phase, students were actively involved in the writing process, from generating ideas, organizing information, structuring paragraphs, and revising their work. The collaborative nature of this activity helped students become more confident in expressing their ideas and improved their understanding of the structure and language features of descriptive texts.

#### ***Independent Construction of the Text (ICOT)***

After completing the collaborative writing activity in the JCOT phase, students proceed to the ICOT phase. In this phase, students are expected to independently apply the knowledge and writing skills they have acquired in the previous phase. This activity focuses on writing descriptive texts about culinary tools, closely related to the students' field of study. To begin the activity, the researcher introduced several culinary tools and reviewed vocabulary related to their shape, size, color, material, and function. Students were encouraged to carefully observe the culinary tools and identify their characteristics. Through brief discussions, the researcher guided students in recalling the structure and language features of descriptive texts before they began writing.

Following the preparation activity, students individually wrote descriptive texts based on the culinary tools they observed. They organized their writing into identification and description sections and applied appropriate vocabulary, grammar, and mechanics in their texts. During the writing process, students developed their ideas independently, utilizing the knowledge gained from the previous phases of Genre-Based Learning. The researcher monitored the class while

students wrote and provided limited guidance. Students were encouraged to review their assignments before submission to ensure that their ideas were clearly expressed and organized. This activity allows students to demonstrate their individual writing skills without direct assistance from their group members.

Finally, students submit their descriptive texts to the researcher. The written product is then assessed using a writing rubric that covers five aspects of writing: content, organization, vocabulary, grammar, and mechanics. The writing assessment results are used to evaluate students' writing achievement after implementing Genre-Based Learning. Through the ICOT phase, students are able to apply the knowledge, vocabulary, and writing skills developed during the previous phase. This activity provides students with the opportunity to write independently and demonstrate their understanding of descriptive texts through their own written work.

### c. Observing

During the implementation of the action, researchers and collaborators made observations to monitor the learning process and student participation in all stages of Genre-Based Learning. Observations focused on student participation, classroom interactions, student responses to learning activities, and the implementation of the lesson plan. Based on the results of observations, students showed positive participation during the learning process. During the BKOF and MOT stages, most students actively responded to the researcher's questions, shared ideas, and participated in discussions about the descriptive text. They were also enthusiastic about identifying vocabulary and analyzing the generic structure and language features of the model text.

During the ICOT stage, students actively collaborated with their group members to discuss ideas and construct the descriptive text. They exchanged opinions, selected appropriate vocabulary, and organized information into identification and description sections. Interactions among students were generally positive, and most groups successfully completed the assigned tasks. Students also demonstrated confidence in expressing their ideas and asking questions when they encountered difficulties. During the ICOT stage, students appeared more focused

and independent in completing their writing assignments. Most students were able to apply the knowledge gained from the previous stage to develop descriptive texts. Compared to the initial conditions, students showed greater engagement during writing activities and greater confidence in expressing their ideas in written form. Observations also indicated that the implementation of Genre-Based Learning was carried out in accordance with the lesson plan.

#### d. Reflecting

At the reflecting stage, the researcher evaluated the implementation of Genre-Based Learning based on the observation results and students' writing performance. The evaluation showed that the learning activities were conducted according to the lesson plan and that students participated actively throughout the learning process. Most students were able to engage in discussions, generate ideas, organize information, and complete the writing tasks assigned during the implementation of the action.

Based on the collaborator's observation, the researcher was able to implement the stages of Genre-Based Learning in accordance with the lesson plan. The learning objectives were clearly communicated, and the learning activities were conducted systematically through the BKOF, MOT, JCOT, and ICOT stages. The collaborator also noted that the researcher provided appropriate guidance and feedback during the writing activities, encouraged students to participate actively in classroom discussions, and managed the classroom effectively. Although some students occasionally required additional assistance in organizing their ideas and using appropriate vocabulary, the researcher was able to address these difficulties through guidance and questioning techniques. Overall, the collaborator evaluated that the implementation of the action was carried out effectively and supported the achievement of the research objectives.

The results of the writing test indicated an improvement in students' descriptive writing skills after the implementation of Genre-Based Learning. Students demonstrated better performance in organizing ideas, using appropriate vocabulary, and constructing descriptive texts. In addition, students showed greater confidence in expressing their ideas in written form. Based on the observation

results and students' writing achievement, the implementation of Genre-Based Learning was considered successful in supporting the improvement of students' descriptive writing skills. Therefore, no further cycle was required, and the research was concluded after the completion of the first cycle.

### 3. The Result of Students' Writing

After the researcher conducted teaching writing using GBL, the students' writing ability were assessed. The results of the assessment are presented in Diagram 4.1.

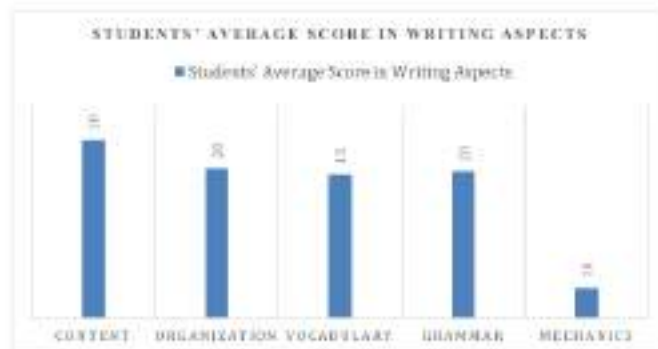


Diagram 4.1 Students' Average Score in Writing Aspects

A writing test was administered at the end of the Genre-Based Learning implementation to assess students' ability to write descriptive texts. Students' writing was evaluated based on five aspects, namely content, organization, vocabulary, grammar, and mechanics. The assessment was conducted using a writing rubric adapted to the characteristics of descriptive text writing. Diagram 4 presents the average score obtained in each writing aspect. The results provide an overview of students' writing performance after participating in the learning activities through Genre-Based Learning.

As shown in Diagram 4.1, the content aspect achieved the highest average score of 20. This result indicates that students were able to develop ideas that were relevant to the assigned topic and present them in a clear and meaningful way. Most students were capable of providing sufficient supporting details in their

descriptive texts, which helped strengthen the overall message of their writing. In addition, the students demonstrated an understanding of how to describe people, places, and objects in accordance with the purpose of descriptive text. The consistency of their ideas also shows that they were able to maintain focus on the topic throughout their writing. These findings suggest that the learning process supported students in generating and expressing ideas more effectively, allowing them to construct content that was more complete and well developed compared to their previous writing experiences.

The organization aspect obtained an average score of 20, indicating that students were able to organize their ideas in a clear and structured manner. Most students were able to follow the generic structure of descriptive texts, particularly in presenting identification followed by detailed descriptions. The flow of information in their writing was generally logical, allowing each idea to connect smoothly with the next. This coherence helped readers understand the content without difficulty. In addition, paragraph development was mostly well arranged, showing that students had begun to understand how to structure written texts in a more systematic way. The achievement in this aspect reflects that students were able to apply organizational patterns effectively in their writing tasks.

The grammar aspect also achieved an average score of 20, showing that students were able to construct sentences with a generally accurate use of grammatical structures. Although some errors were still found, particularly in sentence construction and tense usage, these errors did not significantly affect the overall meaning of the texts. Students demonstrated an ability to use basic grammatical forms appropriately in descriptive writing, which contributed to the clarity of their ideas. This result suggests that the instructional process helped students improve their grammatical awareness and apply it in meaningful writing contexts.

In terms of vocabulary, the students obtained an average score of 15. This indicates that they were able to select appropriate words to describe people, places, and objects, although their lexical range was still somewhat limited. Some students relied on simple and repetitive vocabulary, but the words used were

generally relevant to the context of the writing task. Despite occasional inaccuracies in word choice, the overall use of vocabulary was sufficient to convey meaning effectively. These findings suggest that students are gradually developing their lexical competence in English descriptive writing, although further enrichment of vocabulary is still needed to enhance the depth and variation of their expressions.

Meanwhile, the mechanics aspect achieved an average score of 10, indicating that students were generally able to apply correct spelling, punctuation, and capitalization in their writing. The majority of students showed careful attention to writing conventions, resulting in texts that were relatively neat and easy to read. Only a small number of mechanical errors were identified, and these did not significantly interfere with comprehension. This suggests that students have developed awareness of basic writing conventions, which contributes positively to the readability and overall quality of their written work. Overall, the findings from all writing aspects indicate that students were able to produce descriptive texts with satisfactory performance across content, organization, vocabulary, grammar, and mechanics. The results indicate that Genre-Based Learning contributed positively to students' writing development, particularly by helping them structure ideas, use language more appropriately, and express meaning in writing more effectively.

### **C. Discussion**

The findings of this study indicate that the implementation of Genre-Based Learning (GBL) contributed positively to the development of students' writing skills in descriptive texts. This finding can be seen from the students' writing achievement after participating in the learning activities, in which they obtained an average score of 85. The score exceeded the success criterion established in this study and indicates that students were able to produce descriptive texts with good content development, organization, vocabulary use, grammatical accuracy, and mechanics.

The improvement in students' writing ability can be explained through the systematic stages of Genre-Based Learning. During the Building Knowledge of the Field (BKOF) stage, students were encouraged to activate their prior knowledge and build their understanding of the topic before writing. Through classroom discussions and vocabulary exploration, students gained ideas that could later be developed into descriptive texts. This stage helped students overcome one of the major problems identified during the preliminary observation, namely, difficulties in generating and developing ideas. The findings suggest that providing background knowledge before writing enables students to prepare relevant content and ideas for their written work.

The Modeling of the Text (MOT) stage also played an important role in supporting students' writing development. During this stage, students analyzed model descriptive texts and identified their social function, generic structure, and language features. Through guided analysis, students gained a clearer understanding of how descriptive texts are organized and how language is used to achieve communicative purposes. This finding supports Hyland's (2004) view that genre-based instruction provides explicit guidance regarding the purpose, structure, and linguistic features of a text, enabling students to understand how texts are constructed effectively.

Furthermore, the Joint Construction of the Text (JCOT) stage contributed significantly to students' writing development. During collaborative writing activities, students worked together to generate ideas, organize information, select appropriate vocabulary, and construct descriptive paragraphs. The collaborative nature of JCOT provided opportunities for students to learn from their peers while receiving guidance from the teacher. This finding is consistent with the theory of Flower and Hayes (1981), which emphasizes that writing involves complex cognitive processes such as planning, organizing, and revising ideas. Through collaborative discussions and teacher scaffolding, students were able to organize their ideas more systematically before producing their own texts. This finding also supports Rahmadhani, Afriyanti, and Riza (2022), who found that collaborative

activities in Genre-Based Learning help students improve idea development and text organization.

<sup>28</sup> The Independent Construction of the Text (ICOT) stage provided students with opportunities to apply the knowledge and skills acquired during the previous stages independently. In this stage, students produced descriptive texts based on culinary tools related to their vocational field. The writing products demonstrated that students were able to organize ideas more effectively and use appropriate language features in their texts. This finding indicates that the gradual scaffolding provided through BKOF, MOT, and ICOT successfully prepared students to write independently. As stated by Emilia (2011), Genre-Based Learning facilitates students' writing development through scaffolded learning activities that gradually lead learners toward independent text production.

The observation data also <sup>8</sup> revealed that students actively participated throughout the implementation of Genre-Based Learning. During BKOF and MOT, students actively responded to questions, shared ideas, and participated in discussions. During ICOT, students collaborated effectively with group members and demonstrated confidence in expressing their opinions. During ICOT, students showed greater independence and engagement in completing writing tasks. <sup>1</sup> These findings indicate that Genre-Based Learning not only supports writing achievement but also encourages active learning and student engagement. The collaborative and interactive nature of the approach creates a supportive learning environment in which students can practice writing while receiving guidance and feedback from both teachers and peers.

The findings of this study are also closely related to the conceptual framework of the research. The framework proposed that students' writing problems, particularly difficulties in generating ideas, organizing texts, and using appropriate vocabulary, could be addressed <sup>8</sup> through the implementation of Genre-Based Learning. The results confirm this assumption. Through the stages of BKOF, MOT, ICOT, and ICOT, students were provided with structured learning experiences that supported both the cognitive and social aspects of writing. As a

result, students became more confident, active, and capable of producing descriptive texts that were more organized and meaningful.

Despite the positive findings, several limitations should be considered in interpreting the results of this study. The study involved a limited number of participants from one class, which may restrict the generalizability of the findings to broader educational contexts. The implementation was also conducted within a relatively short period, limiting the observation of students' long-term writing development, as meaningful improvement in writing requires continuous practice and sufficient instructional time (Sartika & Nurdin, 2019). Additionally, the study focused only on descriptive texts related to culinary tools, so the effectiveness of Genre-Based Learning for other text types may require further investigation (Rusmawan, 2017). Future researchers are encouraged to involve larger samples, longer implementation periods, and various text genres to obtain more comprehensive findings.

Based on these findings, it can be concluded that Genre-Based Learning is an effective approach for teaching descriptive writing to tenth-grade vocational high school students. The systematic stages of the approach provide students with opportunities to develop ideas, understand text structure, practice writing collaboratively, and eventually produce texts independently. Therefore, Genre-Based Learning can be recommended as an effective instructional approach for improving students' writing skills, particularly in descriptive text writing at the vocational high school level.

## CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study. The conclusion addresses the research process, answers to the research questions, and the limitations of the study, followed by suggestions for teachers and future researchers.

## A. Conclusion

This research was conducted as an Empirical Classroom Action Research (CAR) in class X Culinary 1 at SMKN 3 Kediri, which consisted of 36 students with varying levels of English proficiency. The study was implemented from September 8 to September 10, 2025, during the 2025/2026 academic year. The research followed the Kemmis and McTaggart (1988) model, consisting of four stages: planning, acting, observing, and reflecting. In the planning stage, the researcher prepared lesson plans, teaching materials, observation sheets, and writing assessment instruments. In the acting stage, Genre-Based Learning was implemented through Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), in which students progressed from activating prior knowledge to producing descriptive texts independently. During the observing stage, a collaborator monitored student participation and classroom interactions, and students showed positive engagement throughout all stages. In the reflecting stage, the findings confirmed that the learning activities were effective, and no further cycle was required.

Regarding the first research question, Genre-Based Learning was implemented systematically through the four stages of Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), supported by teacher guidance and feedback at each stage. Regarding the second research question,

students achieved an average score of 85, exceeding the school's *KKTP* (*Kriteria Ketercapaian Tujuan Pembelajaran*) of 75%. The highest scores were obtained in content, organization, and grammar (20 each), while vocabulary and mechanics scored 15 and 10, respectively, indicating that students were able to produce descriptive texts effectively after the implementation of Genre-Based Learning. Despite the positive findings, this study has several limitations. First, instructions during Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) were not always sufficiently clear, requiring some students to seek additional clarification. Second, the study involved only one class at a single school, which limits the generalizability of the findings. Third, the short implementation period of approximately four weeks restricted the observation of students' long-term writing development.

## **B. Suggestions**

### **1. For Teachers**

Given the limitation related to the clarity of instructions, it is recommended that teachers implementing Genre-Based Learning provide more explicit, step-by-step instructions at each stage of the learning process, particularly during the Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) stages. Clear instructions help students understand what is expected of them at each step and reduce confusion during collaborative and independent writing activities. For example, teachers may benefit from providing written task guides, worked examples, or structured prompts that support students in developing ideas, organizing paragraphs, and selecting appropriate vocabulary before they begin writing. Additionally, teachers are encouraged to incorporate regular feedback sessions throughout the writing process, not only at the end of a task, so that students can revise and improve their work continuously.

Furthermore, considering the limitation of time, teachers are encouraged to allocate sufficient instructional time for each stage of Genre-Based Learning and to integrate writing activities consistently across multiple learning sessions. Sustained and repeated exposure to writing activities is essential for students to gradually develop their writing competencies in a meaningful and lasting way.

Teachers may also consider using supplementary media, such as visual aids, vocabulary lists, or digital tools, to enrich students' vocabulary and support their engagement during writing activities.

## 2. For Future Research

In relation to the limitation of generalizability, future researchers are encouraged to conduct similar studies involving larger and more diverse participant samples across multiple schools, grade levels, or educational contexts. This will allow for a more comprehensive evaluation of the effectiveness of Genre-Based Learning in teaching writing and will produce findings that are more broadly applicable to different student populations and learning environments. Researchers may also consider comparing the implementation of Genre-Based Learning across different subject areas or vocational programs to better understand the contextual factors that influence writing development.

Regarding the limitation of time, future researchers are advised to plan longer implementation periods that allow for multiple cycles of Classroom Action Research or extended instructional sessions. A longer duration would enable researchers to observe the long-term development of students' writing skills and to evaluate more thoroughly the impact of Genre-Based Learning across different stages and text types. In addition, future researchers may explore the use of varied research designs, such as experimental or mixed-method approaches, to gain deeper and more nuanced insights into the effectiveness of Genre-Based Learning in improving students' writing. Studies that investigate the role of more structured or detailed instructional scaffolding addressing the limitation of unclear instructions identified in this research would also be a valuable contribution to the field of writing pedagogy.

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| 4   | 23/4/2026 | Bab I        | acc Bab I                        | Jms       |
| 5   | 28/4/2026 | Bab II       | Sistematisasi dan Conceptual F.W | Jms       |
| 6   | 8/5/2026  | Bab II       | acc                              | Jms       |
| 7   | 12/5/2026 | Bab III      | revisi Bab III (Data analysis)   | Jms       |
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| NO. | TANGGAL    | MATERI                | MASALAH                                    | TT. DOSEN |
|-----|------------|-----------------------|--------------------------------------------|-----------|
| 1.  | 12/5/2026  | Bab I                 | title and problem, Formulation             | Jms       |
| 2   | 19/5/2026  | BAB I - II            | Background & Instruments                   | Jms       |
| 3   | 22/5/2026  | BAB I - III           | research problem & objective               | Jms       |
| 4   | 26/5/2026  | BAB I - III           | Chapter 1 ACC                              | Jms       |
| 5   | 29/5/2026  | BAB I - III           | Theoretical & Previous studies             | Jms       |
| 6   | 02/06/2026 | BAB I - III           | Conceptual Framework                       | Jms       |
| 7   | 05/06/2026 | BAB I - III           | Chapter II ACC                             | Jms       |
| 8   | 08/06/2026 | BAB III - IV          | Data analysis & tambah foto kegiatan       | Jms       |
| 9   | 12/06/2026 | BAB III - IV          | font gambar/diagram                        | Jms       |
| 10  | 16/06/2026 | Artikel, Bab III - IV | Success Criteria & Penelitian              | Jms       |
| 11  | 19/06/2026 | Artikel, Bab III - IV | ACC III & ACC IV, Discussion               | Jms       |
| 12  | 22/06/2026 | Artikel, Bab V        | ACC Artikel, Sugestion & Conclusion        | Jms       |
| 13  | 24/06/2026 | Appendix              | Lesson Plan, Observation sheet, Work sheet | Jms       |
| 14  | 26/07/2026 | Abstrac, Bibliography | Abstrac, referensi, lembar persetujuan     | Jms       |
| 15  | 30/07/2026 | full skripsi          | ACC full skripsi                           | Jms       |
| 16  | 2/07/2026  | TID                   | tanda tangan persetujuan sidang            | Jms       |



Kediri, 30 Juni 2026.

Mahasiswa Ybs,

Naya Candrika Purnama  
NPM. 2214050052



# Universitas Nusantara PGRI Kediri

Status Terakreditasi Baik Sekali

SK BAN-PT No.671/SK/BAN-PT/Akred/PT/VII/2021 Tanggal 21 Juli 2021

**Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LPPM)**

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## BERITA ACARA UJIAN SKRIPSI

Pada hari ini Selasa tanggal 14 Juli 2026 bertempat di Ruang UJIAN H3 Universitas Nusantara PGRI Kediri, telah dilaksanakan Ujian Skripsi Mahasiswa Universitas Nusantara PGRI Kediri :



Nama : Naya Candrika Purnama  
NPM : 2214050052  
Prodi : S1-Pendidikan Bahasa Inggris  
Semester/Tahun Akademik : Genap, 25/26  
Judul : ENHANCING STUDENTS'™ WRITING ABILITY  
THROUGH GENRE-BASED LEARNING IN THE TENTH  
GRADE OF SMKN 3 KEDIRI  
Dengan Hasil : Revisi Naskah  
Nilai : 86 (A)

Ketua Penguji

✔ Valid

( Dr. DIANI NURHAYATI, M.Pd )

Penguji 1

✔ Valid

( Dr. SUHARTONO, S.Pd, M.Pd )

Penguji 2

✔ Valid

( Dr. YUNIK SUSANTI, S.Pd,M.Pd )

### NB:

- Input Nilai dilakukan oleh Ketua Penguji, Penguji 1, dan Penguji ke-n melalui siacad
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## LEMBAR REVISI UJIAN SKRIPSI



Nama : Naya Candrika Pumama  
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Prodi : S1-Pendidikan Bahasa Inggris  
Semester/Tahun Akademik : Genap, 25/26  
Hari/Tanggal Ujian : Selasa / 14 Juli 2026  
Judul : ENHANCING STUDENTS' WRITING ABILITY  
THROUGH GENRE-BASED LEARNING IN THE TENTH  
GRADE OF SMKN 3 KEDIRI  
Dengan Hasil : Revisi Naskah  
Nilai : 86 (A)

### Catatan Revisi:

Abstrak, chapter 4 dan 5 , Sesuaikan penulisan Skripsi dengan Panduan KTI., Format pengetikan: jarak antar judul dan sub-judul.

Ketua Penguji

( Dr. DIANI NURHAYATI, M.Pd )

Penguji 1

( Dr. SUHARTONO, S.Pd, M.Pd )

Penguji 2

( Dr. YUNIK SUSANTI, S.Pd,M.Pd )

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