

**ENHANCING STUDENTS' WRITING ABILITY THROUGH GENRE-BASED
LEARNING IN THE TENTH GRADE OF SMKN 3 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement, the
Sarjana Degree in Education from the English Department



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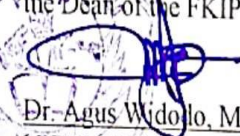
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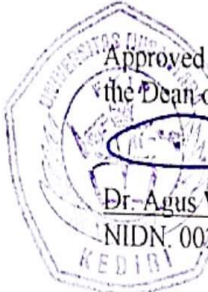
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DECLARATION PAGE

The undersigned hereby declares that,

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It is hereby declared that this thesis contains no material which has been previously submitted for the award of a degree at any university, and that, to the best of the knowledge of the undersigned, this thesis contains no material previously written or published by any other person, except where due acknowledgment has been made in the text and is fully referenced in the bibliography..

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MOTTO AND DEDICATION

Motto:

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarakan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi gelombang-gelombang itu yang nanti akan bisa kau ceritakan” (Boy Candra)

(There’s always a price to pay in any process. Just enjoy the hard work. Cultivate even more patience. Everything you invest to become the version of yourself you’ve always dreamed of might not always go smoothly. But those ups and downs are what you’ll be able to talk about later)

Dedication:

There is no element more fundamental within this Skripsi than this dedication page. I dedicate this academic work as a token of gratitude and appreciation to my parents, best friends, and all peers who have consistently provided their unwavering support to ensure the completion of this research. Graduating behind the ideal timeline is neither a failure nor a disgrace. It is highly reductive to measure an individual's intellectual capacity solely by the speed of their graduation. Ultimately, the best Skripsi is a completed one. There are valid circumstances and profound journeys behind every academic path, and rest assured that the process I have undertaken was entirely meaningful and purposeful.

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Skripsi entitled “Enhancing students’ writing ability through genre-based learning in the tenth grade of SMKN 3 Kediri” is written as one of the requirements for obtaining a Bachelor's Degree in Education in the English Education Department.

On this occasion, the writer would like to express her sincere gratitude and appreciation to:

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Realizing that this Skripsi is still far from perfect, the writer welcomes constructive criticism and suggestions from readers for future improvements.

Finally, the writer hopes that this simple work can provide useful benefits, new insights, and inspiration for everyone, especially for the readers and future students.

Kediri, 30 June 2026
The Writer

A stylized, handwritten signature in black ink, appearing to read 'Naya P.' with a large, sweeping initial 'N'.

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ABSTRACT

Naya Candrika Purnama. *Enhancing Students' Writing Ability Through Genre-Based Learning in The Tenth Grade of SMKN 3 Kediri*, Skripsi, English Language Education Department, FKIP UN PGRI Kediri, 2026.

Keywords: Classroom Action Research, Genre-Based Learning, Writing Ability, Descriptive Text.

This research was motivated by observations and the researcher's experience during the *Pengenalan Lapangan Persekolahan* (PLP) at SMKN 3 Kediri, which revealed that tenth-grade students experienced difficulties in writing descriptive texts. These difficulties included problems in generating and developing ideas, organizing texts systematically, using appropriate vocabulary, and applying correct grammar. As a result, students' writing ability remained low, and they lacked confidence and participation in writing activities.

The research problems of this study are (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?

This research employed Empirical Classroom Action Research (CAR) following the Kemmis and McTaggart model, consisting of four stages: planning, acting, observing, and reflecting. The subjects of this study were 36 tenth-grade students of Culinary 1 at SMKN 3 Kediri. The research was conducted from September 8 to September 10, 2025, during the 2025/2026 academic year. The instruments used included observation sheets, and writing test covering five aspects: content, organization, vocabulary, grammar, and mechanics.

The findings of this research are (1) Genre-Based Learning was implemented systematically through four 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) (2) Students achieved an average writing score of 85, exceeding the teacher KKTP (*Kriteria Ketercapaian Tujuan Pembelajaran*) of 75% to 80%, indicating that Genre-Based Learning successfully improved students' writing ability in descriptive texts.

Based on the conclusion of this research, it is recommended: (1) Teachers should provide clear, step-by-step instructions at each stage of Genre-Based Learning, to help students understand what is expected and reduce confusion during writing activities. (2) Teachers should allocate instructional time for each stage and integrate writing activities consistently across multiple learning sessions to support sustained writing development. (3) Future researchers are encouraged to conduct similar studies with larger and more diverse participant samples and longer implementation periods to obtain more comprehensive findings.

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CHAPTER I

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.

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 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 *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia* (Kemendikbudristek, 2024), 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 et al., 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 (Sulukiyyah et al., 2026). Writing is not merely the process of arranging words into sentences, but is also a social and meaningful activity. According to Hyland's (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 & Hayes (1981), writing is a complex process consisting of planning, drafting, and revising. Previous Classroom Action Research (CAR) studies have shown that Genre-Based Learning can improve students' writing skills. Kamaliah (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 (Haryono et al., 2023). This approach is also aligned with the national curriculum, in which the *Badan Standar, Kurikulum, dan Asesmen Pendidikan* (Kemendikbudristek, 2024) 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, 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 et al., 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 (Dzukhriyah & Rini, 2023; Rahmadani et al., 2022).

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 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 enhancing students' writing ability 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 enhancing students' writing ability 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 *Capaian 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.

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