Integrating Genre-Based Approach and Differentiated Instruction to Improve Seventh Graders' Descriptive Writing Skills in a Junior High School in Kediri

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Abstract

This study aimed to delve whether integrating the Genre-Based Approach (GBA) with Differentiated Instruction (DI) can improve writing skills among seventh-grade students in a Junior High School in Kediri, Indonesia. The research applied a Classroom Action Research (CAR) design, which included two cycles of planning, acting, observing, and reflecting. The findings indicate that the implementation of GBA combined with DI enhanced students' writing proficiency, particularly in the production of descriptive texts. The post-test results of Cycle 2 indicated that 81.25% of students' mean score reached 77.8, surpassing the minimum passing grade (KKM) of 75 and demonstrating a substantial improvement compared to the mean score obtained in Cycle 1 (62). Additionally, qualitative data showed that students' engagement, enthusiasm, and attitudes toward English writing improved, as they became more involved in class discussions, writing exercises, and collaborative activities. The study further highlights that the integration of DI with GBA addresses the diverse learning needs of students, fostering a more interactive and student-centered learning environment. The research contributes to the growing body of literature on the application of GBA and DI in EFL contexts and suggests that these approaches can be used to improve writing skills in junior high school students. Future research could examine the long-term effects of this approach, its applicability to different writing genres, and the potential integration of digital platforms to enhance learning.

Keywords: *Genre-Based Approach; Differentiated Instruction; Writing Skills; Merdeka Curriculum, Classroom Action Research.*

Introduction

Learning English has long held a central role in the educational landscape worldwide, and its importance has continued to grow, particularly in the context of Indonesia[1][2][3]. As the global lingua franca, English facilitates communication across borders and enables access to a wealth of academic and professional resources. English is now taught as a mandatory subject in schools across the globe, with over 1.5 billion people speaking or learning the language worldwide[4]. In Indonesia, English is introduced at an early stage, from elementary

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[1] Maulidiyyatul Uswah, "Collaboration and Reflection: Improving EFL Students' Writing Skills through Peer and Self Editing," *Journal of English Teaching and Linguistics Studies (JET Li)* 7, no. 2 (2025): 93–106.

[2] Mochammad Abdullah Salim and Annisa Ayu Lestari, "Developing Printable Reading Test to Foster Reading Comprehension among Pesantren Students in Low-Technology Environments in Closed Tests," *ENJEL: English Journal of Education and Literature* 4, no. 2 (2025): 36–41.

[3] Ummy Khoirunisya'Masyhudianti et al., "PELATIHAN PEMANFAATAN ARTIFICIAL INTELLIGENCE DALAM PENGAJARAN BAHASA INGGRIS UNTUK MAHASISWA TADRIS BAHASA INGGRIS IAIN KEDIRI," *BHAKTI: JURNAL PENGABDIAN DAN PEMBERDAYAAN MASYARAKAT* 4, no. 01 (2025): 212–17.

[4] Jasone Cenoz and Durk Gorter, "Teaching English through Pedagogical Translanguaging," *World Englishes* 39, no. 2 (2020): 300–311, https://doi.org/10.1111/weng.12462.

school to higher education, making it an essential skill for students to master to engage in various domains such as science, technology, commerce, and international relations. As a result, Indonesian students, particularly those in junior high school, are expected to become proficient in both receptive skills (reading and listening) and productive skills (speaking and writing), as these competencies are vital for effective communication and academic success[5].

Among the four language skills, writing is often considered the most challenging to master. Writing is difficult because it requires not only the generation and organization of ideas but also their translation into a coherent and readable text[6]. This complexity is compounded by the need for students to adhere to specific linguistic conventions, including grammar, vocabulary, and punctuation. Students must have a solid understanding of rhetorical organization, appropriate language use, and the specific lexicon necessary to communicate effectively with readers[7,8]. Moreover, writing is a cognitively demanding process, involving activities such as brainstorming, planning, organizing, drafting, and revising[9]. Additionally, there are three primary challenges students face in writing: word choice, coherence, and grammar[10]. These obstacles are especially evident when students attempt to write in English, where the risk of miscommunication is higher due to improper word usage or incorrect grammatical structures. Writing, thus, presents a unique set of difficulties that students must overcome to achieve fluency in the language.

Despite the challenges students face in mastering writing skills, the importance of writing in the English language curriculum remains undeniable. Writing is an essential skill for students to express themselves clearly and logically in both academic and real-world contexts. However, many Indonesian students, particularly those in junior high schools, struggle with writing effectively. A preliminary study conducted by the researcher at one junior high school in Kediri revealed that seventh-grade students faced difficulties in writing coherent and grammatically correct English texts. These students struggled with organizing their ideas into well-structured paragraphs and often made basic mistakes in terms of grammar, vocabulary, and overall organization. Several factors contribute to these challenges, including insufficient vocabulary to construct complex sentences, limited knowledge of grammar, and ineffective teaching methods that fail to engage students in the writing process. The reliance on traditional, teacher-centered instructional approaches has led to

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[5] S. Sreena and M. Ilankumaran, "Developing Productive Skills Through Receptive Skills – A Cognitive Approach," *International Journal of Engineering and Technology(UAE)* 7 (December 2018): 669–73, https://doi.org/10.14419/ijet.v7i4.36.24220.

[6] "(PDF) Methodology in Language Teaching An Anthology of Current Practice Jack C. Richards & Willy A. Renandya," accessed January 6, 2026, https://www.researchgate.net/publication/360835767_Methodology_in_Language_Teaching_An_Anthology_of_Current_Practice_Jack_C_Richards_Willy_A_Renandya.

[7] Thanatkun Tangpermpoon, *INTEGRATED APPROACHES TO IMPROVE STUDENTS WRITING SKILLS FOR ENGLISH MAJOR STUDENTS*, January 1, 2008.

[8] Ummy Khoirunisya'Masyhudianti, "BLENDED LEARNING IN EFL WRITING CLASSES: VOICES FROM INDONESIAN GRADUATE STUDENTS," *International Journal of Education, Technology and Science* 2, no. 4 (2022): 568–83.

[9] Giti Mousapour Negari, "A Study on Strategy Instruction and EFL Learners' Writing Skill," *International Journal of English Linguistics* 1, no. 2 (2011): p299, https://doi.org/10.5539/ijel.v1n2p299.

[10] Annisa Raudatus Sa'adah, "Writing Skill in Teaching English: An Overview," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 5, no. 1 (2020): 21–35, https://doi.org/10.21462/educasia.v5i1.41.

disengagement, where students passively listen to lectures and struggle to participate in writing activities.

In response to these challenges, this study proposes the integration of the Genre-Based Approach (GBA) with Differentiated Instruction (DI) to enhance students' writing skills. The Genre-Based Approach, which has been widely used in language teaching, focuses on teaching students how to write within specific genres by understanding their social purpose, structure, and language features. GBA has been shown to improve students' ability to produce well-structured texts, as it provides a clear framework for understanding the key elements of different text types[11]. However, while GBA has proven effective in improving writing skills, it is often applied in a one-size-fits-all manner, which does not address the diverse needs of students. To remedy this, Differentiated Instruction (DI) can be integrated with GBA. DI is an approach that tailors teaching methods to students' varying needs, interests, and learning profiles[12]. By integrating GBA with DI, teachers can provide personalized instruction that allows students to engage with the writing process in ways that suit their individual learning styles and levels of readiness.

Differentiated Instruction has been extensively studied in various educational contexts. The application of DI in EFL contexts highlights its potential to enhance student engagement and motivation by addressing the diverse needs of learners[13]. Moreover, it was proved that DI was effective in teaching writing by developing differentiated materials for students with varying levels of proficiency[14]. Similarly, implementation of DI in undergraduate English education showed that it improved students' writing skills by providing more tailored and supportive learning experiences[15]. These studies suggest that when implemented effectively, DI can lead to significant improvements in students' writing proficiency, particularly in terms of engagement and motivation.

While the integration of GBA and DI has been explored in various studies, there is limited research on the specific combination of these two approaches in teaching writing to junior high school students in Indonesia. Previous studies have focused on the separate applications of GBA or DI, but the combination of these approaches to address writing challenges in the context of Indonesia's Merdeka Curriculum has not been thoroughly examined. The Merdeka Curriculum, which emphasizes student-centered learning and personalized instruction, presents a unique opportunity to explore the integration of GBA

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[11] Kathleen Graves and Sue Garton, "An Analysis of Three Curriculum Approaches to Teaching English in Public-Sector Schools," *Language Teaching* 50, no. 4 (2017): 441–82, https://doi.org/10.1017/S0261444817000155.

[12] Carol Ann Tomlinson, "Differentiated Instruction," in *Fundamentals of Gifted Education*, 2nd ed., ed. Carolyn M. Callahan and Holly L. Hertberg-Davis (Routledge, 2017), https://doi.org/10.4324/9781315639987-26.

[13] Pradana Akbar Tanjung and Ashadi Ashadi, "DIFFERENTIATED INSTRUCTION IN ACCOMMODATING INDIVIDUAL DIFFERENCES OF EFL STUDENTS," *Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics* 6, no. 2 (2019): 63–72, https://doi.org/10.22219/celtic.v6i2.9941.

[14] Herya Darma Utami Ketut and Monik Rismadewi Ni Wayan, "DEVELOPING DIFFERENTIATED INSTRUCTION-BASED MATERIALS FOR TEACHING WRITING," *Journal on Studies in English Language Teaching (JOSELT)* 2, no. 1 (2021): 64–76.

[15] Eka Fajar Rahmani and Dwi Riyanti, "ENGLISH STUDENT-TEACHER AWARENESS OF DIFFERENTIATED INSTRUCTION (DI) IMPLEMENTATION IN CLASSROOM," *IJEE (Indonesian Journal of English Education)*, December 29, 2022, 211–26, https://doi.org/10.15408/ijee.v9i2.28505.

and DI in junior high school classrooms. The curriculum's focus on differentiated instruction aligns well with the goals of this study, which seeks to improve writing skills by catering to students' individual learning needs and interests.

This research aims to improve the writing skills of seventh-grade students in a Junior High School in Kediri by using the Genre-Based Approach combined with Differentiated Instruction. The study seeks to address the challenges students face in writing, particularly in producing well-organized texts and applying correct grammar, vocabulary, and punctuation. By implementing GBA, which provides a structured framework for students to understand different text types and their social functions, alongside Differentiated Instruction to cater to the diverse learning needs of students, this research aims to enhance students' ability to write more effectively. The integration of these two approaches is expected to foster greater engagement, increase motivation, and lead to significant improvements in students' writing proficiency.

Methods

This study adopts a Classroom Action Research (CAR) design, which is particularly suitable for exploring the effectiveness of specific teaching strategies in a real-world classroom setting. The research utilizes the model developed by Kemmis and McTaggart, involving two cycles of planning, acting, observing, and reflecting. Each cycle comprised four instructional meetings corresponding to the four stages of the Genre-Based Approach (GBA): Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Consequently, a total of eight meetings (80 minutes per meeting), were conducted throughout the study. The research focuses on seventh-grade students at a junior high school in Kediri, with 32 students participating as subjects.

The data for this research were collected through multiple instruments, including observations, writing tests, and questionnaires. These instruments were administered both before and after the implementation of the Genre-Based Approach (GBA) combined with Differentiated Instruction (DI). The researcher worked closely with the English teacher to design lesson plans, establish success criteria, conduct teaching observations, and reflect on the teaching process. The research aims to improve students' writing skills using the combined approach, particularly their ability to write descriptive texts, and to explore the degree of engagement and participation in the classroom.

The methodology consists of several key phases. Initially, the researcher and the classroom teacher collaboratively developed the lesson plans, which incorporated four major stages: BKOF, MOT, JCOT, and ICOT. These stages are designed to help students understand the context, structure, and language features of different text types. The implementation of Differentiated Instruction was integrated into these stages, with a focus on adjusting the content, process, and product of instruction to meet the diverse needs of the students. This was done by incorporating various learning materials, using games and songs in BKOF, differentiating the content in MOT, allowing for differentiated products in JCOT, and differentiated process and products in ICOT.

The first phase of the research involved planning and preparing all necessary materials for the action phase. This included creating lesson plans, tests, and observation sheets. The lesson plans were designed to ensure that students would engage with the GBA method based on DI and that their writing skills would be developed progressively through the four stages. The lesson plans also included assessment procedures to evaluate students' writing progress.

During the action phase, the lesson plans were executed over four meetings in each cycle. The first meeting focused on Building Knowledge of the Field; students were engaged in activities designed to actively build their understanding of the material. The second meeting was dedicated to Modelling of the Text, where students explored the structural patterns and language features of descriptive texts. Students discussed different genres of text and were introduced to authentic models of the texts. In the third meeting, Joint Construction of the Text took place, where students worked in groups to collaboratively construct a descriptive text under the guidance of the teacher. The final phase, Independent Construction of the Text, allowed students to independently write their descriptive texts, applying the knowledge and skills they had acquired during the previous stages.

Throughout the implementation of the action phase, the researcher acted as an observer, documenting the instructional process using observation sheets. These observations were intended to capture both numerical data from students' writing scores (competence and performance) and data from students' participation, enthusiasm, and attitudes during the lessons. The observation was also used to identify any obstacles or challenges faced by students or the teacher in the teaching process, which would be addressed in the reflection phase. To ensure consistency and minimize observer bias, the researcher and the teacher developed standardized observation protocols, ensuring that both the teacher and the researcher collected data in a systematic and comparable manner.

Furthermore, to assess students' writing performance, an analytic scoring rubric adapted from [16] was employed. The rubric evaluated five aspects of writing: content, organization, grammar, vocabulary, and mechanics, each rated on a five-point scale. The maximum raw score was 25, which was subsequently converted into a numerical score ranging from 0 to 100. To enhance scoring reliability, students' writing products were assessed by two independent raters, namely the English teacher and the researcher. Both raters evaluated the writing samples independently using the same rubric, and the average of the two scores was used as the final writing score for each student.

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[16] "Brown, H. D. (2004). Language Assessment Principles and Classroom Practices. New York Longman. - References - Scientific Research Publishing," https://www.scirp.org/reference/referencespapers?referenceid=1189753.

Table 1. Scoring rubric for writing test (Brown and Balley, 1984: 39-41 in Brown 2004: 244-245)

Indicator	Score				
	5	4	3	2	1
CONTENT	The essay addresses: • The assigned topic • Concrete and fully developed ideas • No extraneous material	The essay addresses: • The issues but misses some points • More fully developed ideas • Some extraneous material	The essay addresses: • Incomplete development of ideas • Unorganized paragraphs division	The essay addresses: • Incomplete ideas • Inadequate effort in area of content • No reflect careful thinking	The essay addresses: • No effort to consider the topic carefully • No reflect college level work • Completely inadequate
ORGANIZATION	The essay has: • Appropriate title • Effective introductory paragraph • Clearly stated topic • Logical and complete arrangement of material and conclusion	The essay has: • Adequate title, introduction and conclusion • Acceptable body of essay but some ideas are not fully developed • Logical sequence but transitional expressions are probably absent	The essay has: • Mediocre introduction and conclusion • Problems with the order of ideas in body • Unsupported evidence of generalization	The essay has: • Minimal recognizable introduction and lack of conclusion • Barely seen organization • Problems with ordering of ideas	The essay has: • Absence of introduction and conclusion • No apparent organization of body • Severe lack of supporting evidence • No effort to organize the composition
VOCABULAR	The essay: Has precise vocabulary usage; use of parallel structure; concise; register is good	The essay: Has attempts variety; good vocabulary; not wordy; good register; style fairly concise	The essay: Has some vocabularies misused; lacks awareness of register; may be too wordy	The essay: Has poor expression of ideas; has problem in vocabulary; lacks variety of structure	The essay: Has inappropriate use of vocabulary; no concept of register of sentence variety

	The essay has: • Native-like English grammar • Correct use of relative clauses, preposition, modals, articles, verb forms and tense sequencing • no-run on sentences	The essay has: • advanced English grammar • some grammar problems do not influence the communications • no-run on sentences	The essay has: • interference of grammar problem in communications • some run-on sentences	The essay has: • interference of serious grammar problem in communications • grammar review is difficult to read	The essay has: • greatly severe grammar problem interferes the message of essay • unintelligible sentence structure • difficult to understand
Y **G** **R** **A** **M** **M** **A** **R**					
M **E** **C** **H** **A** **N** **I** **C** **S**	The essay has: • correct use of English writing convention • correct use of left and right margins, capitals, punctuation, spelling and indented paragraph	The essay has: • some problems with writing, convention, and punctuation • occasional spelling errors • neat and legible papaer	The essay has: • some errors in general writing convention • distracted spelling problem • interference of punctuation with ideas	The essay has: • serious problems with format of paper • illegible parts of the essay • some errors in punctuation	The essay has: • complete disregard for writing conventions • illegible essay • obvious capital missing • no margin • severe spelling problem

Subsequently, the success criteria for this study were established based on the goals set for the students' writing skills and their engagement in the classroom activities. These criteria included the following: 1) ≥ 80% of students should respond positively to the implementation of the GBA method based on differentiated instruction, as measured by a questionnaire. 2) ≥ 80% of students should actively participate in classroom activities, as observed during the lessons. 3) ≥ 80% of students' average writing scores should meet or exceed the minimum passing grade (KKM) of 75, as assessed through the writing tests. These criteria were used to evaluate the effectiveness of the Genre-Based Approach combined with Differentiated Instruction in improving students' writing skills.

Once the data from the observation phase were collected, they were analyzed and compared with the established success criteria. This phase allowed the researcher to assess

whether the instructional strategy was effective in improving students' writing skills and engagement. If the criteria for success were not met, adjustments would be made in the second cycle to ensure better outcomes. The data collected from the observation, writing tests, and questionnaires would be used to refine the teaching process and determine whether the intervention was successful in addressing the writing difficulties identified in the initial phase of the research.

Table 1. Criteria of Success, Data Source and Instruments

Criteria of Success	Data Sources	Instruments
Student Attitudes: at least 80% of seventh-grade students respond positively to the implementation of the Genre-Based Approach (GBA) combined with Differentiated Instruction.	Students' responses about their attitude toward the implementation of GBA.	Questionnaire, Observation Checklist
Student Engagement: at least 80% of seventh-grade students are actively involved in classroom activities throughout the instructional process.	Students' involvement in classroom activities.	Observation Sheet
Writing Skill Improvement: at least 80% of seventh-grade students achieve an average writing score of 75 or above, meeting the minimum passing grade (KKM).	Students' writing scores from pre-test and post-test.	Writing Test

Findings and Discussion

The findings of the study are presented and discussed in a systematic manner, following the logical progression of the research procedures from the initial phase to the final phase. The results indicate that the implementation of Cycle 1 did not meet the established success criteria. Consequently, both the researcher and the observer agreed that a second cycle should be conducted, building upon the lesson plan and instructional strategy developed in the first cycle.

Prior to the implementation of the Genre-Based Approach (GBA) in the classroom, a pre-questionnaire was administered to gather students' responses regarding the English subject, writing lessons, and descriptive texts. The questionnaire comprised seven questions, and the results, along with the corresponding descriptions, are presented below.

Table 2. Pre-Questionnaire Result

No	Question Items	Students' Response	
		Yes	No
1.	Do you like English lesson?	10	22
2.	Do you enjoy writing a text in English?	4	28
3.	Do you know descriptive text?	15	17

4.	Do you know generic structure and language features of descriptive text?	8	24
5.	Can you apply proper spelling, punctuation, capitalization In writing descriptive text?	5	27
6.	Can you use correct grammar in writing descriptive text?	4	28
7.	Can you explore your ideas in writing descriptive text?	7	25

The results of the pre-questionnaire revealed several insights into students' attitudes and proficiency in English writing. Regarding the question, "Do you like English lesson?" only 31.25% of students (10 out of 32) expressed a positive response, while the majority, 68.75% (22 out of 32), indicated a lack of interest in the subject. When asked about enjoying writing in English, a significantly lower percentage, 12.5% (4 out of 32), reported enjoyment, while 87.5% (28 out of 32) did not enjoy writing in English, implying a considerable disinterest in writing as a skill. In terms of familiarity with descriptive texts, 46.9% (15 out of 32) students knew about descriptive texts, while 53.1% (17 out of 32) were unfamiliar with them. Regarding the understanding of the generic structure and language features of descriptive texts, only 25% (8 out of 32) students acknowledged their knowledge, while the remaining 75% (24 out of 32) were unaware, indicating a significant gap in their understanding. In terms of writing proficiency, 15.6% (5 out of 32) students felt confident in applying proper spelling, punctuation, and capitalization, while 84.4% (27 out of 32) reported difficulty in this area, highlighting a lack of basic writing skills. Similarly, when asked if they could use correct grammar in writing descriptive texts, only 12.5% (4 out of 32) responded positively, while 87.5% (28 out of 32) struggled with grammar. Lastly, 21.9% (7 out of 32) students felt they could explore their ideas effectively in writing descriptive texts, whereas 78.1% (25 out of 32) had difficulty with idea generation, suggesting challenges in both creativity and structure in their writing. These results collectively imply a significant need for instructional strategies that address students' writing challenges, particularly in terms of motivation, grammar, structure, and basic writing skills.

The Results of Cycle 1

The lesson plan incorporated an adjusted Genre-Based Approach (GBA), which included four key stages: Building Knowledge of the Field (BKOF), Modeling of Texts (MOT), Joint Construction of Texts (JCOT), and Independent Construction of Texts (ICOT). During the BKOF stage, students were engaged in activities designed to actively build their understanding of the material. In the MOT phase, students were grouped according to their interests in the content, aligning with the principle of differentiated instruction based on content. This approach allowed for flexibility in group formation and catered to the students' varying interests. At the JCOT stage, students collaborated in their respective groups to write texts. In the final ICOT stage, students independently composed texts based on their interests, with some receiving scaffolding during the writing task. This phase exemplified the project and process-oriented nature of differentiated instruction.
Planning

The initial phase of the study involved the collaborative development of a lesson plan, which was a critical step, as it needed to align with the current Merdeka Curriculum. The lesson plan included key components such as instructional materials, media, the teaching and learning procedure, and the assessment procedure. The next step involved preparing an observation checklist, which was used to monitor students' responses to the implementation of the Genre-Based Approach and to evaluate the teacher's performance during the instructional process. Additionally, this phase involved selecting appropriate media and materials, which were drawn from a variety of sources, including online resources and students' handbooks. The teaching media used included a whiteboard, projector, and images related to the material being taught.

The lesson plan was specifically designed to integrate the four stages of the adjusted Genre-Based Approach. During the BKOF phase, interactive activities such as games and songs were employed to engage students and enhance their understanding. In the MOT stage, students were grouped based on their interests, providing differentiated instruction based on content. This stage encouraged students to work collaboratively in groups to explore and model texts. During the JCOT phase, students collectively constructed texts, while in the ICOT phase, they independently wrote their own texts according to their individual interests. This process was guided by differentiated instruction, with the aim of fostering personalized learning experiences for each student.

Acting

The first phase of the action in this cycle commenced on November 19th, 2023, with the classroom teacher acting as the practitioner of the previously designed lesson plan. During the first meeting, the teacher initiated the first step of the Genre-Based Approach (GBA), which is Building Knowledge of the Context (BKOF). In this phase, the teacher engaged students by exploring their prior knowledge of the topic, which would be the basis for the descriptive text. The teacher then introduced the topic and facilitated interaction with the students, providing necessary vocabulary and background knowledge that would aid in their writing task. To further stimulate engagement and learning, the students participated in an interactive group activity involving trigger questions related to descriptive texts about people, using both a group-to-group game and a song.

The second step of the GBA, Modeling of Texts (MOT), was carried out on November 20th. During this stage, the teacher provided students with model texts, which they analyzed and used to gather information. The students were grouped according to their individual interests, a practice reflecting differentiated instruction based on content. Group A, with an interest in artists, was given descriptive texts about artists. Group B, interested in societal leaders, explored descriptive texts about prominent leaders from the Kediri regency, while Group C, with an interest in heroes, engaged with descriptive texts about historical heroes. Through these models, the teacher explained the generic structure, language features, and social functions of descriptive texts. At the end of the session, students were assigned the task of gathering additional information and examples of descriptive texts to prepare for the next phase, Joint Construction of Texts (JCOT).

On November 21st, the third meeting focused on the Joint Construction of Texts (JCOT). In this phase, students were divided into groups of four to five members, with each

group assigned to discuss and collaboratively construct a descriptive text based on their shared interests. The teacher guided the groups, providing scaffolding as they worked through the writing process. The teacher's role was to assist students in drafting and organizing their ideas, helping them adhere to the appropriate structure and language features of a descriptive text. By the end of the meeting, students were instructed to continue collecting relevant information for their upcoming Independent Construction phase.

The final phase of Cycle 1, Independent Construction of Texts (ICOT), took place on November 22nd. In this phase, the teacher implemented a differentiated process by grouping students based on their proficiency in grammar and vocabulary. Students with less knowledge in these areas were paired with peers who had stronger skills, fostering collaborative learning. These students were provided with vocabulary and writing prompts tailored to their level. Simultaneously, students with more advanced vocabulary and grammar skills worked independently, constructing their descriptive texts using appropriate grammar, vocabulary, and the correct text structure. Additionally, the teacher implemented differentiated products based on students' learning profiles and interests. Visual learners were encouraged to create posters, auditory learners were given the option to produce audio or video recordings, and kinesthetic learners were tasked with creating moving visual representations. This differentiation allowed students to express their ideas in ways that best suited their learning style. The final products were published in a variety of formats, including class magazine walls, social media, and the teacher's WhatsApp, allowing students to share their work with a broader audience.

Observing

During the observation phase, the researcher, acting as the observer, meticulously tracked the entire instructional process using an observation sheet. The sheet included criteria for assessing both the teacher's performance in delivering the material and the students' responses, engagement, and attitudes during the lessons. In the first meeting, students demonstrated limited focus on the teacher's explanations, with some students engaging in off-task conversation. However, at the second meeting, there was a noticeable improvement in student engagement, as students showed increased interest in the activities and participated more actively. By the final meetings, the students were fully engaged, with positive attitudes toward the content and their participation in the classroom activities. This suggests that the integration of GBA, particularly with differentiated instruction, played a pivotal role in increasing student engagement and motivation throughout the instructional process.

In conclusion, throughout the instructional phases, students exhibited increased involvement and demonstrated a positive shift in attitude toward the materials presented. This improvement reflects the potential effectiveness of the Genre-Based Approach combined with Differentiated Instruction in fostering student engagement and enhancing their writing skills.

Reflecting

In the reflection phase, the researcher and the collaborator engaged in a thorough discussion to evaluate whether the implementation of the Genre-Based Approach (GBA) integrated with Differentiated Instruction in Cycle 1 met the established success criteria. The

results of Cycle 1 indicated that only 60% of students achieved the minimum passing grade (KKM) of 75. Despite this, there were notable improvements in the verbal data, particularly regarding students' positive attitudes and increased involvement in the instructional activities. Based on this evaluation, the decision was made to proceed with a second cycle, with the aim of refining the instructional strategies and further addressing the areas in need of improvement.

The Results of Cycle 2
Planning

The planning phase of Cycle 2 involved modifications and refinements to the lesson plan, materials, and assessment procedures presented in Cycle 1. These revisions were made based on the reflections from Cycle 1, ensuring that the adjustments addressed areas that required improvement. While the focus of Cycle 2 remained on teaching descriptive texts through the Genre-Based Approach (GBA), a broader variety of descriptive texts was introduced to provide students with a more comprehensive understanding and to facilitate their writing during the Joint Construction and Independent Construction phases. Both the researcher and the collaborator agreed to incorporate additional teaching media and techniques to better align with students' characteristics. These included games, songs, and the use of Google and YouTube as supplementary resources to enhance engagement and provide varied learning experiences.

Acting

The action phase of Cycle 2 took place from December 4th to 7th, 2023. During this period, all four steps of the Genre-Based Approach were applied: Building Knowledge of the Field in the first meeting, Modeling of the Text in the second, followed by Joint Construction of the Text in the third meeting, and concluding with Independent Construction of the Text in the final session.

In the first meeting, the teacher implemented the Building Knowledge of the Field phase, engaging students with the same activities as in Cycle 1. At the BKOF, students were given an activity to actively build their understanding by using a game and song to make it more interactive. To enhance student motivation in writing, the Genre-Based Approach (GBA) incorporated interactive activities such as a game and a song, designed to facilitate students' understanding of descriptive texts and their generic structure or organization. The game, known as Group-to-Group Exchange (GGE), aimed to encourage active participation and foster a deeper engagement with the text. In this activity, students were divided into six groups, with each group assigned a role as either a "guest" or a "host." The guest groups asked questions related to the descriptive text to the host groups, who then responded. Correct answers were rewarded with a smile emoji, while incorrect answers resulted in a cry emoji. The group with the most smiley emojis at the end of the activity was declared the winner. This competitive element, combined with the collaborative nature of the game, increased student engagement, as students actively participated in discussions and shared their knowledge. This approach not only motivated students but also encouraged them to work collaboratively in a meaningful learning context

During the second meeting, the Modeling of the Text phase was conducted, where the teacher provided more examples of descriptive texts about artists, societal leaders, and heroes, sourced from various platforms, including Google and YouTube. In addition, students were introduced to a YouTube channel that featured videos related to descriptive texts. The exploration of language features was further enhanced by integrating grammar games into the lesson, making the learning process both engaging and challenging.

The third meeting focused on the Joint Construction of the Text phase, where students were divided into groups based on shared interests, and each group collaboratively wrote a descriptive text. However, unlike in Cycle 1, the topics for the texts differed. At the end of the meeting, students were tasked with collecting additional information to support their writing in the subsequent Independent Construction phase.

The final meeting of Cycle 2 was dedicated to the Independent Construction of the Text phase. In this phase, students were given the opportunity to independently write a descriptive text on a topic of their choice, based on their individual interests. This allowed for a more personalized approach, with students expressing their creativity and applying the skills they had developed during the previous phases of the Genre-Based Approach.

Observing

In Cycle 2, the overall classroom environment during the teaching and learning process showed considerable improvement compared to Cycle 1. This was evident from the observation sheet data, which indicated that most students became more enthusiastic and focused on the teacher's explanations. They actively participated in the lesson and demonstrated greater engagement, particularly during grammar exercises. With regard to the teacher's performance, the teacher appeared better prepared and more engaged in delivering the material, which facilitated students' understanding of the content. Both students and the teacher exhibited more comfortable and confident behavior during the classroom activities, likely as a result of having undergone similar instructional sessions in Cycle 1, which helped build familiarity and rapport. This improvement suggests that the implementation of the Genre-Based Approach (GBA) combined with differentiated instruction contributed positively to the classroom dynamics.

Reflecting

The reflection phase of Cycle 2 took place after reviewing the data from the observation sheets and post-questionnaire on the implementation of GBA. The researcher and the collaborator discussed whether the success criteria established for Cycle 2 had been met. Based on the verbal and numerical data, it was evident that the Classroom Action Research, spanning two cycles, had been successfully implemented. All students exhibited improvements, particularly in terms of their positive attitudes and active involvement in learning English, with a notable enhancement in their writing skills. Additionally, the success criteria of achieving the minimum passing grade (KKM) of 75 was met by 80% of the students. Consequently, the researcher and the collaborator agreed to conclude the action research, recognizing that the Genre-Based Approach was an effective strategy for improving students' writing skills.

The post-questionnaire was administered to assess students' responses toward the English subject, writing lessons, and descriptive texts after the implementation of GBA. The

questionnaire comprised seven questions, with the results and corresponding descriptions provided below.

Table 3. Post-Questionnaire Result

No	Question Items	Students' Response Yes	No
1.	Do you like English lesson?	32	0
2.	Do you enjoy writing a text in English?	31	1
3.	Do you know descriptive text?	32	0
4.	Do you know generic structure and language features of descriptive text?	32	0
5.	Can you apply proper spelling, punctuation, capitalization In writing descriptive text?	30	2
6.	Can you use correct grammar in writing descriptive text?	30	2
7.	Can you explore your ideas in writing descriptive text?	30	2

As indicated in Table 3, following the implementation of the Genre-Based Approach (GBA) to teach descriptive texts, students showed changes in their responses and attitudes towards both the English subject and the writing of descriptive texts when compared to the pre-questionnaire results. Notably, in questions 3 and 4, 100% of students demonstrated an understanding of descriptive texts and were able to recognize the generic structure and language features associated with them. Additionally, responses to questions 1 and 2 revealed a marked shift, with most students moving from disliking the English subject and finding writing tasks unenjoyable to expressing positive attitudes toward both. Furthermore, through their participation in the research, students gained knowledge in applying proper grammar, mechanics, and organizing ideas in their writing, as reflected in their responses to questions 5, 6, and 7. This demonstrates the effectiveness of the GBA based on differentiated instruction in fostering not only a more positive attitude toward English and writing but also an improvement in students' writing skills.

Table 5. Comparison of Post-test in Cycle 1 and Cycle 2

GBA	N	Mean	Median	Std. Dev	Min.	Max.	% ≥ 75	Meet the Succes Criteria
Post-test Cycle 1	32	62	76	16.46	40	76	56.25	No
Post-test Cycle 2	32	77.8	79.88	9.31	60	88	81.25	Yes

Table 5 shows the comparison of post-test scores in Cycle 1 and Cycle 2, illustrating the effect of the Genre-Based Approach (GBA) on students' writing achievement. A total of 32 students were involved in both cycles. In Cycle 1, the mean score was 62, below the KKM score of 75. The scores ranged from 40 to 76, with a standard deviation of 16.46, indicating varied performance. The median score was 76, and only 56.25% of students scored ≥75, meaning the success criteria were not achieved. In contrast, Cycle 2 showed improvement. The mean increased to 77.8, the median to 79.88, and the standard deviation dropped to 9.31, indicating more consistent performance. Scores ranged from 60 to 88, and 81.25% of

students scored ≥75. These results indicate that GBA implementation in Cycle 2 successfully improved students' writing skills, meeting the established criteria of success.

Furthermore, as shown in Graphic 1, numerical data were presented comparing the average post-test scores between Cycle 1 and Cycle 2.
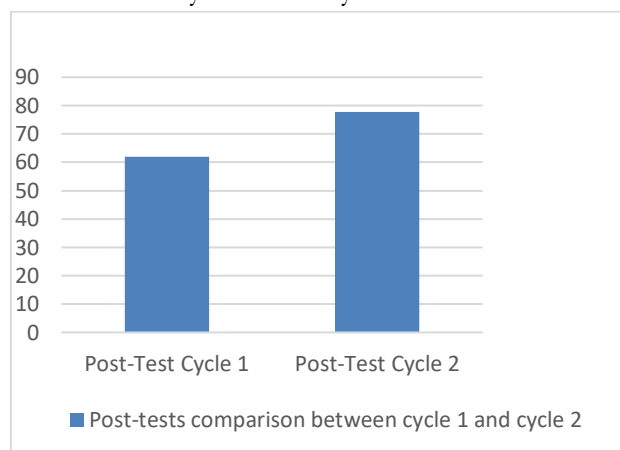

Figure 1. Post-tests comparisons between Cycle 1 and Cycle 2

Thirty-two students who participated in the writing class using the Genre-Based Approach (GBA) integrated with Differentiated Instruction (DI) achieved a mean score of 62 in Cycle 1. In contrast, the same students achieved a higher mean score of 77.8 in Cycle 2, surpassing the established minimum passing grade (KKM) of 75. The findings of this study clearly demonstrate that the implementation of the Genre-Based Approach (GBA) integrated with Differentiated Instruction (DI) can improve students' writing skills, particularly in descriptive text composition. The students' improvement was not only reflected in the quantitative data, where their scores surpassed the minimum passing grade (KKM) of 75, but also in the qualitative aspects of their learning experience. Notably, the students exhibited increased involvement in classroom discussions, greater enthusiasm for engaging in exercises, enhanced focus during teacher explanations, and a positive shift in their attitudes towards the English subject. These results align with the previous study that proved that similar positive responses from students during the implementation of the Genre-Based Approach in language learning contexts[17].

While prior research has demonstrated the effectiveness of GBA in improving writing, the integration of Differentiated Instruction within the GBA framework adds an important dimension of personalized learning that addresses the diverse needs of students. This study contributes to the body of literature by highlighting the synergy between GBA and DI in fostering a more engaging, interactive, and student-centered writing classroom. Integrating these methodologies creates a more responsive and motivating learning environment, ultimately leading to improved writing outcomes[18].

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[17] Thi Tram Anh Nguyen and Vien Truong, "The Effects of Scaffolding in Genre-Based Writing Instructions on EFL Learners' Writing Performance," *European Journal of Education and Pedagogy* 5, no. 1 (2024): 23–30, https://doi.org/10.24018/ejedu.2024.5.1.751.

[18] Haryanti Haryanti and Farnia Sari, "THE USE OF GENRE-BASED APPROACH TO IMPROVE WRITING SKILL IN NARRATIVE TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA

The incorporation of scaffolding alongside GBA also proved beneficial, supporting the study that asserted that scaffolding enhances students' knowledge construction, stimulates interest in learning, and improves writing skills [19,20,21,22,23,24,25]. In Cycle 2, the use of scaffolding facilitated students' engagement with descriptive texts and increased their awareness of the importance of mastering writing skills. The observation data indicated that students' interest in descriptive texts grew, and they became more attentive to the benefits of improving their writing abilities. This was further reflected in their post-test results, which indicated substantial improvement in their writing skills, as evidenced by their higher scores. Cycle 2 involved several key phases of the GBA, starting with Building Knowledge of the Field (BKOF), where interactive activities such as games and Group-to-Group Exchange (GGE) were employed to engage students. In the GGE activity, students worked in groups to ask and answer questions related to descriptive texts, which not only fostered collaboration but also encouraged active participation. The use of games, particularly GGE, enhanced student interaction and promoted collaborative learning, an essential component in developing writing skills. Additionally, a teacher-created song, set to the melody of "Sholawat Badar," reinforced the material and added an element of enjoyment to the lesson. This approach proved effective in helping students understand the key components of descriptive texts while simultaneously motivating them to participate actively and enhancing student motivation and material retention[26].

The second stage of GBA, Modeling of the Text (MOT), was differentiated according to students' interests. Students were given descriptive texts about topics such as artists, societal leaders, and heroes, tailored to their individual preferences. The incorporation of diverse content, including text examples from YouTube, increased student engagement and interest. This differentiation was in line with Tomlinson's (2017) theory, which asserts

ETHIKA PALEMBANG," *English Community Journal* 3, no. 1 (2019): 280–88, https://doi.org/10.32502/ecj.v3i1.1693.

[19] Graves and Garton, "An Analysis of Three Curriculum Approaches to Teaching English in Public-Sector Schools."

[20] Qian Zhou, "The Use of Scaffolding Theory in the Teaching of Writing," *Journal of Higher Education Research* 2 (December 2021), https://doi.org/10.32629/jher.v2i6.583.

[21] Muhammad Guntur and Mustafa Mustafa, "Using A Genre-Based Approach To Improving Islamic University Students' Writing Ability & Hots," *At-Turats* 16, no. 2 (2022): 139–50, https://doi.org/10.24260/at-turats.v16i2.2422.

[22] Zahra Khan and Sajida Zaki, *Zahra Khan and Sajida Zaki: Two Instructional Frameworks for Two Instructional Frameworks for Job Application Writing: Conventional ESP-Based Strategy Versus Genre-Analysis Based Strategy*, December 1, 2018.

[23] Ummy Khoirunisya' Masyhudianti et al., *THE EFFECTIVENESS OF SCHOOLOGY TO TEACH WRITING VIEWED FROM STUDENTS' CREATIVITY*, 2018.

[24] Suharyadi Suharyadi et al., "EXPLORING EFL TEACHERS' NEW PEDAGOGICAL CONTENT KNOWLEDGE OF GENRE-BASED APPROACH," *English Review: Journal of English Education* 10, no. 1 (2021): 1–14, https://doi.org/10.25134/erjee.v10i1.5348.

[25] Haryanti and Sari, "THE USE OF GENRE-BASED APPROACH TO IMPROVE WRITING SKILL IN NARRATIVE TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA ETHIKA PALEMBANG."

[26] Wulan Wangi et al., "A DESCRIPTIVE STUDY OF USING ENGLISH SONGS IN TEACHING LISTENING TO DEVELOP STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE STUDENTS OF IPA 1 OF MAN SRONO BANYUWANGI," *SOSIOEDUKASI : JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL* 6, no. 1 (2017), https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/article/view/103.

that connecting content to students' interests fosters motivation. The subsequent phases, Joint Construction of Texts (JCOT) and Independent Construction of Texts (ICOT), were designed to further support differentiation. During JCOT, students collaborated to create a descriptive text, and in ICOT, they independently composed texts based on their individual interests. The use of differentiated products in these phases allowed students to express their learning in various formats, such as posters, audio recordings, and videos, catering to different learning styles and promoting creativity[27].

Differentiated Instruction, which emphasizes the need for teachers to adapt their teaching strategies to accommodate the diverse learning needs, interests, and profiles of students[28]. By integrating DI with GBA, this research demonstrates how teaching strategies can be tailored to engage students more effectively. The study also supports the goals of the Merdeka Curriculum in Indonesia, which stresses the importance of student-centered learning and adapting instruction to students' individual needs. Through this integration, the research shows that teachers can create a more engaging and responsive learning environment that leads to improved writing outcomes.

Furthermore, the results of this study suggest that the Genre-Based Approach, when combined with Differentiated Instruction, provides an effective strategy for addressing writing difficulties across various educational contexts. The integration of these two approaches enables students to gain a comprehensive understanding of the text types they are writing, along with the associated social functions, structures, and language features. Additionally, this method allows students to become more self-aware, enabling them to work both collaboratively and independently in the writing process. This research offers valuable insights for educators and researchers seeking to address similar challenges in diverse classroom settings, demonstrating that the combined use of GBA and DI can enhance students' writing skills and engagement with the subject matter.

Conclusion

This study demonstrates that the integration of the Genre-Based Approach (GBA) and Differentiated Instruction (DI) can enhance students' writing skills, particularly in the context of descriptive text composition. The implementation of GBA, combined with DI, resulted in improved student engagement, increased participation, and a notable shift in students' attitudes toward English writing. Notably, the post-test results from Cycle 2 revealed a substantial improvement in students' writing proficiency, with 81.25% of students surpassing the minimum passing grade (KKM) of 75. These findings highlight the potential of the GBA-DI framework in addressing students' writing difficulties and fostering a more interactive, student-centered learning environment.

The implications of these findings suggest that the integration of GBA with DI can provide an effective, adaptable approach to teaching writing, particularly for junior high school students. By differentiating instruction based on students' interests and needs, teachers can create a more inclusive and engaging classroom that encourages active learning

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[27] Diane Heacox and Cindy A. Strickland, *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners*, Updated anniversary edition, Free Spirit Professional® Series (Free Spirit Publishing, 2012).
[28] Tomlinson, "Differentiated Instruction."

and greater motivation. This study contributes to the existing literature by showcasing how the combination of GBA and DI can be implemented in the Indonesian educational context.

Despite these positive outcomes, several limitations should be acknowledged. The study was conducted in a single class and implemented over two action research cycles, which may limit the generalizability of the findings and the examination of long-term instructional effects. In addition, the intervention focused on a single writing genre, namely descriptive text, and therefore the results may not be directly transferable to other genres. Future research could explore the long-term impact of this approach, investigate its applicability across different writing genres, and examine how the integration of technology, such as online platforms, can further enhance the effectiveness of this teaching strategy.

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