The Application of Genre-Based Approach Assisted by Picture Series to Improve Explanation Text Writing Skills

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui proses belajar siswa dan meningkatkan keterampilan menulis siswa kelas XI IPS 1 SMA Negeri 2 Semarang melalui penerapan *genre-based approach* berbantuan *picture series*. Berdasarkan observasi awal, ada beberapa masalah dalam proses belajar mengajar keterampilan menulis siswa yang berkaitan dengan partisipasi siswa, serta kemampuan dalam menghasilkan dan mengembangkan ide. Penelitian tindakan ini terdiri dari dua siklus. Setiap masing-masing siklus terdiri dari tiga kali pertemuan. Subyek penelitian ini adalah siswa kelas XI IPS 1, guru Bahasa Inggris dan peneliti. Teknik pengumpulan data dalam penelitian ini adalah observasi, catatan lapangan dan tes. Data hasil observasi, catatan lapangan, dan nilai awal serta nilai akhir dianalisis secara kualitatif dan kuantitatif. Berdasarkan analisis data kualitatif diperoleh hasil bahwa, siswa dapat menjadi lebih fokus dalam pembelajaran Bahasa Inggris. Siswa merasa nyaman dalam kegiatan pembelajaran, tidak ada siswa yang tampak tertekan karena pembelajaran berlangsung asik dan siswa tampak senang dalam mengikuti pelajaran. Mereka juga antusias mengikuti kegiatan belajar mengajar. Selain itu, keterlibatan mereka dalam proses belajar mengajar menulis meningkat karena *picture series* dapat menarik perhatian siswa. Berdasarkan analisis data kuantitatif diperoleh hasil bahwa, nilai rata-rata keterampilan menulis siswa meningkat. Pada tes awal, nilai rata-rata siswa adalah 60,6. Setelah siklus I rata-rata nilai siswa adalah 72,05. Kemudian, setelah Siklus II nilai rata-rata siswa adalah 84,3.

Kata kunci: Menulis, Explanation Text, Genre Based Approach, Picture Series

ABSTRACT

This study aims to determine student learning processes and improve students' writing skills in class XI IPS 1 SMA Negeri 2 Semarang through the application of a genre-based approach assisted by picture series. Based on initial observations, there are several problems in the process of teaching and learning students' writing skills related to student participation, as well as the ability to generate and develop ideas. This action research consists of two cycles. Each cycle consists of three meetings. The subjects of this study were students of class XI IPS 1, English teachers and researchers. Data collection techniques in this study were observation, field notes and tests. Observational data, field notes, and initial and final grades were analyzed qualitatively and quantitatively. Based on the analysis of qualitative data, the results show that students can become more focused in learning English. Students feel comfortable in learning activities, there are no students who are pressured because learning takes place coolly and students seem happy in participating in lessons. They are also enthusiastic about participating in teaching and learning activities. In addition, their involvement in the process of teaching and learning writing increases because serial pictures can attract students' attention. Based on the analysis of quantitative data, it was found that the average value of students' writing skills increased. On the pre-test, the student's average score was 60.6. After the cycle I the average value of students is 72.05. Then, after Cycle II the average value of students was 84.3.

Keywords: *Writing, Explanation Text, Genre Based Approach, Picture Series.*

1. INTRODUCTION

In the era of globalization and the industrial revolution, English is believed to have a very central role and is the key to "opening the world". Equipping the younger generation with adequate English skills to face the future is an absolute requirement (Estrini, 2021). English as a foreign language has been taught as a compulsory subject in all high schools in Indonesia. The purpose of the teaching and learning process according to the curriculum is to develop students' communicative competence in reaching the informational level that has been prepared for high school students to access information. Because language plays an important role as a communication tool, students need to master the four language skills namely listening, speaking, reading, and writing.

Writing as a language skill is very important for several reasons. First, writing is important for high school students to communicate or share information and ideas, such as writing letters or making up stories. Second, writing helps students prepare for global competition for their future, for example to get a job abroad. In addition, writing can help students focus on accurate use of language, such as grammar and vocabulary. It can trigger students' language development because they think when they write.

While writing is important for students, it is not an easy skill to master. As stated by Nurani et al., (2018) writing for foreign or second language learners is a difficult matter due to grammatical differences between the language used by the learner as the source language and the target language being studied. The difficulty is not only in generating and organizing ideas, but also in translating those ideas into readable text.

According to Richard and Renandya (2002) the writing process has four basic stages, namely planning, drafting, revising and editing. This statement is also supported by the Competency Standards and Basic Competency of the 2013 Curriculum in learning English. Based on the 2013 Curriculum, writing skills are placed at the end after the three skills namely listening, speaking, and reading. It can be said that learners must apply everything they have got in the previous three stages. So, writing cannot be learned spontaneously.

One of the scopes of learning English in senior high schools is that students can understand and produce short functional texts and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news, analytical exposition, hortatory exposition, explanation, discussion, and review (The Ministry of Education and Culture, 2013). In this study, the researcher focused on improving students' ability to write explanation texts because it is one of the texts that must be mastered by eleventh grade students. The Ministry of Education and Culture (2017) states that explanation text is a non-fictional text that is used to explain how or why something happened. The researcher also realizes that writing explanation text is not an easy thing to do.

Based on observations and field notes taken on March 30 2023 at SMA Negeri 2 Semarang, especially in class XI IPS 1. Researchers found several problems related to learning to write in the field. The problem is explained as follows.

The first problem is monotonous activity. In general, variations in writing activities in class that can motivate students at SMA Negeri 2 Semarang are limited. This is evidenced by the variety of media such as pictures or videos that teachers use in the learning process. The next problem came from students. Students do not understand some components of explanation text such as generic structure and language feature. In addition, students still have difficulty developing ideas. Students are confused about what to write. This happens because usually students are only given examples of functional texts. After that, they have to write or produce their own texts with limited guidance.

By looking at the problems above, the researchers applied an approach with the help of the media as a means to overcome the obstacles found in the field. One approach that focuses on the wider purpose of writing on the diversity of social

characters of readers is known as the genre-based approach (Genre Based Approach). According to Mahanani et al., (2018) Genre Based Approach (GBA) is an approach that focuses on the social goals of language and not just the form of the language itself. Genre Based Approach (GBA) includes four learning stages consisting of Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text.

The genre-based approach in teaching writing is used as a way of systematic writing instruction in helping students compose meaningful writing (Byram, 2004). In the genre-based approach, language knowledge is linked to social goals where the main focus of the purpose of a piece of writing lies in the perspective of a reader rather than the point of view of the writer himself. According to Hammond and Derevianka (2001), genre is defined not only as a collection of text types but also as a measurable pattern of text that occurs continuously at any time in the culture of a particular society. Different types of genres include differences in knowledge and skills,

Various genre variations in terms of the purpose of writing are socially divided into six types, including: (1) narrative; telling a story, (2) recount; describes an activity that has occurred, (3) information report; explaining factual information, (4) instruction; explaining to readers or listeners what to do, (5) explanation; explaining why or how an activity occurs, and (6) expository texts; explain or prove a point of view in terms of aspects of language and language structure.

The genre-based approach forms the basis of an approach in the writing process that relates to the social conditions of the reader (Badger and White, 2000). Through this approach it is felt that it is better able to provide more comprehensive writing knowledge regarding how to write well with different genre structures. The implementation of a genre-based approach is an approach that consists of various stages that must be passed by a learner, especially in learning to write. Of course, these stages have implementation standards, including 1) modeling of "sample expert" text; 2) the joint-construction with teachers; and 3) the independent construction of text by individual students (Cope and Kalantzis, 1993).

According to Harmer (2007) media can effectively help students to improve their writing skills. One of the media that can be used to improve students' writing skills is pictures. In this study, besides applying a genre-based approach, researchers also used picture series to improve students' writing skills. According to Wright (1992), picture series has two advantages. First, picture series are very useful for helping students retell or understand something because they can represent places, things, and people. Second, picture series helps students to understand the general context. Meanwhile, according to Ingale (2017) states that there are several valuable benefits from using images in teaching, including: 1) Sharing experiences in the classroom. 2) The need for common language forms. 3) Variety of tasks. 4) Focus on student interests. Thus, the use of picture series assistance is expected to solve problems and improve students' writing skills.

Based on the description to improve the teaching and learning process in class XI IPS 1, the author is interested in trying to apply the genre-based approach assisted by picture series to find out 1) How is the process of applying the genre-based approach assisted by picture series in learning English in explanation text? 2) Can the application of a genre-based approach assisted by picture series in learning English in explanation text improve the value of students' writing skills?

2. LITERATURE REVIEW
Writing

Writing is a productive skill rather than a receptive skill. This is because writing produces messages to communicate. According to Spratt, Pulverness, and Williams (2005) stated that "writing and speaking belong to productive skills." This means that in writing an output is needed as an indicator

that students have learned and understood the skill. The output of writing skills can be in the form of written stories, letters, or other types of text.

Other linguists state that writing is a complex skill because it is the final output after students learn several actions continuously. Wallace (2004) states that "writing is the final product after students learn several stages of writing separately before." In connection with the definition of writing put forward by Nunan earlier in Brown (2001) says that "Writes that write is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final project." From this explanation, it can be concluded that several stages in the writing process proposed by Brown involve physical and mental actions, for example how to generate ideas and how to organize them correctly.

Explanation Text

Explanation text is a part of the text that discusses something that happens that describes how and why a phenomenon or event occurs scientifically and technically. The Ministry of Education and Culture (2017) states that explanation text is a non-fictional text that is used to explain how or why something happened. That is, the explanation text is about something that really happens in our environment. Because, the writer has to give reasons or phenomena why something happened.

According to Hasibuan & M. Ansyari, 2007 in Dilkawaty (2012) explanation text is a text that explains how something happened, why something happened. This means that in studying this text students must describe something that happened in their community, such as how natural disasters occur and why they occur. The purpose of an explanation text is to explore and describe how something happened and why it happened.

Genre Based Approach

The application of the genre approach is closely related to text-based syllabus design. According to Feez and Joyce (1998) "is enlarging a language which is conducted together through meaning cohesively." While the syllabus is a lesson plan that is explicitly and coherently arranged. This is considered as a map for students and teachers in finding topics, themes, and even material for each meeting. By having this guide, both students and teachers can prepare well before class starts. Syllabus is usually built by teachers who involve students to give their ideas. Finally, a text-based syllabus is a course plan that contains topics, themes, and materials even for each meeting based on a text that includes how language is structured and how language is used in social contexts to make it meaningful.

One application of teaching English in the classroom that is widely accepted is using a genre-based approach. According to Mahanani et al., (2018) Genre Based Approach (GBA) is an approach that focuses on the social goals of language and not just the form of the language itself. Genre Based Approach (GBA) includes four learning stages consisting of Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. In the first stage of Building Knowledge of Field (BKoF), teachers and students build a cultural context, share experiences, discuss vocabulary, sentence patterns, and so on. In the second stage, Modeling of Text (MoT) students are invited to discuss the model text (oral or written) of the type of text being studied. Furthermore, in the third stage, Joint Construction of Text (JCoT), students try to produce texts in groups and with the help of the teacher. After gaining experience collaborating with friends, students proceed to the final stage, Independent Construction of Text (ICoT). At this stage students are expected to be able to produce oral or written texts independently.

Picture Series

Pictures are illustrations that can be used as two-dimensional representations of people, places or things. Meanwhile, serial

images are sequential images of one subject that aim to tell a story and also the sequence of events.

According to Yunus (1981) states that a serial image is a number of compound images that are interconnected which are arranged to form a series of sequences. Hence, its main function is to tell a story or a series of events. To support the previous statement of serial pictures in the teaching and learning process, Harmer (2007) states that "there are various numbers of writing tasks that students can be asked to undertake. One of them is giving students a series of pictures which tell a story and they have to write a story based on the pictures. This means that giving sequential pictures to students as a writing assignment will encourage them to become creative writers. In addition, pictures that are arranged regularly can help students generate ideas, make good chronological order and organize text.

Picture series usually vary from three to ten pictures. It can be used to challenge or encourage students to tell stories (Wright, 1992). Pictures are a valuable resource for teachers as they provide shared knowledge among students in the class. The use of picture series in teaching writing has several benefits. Ingale (2017) states that "there are several valuable benefits of using pictures in teaching, including: 1) Share experience in the classroom. 2) Need for common language forms. 3) Variety of tasks. 4) Focus of interest for students." This means that by using pictures students gain experience, understanding, and improve their achievement in writing skills.

3. METHODHOLOGY

This research took place at SMA Negeri 2 Semarang. This research was conducted in the middle of the even semester of the 2022/2023 academic year. Observations were made on March 30, 2023. Then actions were carried out from April 6 to May 28, 2023. The participants in this study were researchers, English teachers as collaborators and students of class XI IPS 1 SMA Negeri 2 Semarang, totaling 36 students. They consisted of 8 male students and 28 female students. The

researcher chose this class as the research subject randomly because all class XI had equal competence.

The procedure used in this study refers to the classroom action research model developed by Kemmis and Taggart (1988). This classroom action research was designed and implemented for two cycles. The first cycle was designed to be held in three meetings (3 x 90 minutes), while the second cycle was designed and carried out in three meetings (3 x 90 minutes). The stages of each cycle implementation include planning, acting, observing and reflecting.

In cycle I the activities carried out in the planning stage were determining the classes to be studied, compiling lesson plans and preparing written test instruments in the form of worksheets and cycle posttests. At the implementation stage, namely carrying out learning, conducting cycle I tests to obtain data regarding student learning outcomes about writing explanation texts, recording all learning activities as a source of data to be used during the reflection and discussion stages with observers (pamong teachers) to clarify observations. The observation stage is carried out simultaneously with the implementation stage. At this stage also made observations or observations of the learning process using observation sheets. The purpose of this observation is to obtain in-depth information about the learning process. After making observations or observations of class action, the next step is to reflect. In the reflection stage the results obtained in the observation stage are analyzed whether they are as expected or not, in this case planning is carried out for the next cycle in accordance with the expected goals.

In cycle II the activities carried out were based on the results of reflection in cycle I. Cycle II was carried out with a different treatment from the learning process in cycle I. In cycle II besides the discovery learning model the researcher used a Genre-Based Approach assisted by Picture Series as an effort improve the writing skills of explanation texts of class XI IPS 1 student. Basically, the implementation of cycle II is to correct the

weaknesses found in cycle I. The implementation stage of cycle II is the same as the implementation in cycle I except that there is a different treatment as an effort to increase the value of the results of writing skills student.
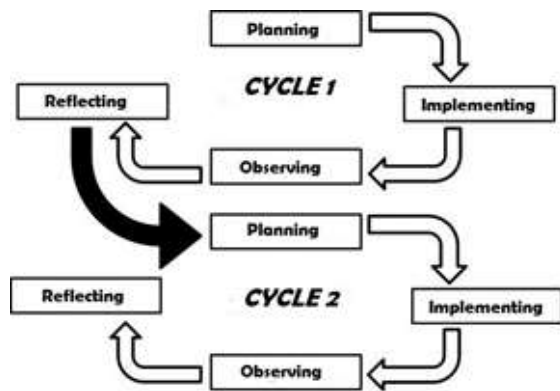
Figure 1. Class Action Research Cycle

The techniques and instruments used to collect data in this study were observation, field notes and writing tests. The observation sheet is used to observe how the process of learning English is. The observation sheet is in the form of a "Yes/No" statement column and a description of the findings in the learning process. Field notes are used by researchers to record other findings that are not found on the observation sheets related to student activities during learning. The writing test is used to collect data on the results of students' writing skills based on writing scoring rubric according to JB Heaton in Writing English Language (1988). This rubric consists of five aspects of writing, namely content, organization, vocabulary, use of language, and mechanics, each of which is scaled.

Table 1. Value Conversion Table

Value Intervals	Student Category
86 – 100	Very good
78–85	Very good
69–77	Good
52–68	Enough
47–51	Not enough
34–46	Very less

Qualitative data analysis techniques were taken from observational data and field notes. Field notes state all the events that occur in the teaching and learning process in the classroom.

Researchers analyzed quantitative data on the success rate of students' writing skills after the learning process took place in each cycle, including a) the class average using the formula written by Sudijono, (2014), namely;

$$\overline{M} = \frac{total\ score}{total\ number\ of\ students}$$

b) the mean value, (c) the mode, to find out the value that often appears, (d) the percentage of classical completeness using the formulawhich was written by Sudijono, (2014), namely;

$$P = \frac{students\ who\ passed}{total\ number\ of\ students} \times 100\ \%$$

The performance indicator or research success is the result value of students' writing skills expressed as a percentage. The percentage of classical completeness criteria in this study was 80% of the total number of students. While the percentage of classical completeness criteria is 75% with the Minimum Completeness Criteria (KKM) of student learning outcomes of ≥ 75.

4. RESULTS AND DISCUSSION
Results

The research begins by finding problems in the process of teaching and learning English in writing skills. The researcher conducted class observations in class XI IPS 1. Field notes showed that activities during the teaching and learning process were less successful in attracting students' interest. Most of the students do not have the motivation to follow the lesson. This is shown by the actions students take when the teacher explains the material. Some of the students often talk with their friends. The rest also did not pay attention when the teacher asked their friends to read the text and answer the correct vocabulary. This situation brought them into a passive state. Therefore, student involvement during the teaching and learning process needs to be improved.

To strengthen these findings, the researcher also conducted discussions with

the English teacher in class XI IPS 1. The discussion was intended to identify problems that support the initial conditions above. Based on the results of the discussion it can be seen that students still have difficulty in choosing the right words, using the correct tenses and generating and organizing ideas. Even from the discussion it is known that some students are also confused about how to make sentences.

Based on the observations and field notes above, the researcher found that the students' writing skills did not meet expectations. They have low writing skills. The researcher concludes that there are several reasons related to this problem. This problem is caused by students, teachers, and the media used in the teaching and learning process.

To identify students' abilities and difficulties in writing skills in learning English before the action, the researcher conducted an initial test. The researcher asked the students to do the initial test. In this case, students work on explanation text questions through quizzes about how and why something can happen. From the initial test results, various scores were obtained. Their initial test average score was 60.6. Data obtained were 33.3% of students who passed the KKM and 66.7% of students who scored below the KKM. This indicates that the results are very lacking and unsatisfactory.

Based on the problems above, researchers and English teachers discussed the main problems that had to be solved. The problem is determined by considering the urgency and ability of the researcher. After the problem was selected, the researcher discussed several plans with the English teacher to solve the problem in the field. In this case, the researcher applied a genre-based approach assisted by picture series in teaching explanatory text writing skills.

Cycle I Learning Process

Classroom action planning in cycle I did on explanation text material. The implementation of learning in cycle I was carried out in 3 meetings on April 6 2023, April 13 2023 and April 27 2023 with a time allocation of 2 x 45 minutes. In carrying out the action, the observation sheet is used to help observe the implementation of learning and find findings in cycle I.

Observation of learning activities in cycle I was carried out by the researchers themselves. Researchers observed students who were participants in the study. Student activity is recorded using observation sheets of student activity during learning activities. Observation results obtained from cycle I, as follows;

1) It can be seen that not all students pay attention to the learning process. This shows that in observing learning pictures some students are not focused and tend to be passive.
2) Some students conducted questions and answers and discussions with the teacher or group mates in completing the LKPD. However, only a few students answered the questions and there were still some students who did not participate in group discussions.
3) Students feel comfortable in learning activities, this is shown by the results of observations which state that there are no students who seem stressed because learning takes place coolly and students seem happy in participating in lessons.
4) There is material that is difficult for students to understand but the teacher can trigger students to understand the material. This shows that there are still many students who are confused about explanation text material.
5) Researchers or teachers have not carried out their roles according to plan. This is because the method applied by the teacher is not appropriate. So that in the end, the overall learning objectives have not been achieved in accordance with a predetermined plan. This shows that teachers need to improve and change learning methods so that in the future students can be active in learning.

Cycle II Learning Process

Classroom action planning in cycle II did on explanation text material. The implementation of learning in cycle II was carried out in 3 meetings on May 4 2023, May 11 2023 and May 25 2023 with a time

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allocation of 2 x 45 minutes. In implementing the action, observation sheets are used to help observe the implementation of learning and find findings in cycle II. During learning activities students are assisted with picture series related to explanation text material. Observation results obtained from cycle II, as follows;

1) It can be seen that the average student who does not pay attention to the learning process in cycle I has paid close attention to learning. This shows that in observing the picture series in student learning they are focused and active, even so there are still some students who, when the teacher explains, students are still busy with their friends.

2) Many students carry out questions and answers and discussions with teachers or partner friends in completing LKPD. This can be seen from the number of students who answered questions and students actively participated in discussions.

3) Students feel comfortable in learning activities, this is shown by the results of observations which state that there are no students who seem stressed because learning takes place coolly and students seem happy in participating in lessons.

4) There is still some material that is difficult for students to understand but the teacher can trigger students to understand the material well. This shows that students who are confused about the explanation text material have decreased.

5) Researchers or teachers have carried out their roles in accordance with the plan. This shows that the method applied by the teacher is appropriate. So that in the end, the overall learning objectives can be achieved in accordance with a predetermined plan. These results indicate that the teacher has improved and changed the learning method in cycle I, so that students can be active in learning.

Cycle I Writing Skills

Student activities in groups not only have an impact on student activity, but also have an impact on student learning outcomes. The results of the value of writing skills in the first cycle after implementing the model are shown in the following table.

Table 2. Cycle I Writing Skills

No	Achievement	Cycle I Results
1	Average Value	72.05
2	Frequently occurring values	85
3	Lowest Value	34
4	Highest Rating	90
5	Unfinished students	16
6	Completed students	20
7	Percentage of incomplete learning	44.5%
8	Percentage of learning completeness	55.5%

Based on the results of the table, the results of the students' writing skill scores in the first cycle of explanation text, there are still many students who have not reached the KKM. The KKM that must be achieved by students is 75. Out of 36 students, only 20 students have completed it while 16 students have not completed it. The percentage of completeness achieved was 55.5%. The class average has reached the KKM, which is still at 70.05. The lowest score obtained by students in the action cycle was 34, while the highest score obtained by students in the first cycle action was 90. Based on these learning outcomes, it can be seen that learning has not been carried out optimally. So there

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needs to be improvements so that learning will be more meaningful.

Cycle II Writing Skills

The results of writing skill scores in cycle II are shown in the following table.

Table 3. Cycle II Writing Skills

No	Achievement	Cycle II results
1	Average Value	84.3
2	Frequently occurring values	97
3	Lowest Value	49
4	Highest Rating	99
5	Unfinished students	5
6	Completed students	31
7	Percentage of incomplete learning	13.9%
8	Percentage of learning completeness	86.1%

Based on the results of the table, the results of the scores of students' writing skills in the material of the second cycle of explanation text, there are still students who have not reached the KKM. The KKM that must be achieved by students is 75. Out of 36 students, only 31 students have completed it while 5 students have not completed it. The percentage of completeness achieved was 86.1%. The class average has reached the KKM, which is still at 84.3. The lowest score obtained by students in the second cycle of action was 49, while the highest score obtained by students in the second cycle of action was 99. After making improvements and suggestions from the results of the first cycle of reflection there has been a change. Based on these learning outcomes, it appears that learning has been carried out optimally.

Discussion

Student Learning Process

The application of a genre-based approach assisted by picture series provides an improvement in the learning process compared to the cycle I in explanation text. This can be seen based on changes in student learning processes in each student indicator observed:

1) In cycle I, not all students paid attention to the learning process. But in cycle II, the average student who did not pay attention to the learning process in cycle I had paid close attention to learning. This shows that in cycle II the application of a genre-based approach assisted by picture series makes students more focused and active in learning English.

2) In cycle I and cycle II showed the same good results. This means that many students are active in conducting questions and answers and discussions with teachers, group mates or partners in completing LKPD. This can be seen from the number of students who answered questions and students actively participated in discussions. According to field notes, the application of the genre-based approach assisted by picture series in cycle II is better than the cycle I. What can be seen is that students become active in learning English, especially in explanation text material.

3) The results in cycles I and II show that students feel comfortable in learning activities, this is indicated by the results of observations which state that no students seem depressed, because learning takes place coolly and students seem happy in following the lessons. This shows that the application of the genre-based approach assisted with picture series in cycle II is the same as in cycle I. This is reinforced in field notes which show that students seem happy in participating in English lessons.

4) In cycle I and cycle II there is still some material that is difficult for students to understand but the teacher can handle students to understand the material well. This shows that there are some students who are confused about the explanation text. In the field notes it was found that the students were still confused in the sub-material of the explanatory text in Passive Voice, Causal Conjunctions and the lack of Vocabulary which made some students unable to develop their ideas in writing explanatory texts.

5) In the observation results of cycle I and cycle II showed a significant change. In cycle I the results showed data and records that were not good where the researcher or teacher had not carried out his role according to the plan. So that the learning objectives have not been achieved in accordance with a predetermined plan. Whereas in cycle II the teacher applies a genre-based approach assisted by a picture series. The results of the data and field notes show that the method used by the teacher is appropriate. Overall learning objectives can be achieved in accordance with a predetermined plan. These results indicate that the teacher has improved the learning method in cycle I, so that students can be active in learning English.

Student Writing Skills

In connection with improving the student learning process in learning English explanation text material. The results of the writing skill scores obtained by students also increased from cycle I to cycle II. Comparison of pre-cycle, cycle I, and cycle II learning outcomes in learning English for explanation text is as follows

Table 4. Comparison of the Results of Writing Skill Scores

No	Achievement	Pre-Cycle	Cycle I Results	Cycle II results
1	Average Value	60,6	72.05	84.3
2	Frequently occurring values	34	85	97
3	Lowest Value	34	34	49
4	Highest Rating	90	90	99
5	Unfinished students	24	16	5
6	Completed students	12	20	31
7	Percentage of incomplete students	66.7%	44.5%	13.9%
8	Percentage of student completeness	33.3%	55.5%	86.1%

Diagram 1. Comparison of completeness pre-cycle, cycle I, and cycle II
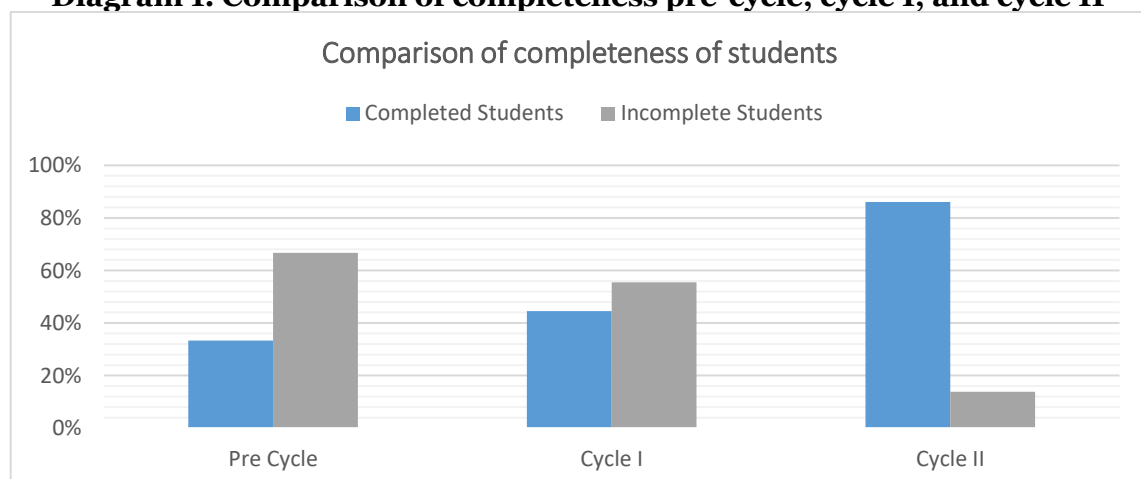
Based on the tables and diagrams, it can be seen that there has been an increase starting from the pre-cycle, cycle I, and cycle II. In the pre-cycle it was known that there were 24 students who had not completed and 12 students who had completed, while in cycle I there had been an increase to 16 students who had not completed and 20 students had completed. In cycle II it was known that there were 5 students who did not complete and 31 students completed. This shows that the application of a genre-based approach assisted by picture series can improve learning outcomes very well.

Based on the explanation of the results of research that has been conducted on students of class XI IPS 1 at SMA Negeri 2 Semarang in the English subject, it can be seen that there is an improvement in the learning process and the results of students' writing skill scores by applying a genre-based approach assisted with picture series. In the learning process students become more focused and active in learning English. Students become active in conducting questions and answers and discussions with teachers, group mates or partners in the learning process. Students feel comfortable in learning activities, no students seem pressured because learning takes place coolly and students seem happy in following the lessons. However, there is still some material that is difficult for students to understand but the teacher can handle students to understand the material well. The genre-based approach with the help of a picture series applied by the teacher is appropriate. Because the overall learning objectives can be achieved in accordance with the plans that have been set in learning English.

Meanwhile, the value of writing skills obtained by students also increased from cycle I to cycle II, which was 12%. Therefore, in accordance with the hypothesis that has been made by researchers that the application of a genre-based approach assisted by picture series can improve the learning process and improve the value of students' writing skills in the English subject of explanation text material for class XI IPS 1 at SMA Negeri 2 Semarang in the 2022 academic year /2023.

5. CONCLUSION

Based on the results of research and discussion regarding Classroom Action Research (CAR) by applying a genre-based approach assisted with picture series in the learning process and the results of students' writing skill scores in class XI IPS 1 at SMA Negeri Semarang. Researchers can draw several conclusions including:

1) The application of a genre-based approach assisted by picture series in class XI IPS 1 SMA Negeri 2 Semarang is proven to be able to improve students' learning processes in English subjects. Students become more focused in learning English. Students become active in conducting questions and answers and discussions with teachers, group mates or partners in the learning process. Students feel comfortable in learning activities, no students seem pressured because learning takes place coolly and students seem happy in following the lessons. In practice, the teacher has been able to carry out the steps of learning a genre-based approach assisted by a picture series in accordance with the lesson plan that was made previously.

2) The application of a genre-based approach assisted by picture series in English subjects was able to improve the results of students' writing skill scores. This can be seen from the pre-test; the student's average score was 60.6. After the cycle I the average value of students is 72.05. Then, after Cycle II the average value of students was 84.3.

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