

Improving Students' Writing Skill of Descriptive Text Using Genre Based Approach Assisted by Infographic Media

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ABSTRACT

Writing skills empower them to express their ideas clearly and persuasively (Chamidah, 2022). Overcoming these writing challenges is critical to ensuring that learners can meet academic standards and engage effectively in written communication. The research question for this research was "How is the how is the improvement of students' writing skill of descriptive text using genre based approach assisted by infographic media?". This then later, the aim of this research is in line with the problem; to improve students' writing skill of descriptive text using genre based approach assisted by infographic media. The design of this study is Classroom Action Research. This research was conducted from the 1st week of August to the 2nd week of September 2023 at Public Senior High School 14 Semarang, Indonesia in the odd semester of the 2023/2024 academic year. The subjects of this study are: class X-4 students totaling 36 students. Data are obtained during planning, action execution, observation and reflection through tests, classroom observations, and documentation. The test was conducted three times (initial test, cycle I test, and cycle II test) to obtain data related to learning outcomes of descriptive text writing skills. Based on data analysis at the precycle, cycle I, and cycle II stages, it can be concluded that the writing skills of grade X-4 students of SMA Negeri 14 Semarang for the 2023/2024 school year can be improved through the use of infographic media through Genre-Based Approach (GBA) learning.

Keywords: Descriptive text, Genre based approach, infographic media

1. INTRODUCTION

The ability to write effectively is a fundamental skill for language development and academic achievement of students (Taufiqurrohmah & Hasbullah, 2020). In addition, writing skills empower them to express their ideas clearly and persuasively (Chamidah, 2022). Overcoming these writing challenges is critical to ensuring that learners can meet academic standards and engage effectively in written communication.

Researchers found that students have difficulty writing descriptive text, especially when trying to structure well-structured paragraphs. These challenges include issues related to content, sentence structure, and overall paragraph coherence (Imawati, 2017). Thus, researchers need to provide appropriate treatment to improve their writing skills. This is evidenced by the results of cognitive diagnostic tests given at the beginning by teachers with the hope

that students have enough provisions and readiness to learn the material provided. Seeing this, researchers took steps to use infographic media to improve students' writing skills through the syntax of the Genre-Based Approach.

Morris & Sharplin (2013) said that good writing skills usually develop from extensive reading, specialized training, and lots of practice. Writing involves the following basic skills such as: 1. Handwriting or typing, 2. Structuring words correctly, 3. Building grammatical sentences, 4. Arranging punctuation correctly. It can be said that writing has four basic skills and all of them are very important to be a good writer. A good writer depends not only on his own abilities but many other aspects that can influence when we write.

There are thirteen types of text in English, one of which is descriptive text.

This text aims to provide a description of (a particular thing, animal, or person, place, or place. Sulasno et al., (2022) stated that in a descriptive text, you write about what a person, place, or thing looks like. Sometimes you might also explain where the place is. (Pardiyono, 2007) said that descriptive text is about the description of something or someone consisting of characteristics. Descriptive text has a general structure consisting of identification and description. According to Thornbury (2015), the generic structure of descriptive text consists of two parts: 1. Identification; it identifies the phenomenon to be described, 2. Description; it describes the parts, qualities, and characteristics of the person, place, or thing to be described. Therefore, descriptive text has identification and description as a generic structure. Authors can describe, describe, explain, or describe people, places, people, or other things. There are also some language features in the descriptive text. According to Sudarti & Grace (2007), there are several language features used in descriptive text such as: using the current simple tense, the current simple time form is used for activities that occur in everyday life and usual activities, using connecting verbs, using adjectives and compound adjectives, and using the degree comparison.

Genre based approach is a learning method that improves students' language skills, allowing them to communicate through mastery of various language skills, such as listening, writing, reading, and writing. The following is a description of Genre/Text-based learning activities, as described by Rose & Martin (2012). The Genre-Based Approach is a learning approach that focuses on teaching and learning languages based on genre (type of text). This approach aims to help students develop effective communication skills in a variety of language contexts and situations. According to Yoandita (2019), collaborative activities are democratic, which makes group members more flexible and can eventually be replaced as learning groups and communities that share knowledge and experience. It consists of four stages such as building knowledge of the field, modelling

of text, joint construction of text, and independent construction of text.

Infographic media is a graphical visual representation of information, data or knowledge intended to present complex information quickly and clearly (Aldila, 2016). Infographic media is very suitable for use in learning that requires high reading interest. High reading interest can be obtained by interesting data visualization. One of the widely used data visualization media is infographic media. Infographic media is considered very suitable to increase reading interest in epistemology and educational logic courses, because infographic media is one of the reading media that combines interesting information and graphics so that readers become enthusiastic and easy to read the information provided (Khomariah, 2017).

Infographics are becoming the most effective form of communicating information in the digital age (Mufti, 2016). Therefore, infographic media is very effective for presenting information in visual form. Infographic media contains illustrations that present information in a coherent and systematic manner. The illustration clarifies the material with a combination of images to make it easier for readers to learn the contents of a manuscript. Illustration is the art of making pictures that serve to clarify and explain the text (Puspita, 2017). Meanwhile, according to Mansur & Rafiudin (2020), illustration is a sign that appears on paper, which is able to communicate problems without using words.

The characteristics of infographic media can be seen as a visual representation of information, data or knowledge that combines data and design better than data consisting of text alone. In this journal, it is also explained that the visual aspect that plays an important role in infographics in presenting data, information and knowledge that is not just text. In addition, there are also those who argue that infographics are referred to as a visualization of data, information, or information structures that can convey information better than text alone.

Through infographic media, students will be faster in capturing and finding something compared to material if they only read the text (Listya, 2018). The difference of this study with the previous research is the use of technology, namely Canva as a learning media applied to the Genre Based Approach. In addition, this study did not only use test scores alone as data, but the components of writing descriptive text are like organizing ideas and writing, grammar, and the use of mechanics are also included.

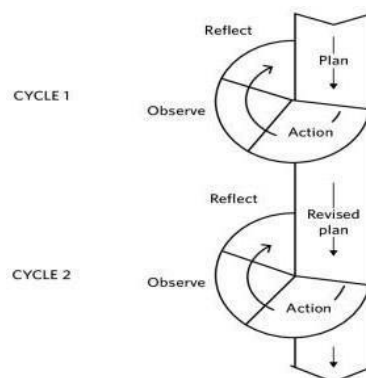
As a result of the background justification given, the research question for this research was "How is the how is the improvement of students' writing skill of descriptive text using genre based approach assisted by infographic media?". This then later, the aim of this research is in line with the problem; to improve students' writing skill of descriptive text using genre based approach assisted by infographic media.

2. RESEARCH METHOD

The design of this study is Classroom Action Research. This research was conducted from the 1st week of August to the 2nd week of September 2023 at Public Senior High School 14 Semarang, Indonesia in the odd semester of the 2023/2024 academic year. The subjects of this study are: class X-4 students totaling 36 students. Data are obtained during planning, action execution, observation and reflection through tests, classroom observations, and documentation. The test was conducted three times (initial test, cycle I test, and cycle II test) to obtain data related to learning outcomes of descriptive text writing skills. Observations are made to see the responses and behavior of students in more detail in participating in learning activities. Documentation is carried out to analyze the development of students' writing skills by looking at the results of student work. The research instruments used are descriptive text writing skill test questions, observation sheets, and documentation guides. The data analysis method used is descriptive qualitative. This research was carried out collaboratively involving an academic as a

collaborator. This research was carried out through two continuous cycles.

This classroom action research used the Kemmis & Mc Taggart model. Each cycle consists of planning activities (plan), implementation of actions (act), observation (observe), and reflection activities (reflect). The PTK cycle can be seen in Figure 1.



In class action research was carried out in two cycles where each cycle was carried out in two meetings. Each cycle in class action research was carried out with four stages (Kemmis & McTaggart, 1999). In Pre Cycle, the researchers analyzed problems contained in a class by making observations, interviews, and initial tests or evaluations. This initial evaluation was conducted to identify the learning outcomes of grade X-4 students at SMA Negeri 14 Semarang. Then in Cycle I was carried out after identifying student learning outcomes through initial evaluation at the pre-cycle stage. The first cycle was carried out through four stages according to Kemmis and M. Taggart, namely planning, acting, observing, and reflecting. The results of cycle I analysis became a reference for researchers to plan cycle II, so that the results achieved in the next cycle are as expected and can be better than the previous cycle. Cycle II was an improvement or addition made from cycle I that is in accordance with the reality found in the field. Cycle II used the same four stages as the first cycle, namely planning, acting, observing, and reflecting.

Learning is considered complete if the results of learning descriptive text writing skills achieve the Learning

Objectives Attainment Criteria (KKTP) individually. In this study, the aspect assessed was the skill aspect. While in classically, learning is considered complete if more than 75% of student learning outcomes reach KKTP. Thus, there are two criteria for determining the success of research that is, individually and classically.

3. FINDING AND DISCUSSION

The initial test results showed that there were only 8 students who had learning outcomes descriptive text writing skills that achieve the Learning Objectives Attainment Criteria. Preliminary test results can be seen in the table:

Tabel 1 Pre cycle score

URAIAN	KOMPONEN					AKUMULASI KETERAMPILAN MENULIS TEKS DESKRIP TIF
	C	O	V	G	M	
Rata - Rata	63.3	66.1	65.5	62.2	66.1	64.67
N < KKM	30	25	26	33	25	27.80
N > KKM	6	11	10	3	11	8.20
Perentase Nilai < KKM	83%	69%	72%	92%	69%	77%
Perentase Nilai > KKM	17%	31%	28%	8%	31%	23%

Based on the data obtained, there were 30 students who scored less than the completeness standard in the Content aspect, 25 students in the Organization aspect, 25 students in the Vocabulary aspect, 33 students in the Grammar aspect, and 25 students in the Mechanical aspect. The lowest score obtained by students is at

60 and the highest score reaches 76 only. As many as 77% of students had difficulty in compiling descriptive texts which recorded an average score of 64.67 at the end of the pre-test. so it is necessary to do Treatment to improve their skills in writing.

In its implementation, the activity begins with students through the process of building understanding on descriptive text material. The teacher has delivered an explanation of the social function of the description text, its linguistic elements, and the structure of the text used in writing before finally the learners are asked to independently create descriptive texts based on themes that suit their interests. The teacher has also invited students to identify examples of description texts and then discuss them with classmates so that their points of view become deeper and varied. However, the results obtained have not been in accordance with what was expected.

This observation was taken based on the theory of the relationship of students in learning whose indicators were formulated based on the opinions of several experts. Based on observations made by peers, students are actively involved in learning. Students were conducive during learning and establish good communication with teachers and friends. Students were also enthusiastic about creating their assignments and writing their descriptive text ideas.

In cycle 1, teacher prepared learning tools ranging from modules, teaching materials, and teaching media that will be used before carrying out learning. on August 8 and 22, 2023. When referring to the Pre-Test, teachers find that it is necessary to be given a more mature understanding of how to write descriptive texts that are in accordance with linguistic rules and functions. This is related to the concept of learning that is essay with age level, so that students are expected to produce a description text both oral and written that can be used for everyday life. Learning begins with the BKOF stage to increase students' understanding of the description text. The teacher presents examples of other texts and students experience reading and listening learning

sessions to analyze various examples of description texts from several existing themes. Then, continue with the delivery of concepts using infographic media to help them write good and correct descriptive text. At this stage of the MOT, several students expressed their views on the concept of the hamburger medium and asked for confirmation of their understanding.

The next activity, the teacher divided students into six groups to work together in making description text works using infographic media (JCOT). The teacher has informed to bring some supplies such as writing utensils, manila paper, and printouts of photos of friends in the group to be used as description objects. Then, students write some ideas that will later be developed into sentences in Descriptive Text. In this section, the teacher is tasked with guiding / directing students in compiling texts using infographic media according to student creativity. Next, the teacher asks the group to present their work and gives other groups the opportunity to ask questions or input about their work.

At the end of the lesson, students and teachers evaluate their work and then proceed with making descriptive texts individually with the concept of infographic media through Canva.com platforms according to the agreed theme and according to their respective creativity. The results of his work are then uploaded on a google drive link that has been prepared specifically for this individual task. The data can be seen in the table below:

URAIAN	KOMPONEN					AKUM ULASI KETE RAMP ILAN MENU LIS TEKS DESK RIPTI F
	C	O	V	G	M	
Rata – Rata	74. 44	72. 22	70. 56	71. 67	76. 67	73.11
N < KKM	12	15	17	18	8	14.00
N > KKM	24	21	19	18	28	22.00
Persentase Nilai < KKM	33 %	42 %	47 %	50 %	22 %	39%
Persentase Nilai > KKM	67 %	58 %	53 %	50 %	78 %	61%

Based on the data obtained, there was an increase from the original 30 students to only 12 who scored less than the standard of completeness in the Content aspect, 25 to 15 students in the Organization aspect, 26 to 17 students in the Vocabulary aspect, 33 to 18 students in the Grammar aspect, and 25 to 8 students in the Mechanical aspect. The lowest score obtained by students is at 60 and the highest score reaches 92. There are still as many as 39% of students experiencing difficulties in compiling descriptive texts even though they have recorded an average score of 73.11 at the end of cycle I.

In the observations made by peers, students are actively involved in learning. Students are conducive during learning and establish good communication with teachers and friends. Learners are also enthusiastic about creating their assignments and writing their descriptive text ideas. Some even intensely ask about concepts that they still confuse and actively try to make efforts to improve the results of their tasks.

In cycle 2, teacher prepared learning tools ranging from modules, teaching materials, and teaching media that will be used before carrying out learning. on August 29 and September 5, 2023. Judging from previous observations, students needed a treatment to improve their descriptive text writing skills. The teacher prepares a sample description text made using Canva.com that contains the structure of the text as well so that it can be a reference for students.

The teacher presented examples of other texts and students experience reading and listening learning sessions to analyze various examples of description texts from several existing themes. Then, continued with the delivery of material in the form of nominal sentences along with their tenses and verbal sentences including their structure. In addition, students are also given an understanding of Noun Phrase and Adjective Phrase material to help them write good and correct descriptive texts. At

this MOT stage, the teacher shows where the infographic media students are faulting and provides an evaluation for their improvement. The next activity, the teacher directly provided opportunities for students to create descriptive texts with the same media and may return to use the same template but with a different theme. Previously, students made a description text with the theme "Describing Classmate" in cycle I, then made a description text with the theme "Describing Idol" in cycle II.

At the end of the lesson, students and teachers evaluate again the results of their second work and the following are the results obtained:

Tabel 3 Cycle 2 score

URAIAN	KOMPONEN					AKUMULASI KETERAMPILAN MENULIS TEKS DESKRIP TIF
	C	O	V	G	M	
Rata – Rata	82.2	80.5	81.1	84.4	82.7	82.22
N < KKM	4	4	5	3	2	3.60
N > KKM	32	32	31	33	34	32.40
Perentase Nilai < KKM	11%	11%	14%	8%	6%	10%
Perentase Nilai > KKM	89%	89%	86%	92%	94%	90%

Based on the data obtained, there was an increase so that there were only 4 students who scored less than the standard of completeness in the Content aspek, 15 to 4 students in the Organization aspect, 17 to 5 students only in the Vocabulary aspect, 18 to 3 students in the Grammar aspect, and 8 to 2 students in the Mechanical aspect. The

lowest score obtained by students is at 72 and the highest score reaches 92. Overall, at this stage, learners manage to achieve meaningful progress in writing descriptive texts independently.

Discussion

In pre cycle, the result revealed that many students had difficulty determining the right diction and some of them are still confused about the difference between description text and report text. Therefore, some students actually accidentally write report texts. So it is necessary to have special treatment in improving the writing skills of students in order to be able to write descriptive texts in accordance with the rules and language procedures.

Then related to the results in cycle I, teachers still find some students who have not mastered the structure of verbal and nominal sentences along with grammar. In addition, students also have not included their paragraph construction ideas in their worksheets. In addition, some of them also still find it difficult to adjust the layout and neat writing both technically (mechanical writing) and adjusting paragraph content to the structure of the text. So it is necessary to do more Treatment to improve their skills in writing.

In this second cycle, there are as many as 7 students who still experience difficulties in some aspects of the criteria for writing descriptive texts. However, in the final number, the seven students have received a score of 72 which means they are above KKM. So, teachers feel that they have enough in providing treatment because students have recorded an average score of 82.22 at the end of this second cycle. Most learners have included details/ideas and adjusted them according to the analogy of the ingredients of each component of a hamburger. In terms of linguistic rules, it is also good and can be easily captured its meaning. Thus, there is no longer a need for treatment to improve their writing skills.

4. CONCLUSION

Based on data analysis at the precycle, cycle I, and cycle II stages, it can be concluded that the writing skills of grade X-4 students of SMA Negeri 14 Semarang for the 2023/2024 school year can be

improved through the use of infographic media through Genre-Based Approach (GBA) learning. This is evidenced by the average value that has increased since precycle, cycle I, and cycle II. The average score in the pre-test was 64.67. Then it increased to 73.11 in cycle I and further increased to 82.22 in cycle II. Thus, it can be concluded that the use of infographic media through learning a Genre-Based Approach can improve students' Descriptive Text writing skills.

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