

## Improving the Learning Process of Writing Recount Text by Applying GBA Incorporating Interactive Media for Grade Eight Students of Junior High School in Mertoyudan Magelang

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### ABSTRAKCT

This study examines the challenges in teaching writing skills in junior high school English classrooms, particularly in writing recount text. conducted at a school in Mertoyudan, Magelang, the research applied the Genre-Based Approach (GBA) with interactive media to improve students' writing abilities. Using classroom action research, the study followed reconnaissance, planning, action, observation, and reflection over two cycles, though the second cycle faced time constraints. Data were collected through observation, field notes, and interviews, ensuring validity through triangulation methods. The result showed an improvement in students' writing performance, with average scores increasing from 65.31 (Guiding Question method) to 74.56 (Picture Story method), the presentence gained 14.16%. the findings highlight GBA incorporating interactive media became an effective strategy to improve students writing skills, though time limitation remain a challenge

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## **INTRODUCTION**

Education in Indonesia is presently structured around the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum, which incorporates two main principles: Merdeka Belajar and Kampus Merdeka. Merdeka Belajar is a policy initiative introduced by the Ministry of Education and Culture of the Republic of Indonesia. The aim of this educational transformation through the Merdeka Belajar policy is to cultivate superior human resources in Indonesia, embodied by the Pancasila Student Profile. Merdeka Belajar is intended for use in primary and secondary education levels, including junior high schools (SMP), senior high schools (SMA), vocational schools (SMK), and equivalent institutions. To adhere to the principles of Merdeka Belajar, educators are encouraged to allow students the freedom to express their thoughts and creativity throughout the learning process. In the context of teaching English, this policy supports the adoption of various instructional approaches that enhance and develop students' abilities (Rendika Vhalery, Albertus Maria Setyastanto, 2022).

According to several perspectives Ainia (2020) the concept of Emancipated curriculum of Indonesia aligns with the ideals of Ki Hajar Dewantara, which emphasize freedom for creative and independent learning. This approach fosters the development of a liberated character and spirit.

In the context of Emancipated curriculum of Indonesia, the genre-based approach offers a viable method to integrate these 21st-century skills into the educational framework. This approach focuses on teaching students how to navigate and produce different genres of text, which is essential for developing digital literacies and effective communication skills in a variety of contexts also emphasize independent learning. By aligning with the principles of Emancipated curriculum of Indonesia, which emphasizes student autonomy, creativity, and contextual learning, the genre-based approach not only fosters critical and innovative thinking but also enhances students' ability to adapt to the dynamic demands of the global knowledge. Therefore, incorporating the genre-based approach within Kurikulum Merdeka can bridge the gaps in existing educational frameworks, ensuring that Indonesian students are better prepared to thrive in the 21st century eras.

Related with situation writing skill is significant in helping students survive in 21st century eras. It is also essential that the students master writing because those are superior skills needed to achieve that best employment in the future. Yasin et al (2023) asserted that students must be capable of producing error-free writing in orders to thriving beyond the classroom. For eighth-grade students, developing proficient writing skills not only supports their immediate educational goals but also lays the foundation for future success in a rapidly changing world. Integrating a genre-based approach into their writing instruction, as emphasized by Emancipated curriculum of Indonesia, helps them engage with various text forms and contexts, further enhancing their writing capabilities and preparing them for the diverse communication challenges they would encounter (Maulani, 2021).

Particularly with this study in the eighth-grade junior high school students, the teaching of writing skills, particularly in the context of recount texts, becomes crucial. Recount texts, which involve narrating past events in a structured format, help students practice organizing their thoughts, using appropriate language features, and reflecting on their experiences. The genre-based approach aligns with the principles of Emancipated curriculum of Indonesia, which emphasizes student autonomy and contextual learning. By engaging students in writing recount texts, educators can foster their ability to communicate effectively and critically, thereby preparing them to meet the demands of both academic and real-world situations. Consequently, incorporating a genre-based approach to teaching recount texts within Kurikulum Merdeka framework not only addresses the gaps in traditional educational practices but also ensures that students develop the essential writing skills needed to thrive in the 21st century.

Unfortunately, related to this study the students in one of Junior High School in Mertoyudan, Magelang faced difficulties in implementing writing ability because it is a complex problem. The urgent demand for mastering writing skills is apparent enough, but students' writing skills are far from the expectation. In one of Junior High School in Mertoyudan. The researcher found that the students face difficulties in generating their ideas into writing, especially in writing Recount Text.

## LITERATURE REVIEW

Through this several studies have demonstrated the effectiveness of the Genre-Based Approach (GBA) and other instructional techniques, such as picture series, in improving students' writing and reading skills. Sahidin (2019) found that using picture series in recount text writing significantly improved eighth-grade students' writing skills at SMP Negeri 3 Baubau, with the mean score increasing from 70.22 (insufficient) to 79.54 (good) over two cycles. Similarly, (Herman et al., 2020) showed that GBA helped students overcome difficulties in writing by guiding them in selecting appropriate ideas, while Fatmawati (2022) confirmed GBA's significant impact on students' writing achievements through a pre-experimental method. GBA's benefits extend to reading comprehension as well; Fanani (2018) reported improvements in students' reading scores at SMP Negeri 1 Sibulue from 61.80 to 75.80 across two cycles. Lestari et al., (2023) explored instructional strategies under Indonesia's Merdeka Curriculum, where GBA was applied but lacked key components such as Joint Construction of the Text (JCoT) and feedback. They recommended incorporating diverse pedagogical strategies to enhance teaching practices. Similarly, Montero, Arévalo (2019) found that GBA improved ninth-grade students' reading comprehension, writing, motivation, and autonomy in Colombia by helping them understand, explain, and recreate targeted genres like anecdotes and recounts. These studies collectively highlight GBA's effectiveness in enhancing both writing and reading comprehension across various contexts. Through some several relevant study that mention before, the researcher would focus to explores the genre-based

approach in teaching recount text writing through interactive media to eighth-grade students at a junior high school in Mertoyudan, Magelang.

The differentiation of this research compared to prior studies lies in its specific focus, methodology and context. The primary distinction of this study lies in its focus on the implementation of Genre-Based Approach incorporating interactive media to improve the learning process of writing recount text, under the Kurikulum Merdeka framework. By incorporating interactive media, this study not only addresses these gaps but also aligns with the curriculum's emphasis on fostering creativity and learner autonomy. This research situates its inquiry in a localized Indonesian context, making it relevant to current educational reforms. Thus, this study uniquely bridges GBA principles, technological innovation, and contextual relevance to advance writing instruction.

In the context Emancipated curriculum of Indonesia, the genre-based approach offers a viable method to integrate these 21st-century skills into the educational framework. This approach focuses on teaching students how to navigate and produce different genres of text, which is essential for developing digital literacies and effective communication skills in a variety of contexts also emphasize independent learning. By aligning with the Kurikulum Merdeka, which emphasizes student autonomy, creativity, and contextual learning, the genre-based approach not only fosters critical and innovative thinking but also enhances students' ability to adapt to the dynamic demands of the global knowledge. Therefore, incorporating the genre-based approach within Kurikulum Merdeka can bridge the gaps in existing educational frameworks, ensuring that Indonesian students are better prepared to thrive in the 21st century eras.

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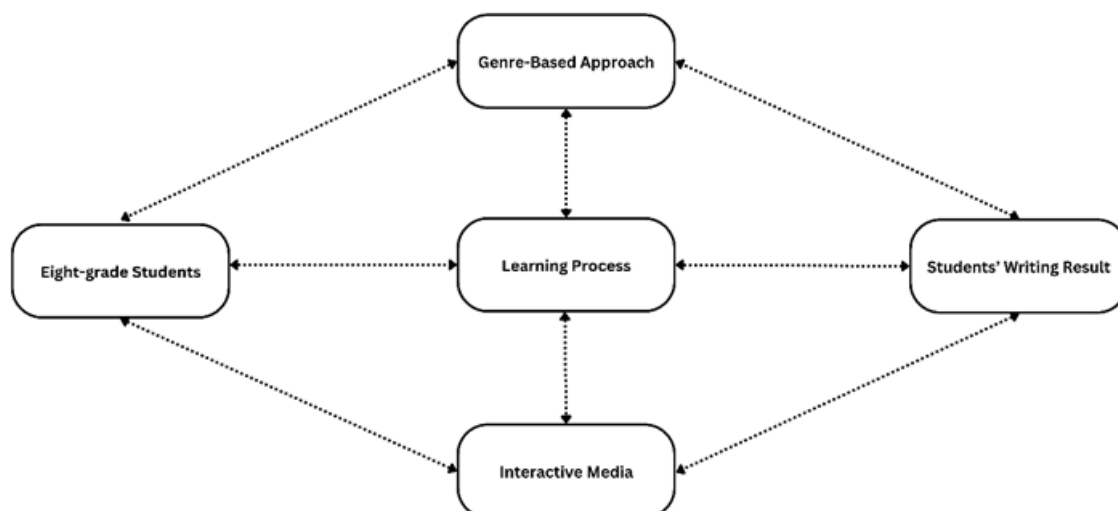


Figure 1. Conceptual Framework

Accordingly, based on the identified issues, the following research question have been formulated to direct this study.

1. How does the implementation of Genre-Based Approach incorporating interactive media enhance the learning process of writing recount text for grade eight junior high school students in Mertoyudan, Magelang?
2. What are the benefits and challenges encountered when the Genre-Based Approach is applied incorporating interactive media in teaching writing recount text for eight-grade junior high school students in Mertoyudan, Magelang?

In line with the supporting theories and conceptual framework of this study, the hypothesis of action in this research was the implementation of GBA incorporated interactive media in teaching writing recount text could enhance students' writing learning outcomes for grade eight junior high school in Mertoyudan, Magelang.

## METHODOLOGY

This research employed Classroom Action Research (CAR), in this study purpose to overcome the problems dealing with enhancement of students' writing abilities. CAR is a series of process that teacher conduct an examination of their own teaching and learning process by employing research techniques (Khasinah, 2013). The process began with the development of a detailed actin plan. Subsequently, the plan was implemented in the classroom as part of the action phase, during which the researcher conducted observation. Data collected through the action phase were then analysed and reflected upon as part of the cycle's evaluation. The cycle could be repeated as necessary until the researcher achieved a satisfactory outcome, at which point the process would conclude. The stages involved in this classroom action research include reconnaissance, planning, action, observation, and reflection. The researcher used some method in collecting the data of the research that suitable for the classroom atmosphere and the situation of the students. There was observation of the classroom, observation checklist, field notes, and in-depth interview. The data were analysed using qualitative descriptive. The qualitative technique was adapted

from (Burns, 1999) that states there have 5 steps to analyse the data there are assembling the data, coding the data building interpretation, and reporting the outcomes. The validity and reliability of the research encompass both qualitative and quantitative dimensions. For the qualitative aspect, five criteria are established to ensure research validity: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

## **RESULT**

The discussion section interprets the findings in relation to the research questions and the broader academic context. The strategies employed by teacher underscore the adaptability of the Genre-Based Approach in technology-enhanced classrooms. By integrating multimedia and interactive elements into the traditional GBA stages, teachers provided students with a scaffolded learning experience that is both structured and engaging. This approach aligns with Vygotsky (1978) Social Constructivist Theory, which emphasizes the role of interactive, socially-mediated activities in learning. These findings are supported by Hyland (2007) who argue that GBA, particularly when supplemented with engaging tools, helps students internalize genre structures, thus enhancing their writing skills. The findings highlighted the systematic application of the Genre-Based Approach in teaching recount text to grade VIII students by following the GBA stages BKoF, MoT, JCoT and ICoT also integrated interactive media to foster the comprehension. For instance, the use of video story telling during BKoF and MoT stages allowed students visualize narrative structure. The collaborative tools such as find your mate game can encourage teamwork and eased idea generation for recount text writing. students appreciated the interactive media, finding it engaging and more suitable for learning than traditional method. As one her noted that mentioned on findings. The flexibility seen in teachers' strategies reflects findings from Derewianka (2003) which suggest that the GBA can effectively accommodate multimedia adaptations, enhancing accessibility and comprehension. These strategies also align with her research which emphasize that the GBA's flexibility in various instructional contexts, including technology-enhanced environments (Derewianka 1990).

The technical challenges and teacher preparedness issues identified mirror findings from Ertmer (1999) and Mishra & Koehler (2006) which emphasize that successful technology integration relies on reliable infrastructure and adequate training. This finding is consistent with studies on technology integration challenges in education. However, technical challenges with tools like Quizziz, due to unstable networks and device-sharing issues, highlighted the need for better infrastructure to maximize the benefits of interactive media. . Mishra & Koehler (2006) and Ertmer (1999) which highlight that successful integration of technology requires sufficient infrastructure and teacher training. The study also revealed significant barriers. Teacher-centred instruction, limited ICT skills, and reliance on traditional resources constrained the integration of interactive media. The teachers' need for professional development in educational technology points to a gap in current support systems within schools. Framework, teachers require not only content and pedagogical

knowledge but also technological proficiency to fully utilize digital tools in teaching genres like recount text.

This section focuses on analysing the relationship between students' engagement and their ability to write recount text through genre-based approach using interactive media, specifically writing recount text using guidance questions and picture stories. This analysis is aligned with the broader exploration of genre-based approach in teaching writing recount text through interactive media for eight grade junior high school students in Mertoyudan, Magelang. The primary focus is on evaluating how interactive media guided by the genre-based approach enhances students' skills in writing recount text. This finding compares the use of guidance question and picture stories examining the indicators that assessed using a rubric based on (Cohen, 1994). The analysis of their writing samples indicated enhanced understanding of key elements such as orientation, sequence of events, and re-orientation, which are essential components of recount texts. As part of evaluating students' writing improvement, we employed a detailed scoring rubric this rubric assessed five aspects of writing: Content, Organization, Vocabulary, Grammar, and Mechanics. Each aspect was scored on a scale from 1 (Very Poor) to 5 (Excellent), allowing a comprehensive view of students' writing progress over time (Cohen, 1994). In this section, we analyze the rubric scores of students' written recount texts.

The students' scores provide insight into their progression across the main writing components, as outlined in Cohen's rubric. The following table describes the specific criteria used in each aspect and explains the performance levels observed in student writing through guidance question and picture story. The score of students' improvement average table were show below.

Table 1. Student Score

Writing Aspect	Guiding Question (Average)	Picture Story (Average)
Content	4.8	4.9
Organization	3.6	3.8
Vocabulary	3.1	3.4
Grammar	2.8	3.2
Mechanics	2.9	3.3

This comparison demonstrates that Picture Story led to higher scores overall, suggesting greater effectiveness in improving writing skills. The table demonstrates an increase in each writing aspect when using Picture story method with noticeable improvements in vocabulary, grammar, and mechanics, which were previously identified as students' weak areas when using the Guiding Question method.

Related with the paired sample T-Test it indicated with the hypothesis below.

Ho: *There is no significant difference in writing scores between using interactive media in the form of guiding questions and writing using picture story media; the hypothesis is rejected.*

H1: *There is a significant difference in writing scores between using interactive media in the form of guiding questions and writing using picture story media before and after the implementation of the picture story writing method; the hypothesis is accepted.*

The result of Paired sample T-Test seen on the table below.

Table 2. Paired Sample Test

		Paired Samples Test							
		Paired Differences				95% Confidence Interval of the Difference	T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower				
Pair 1	Guiding Question - Picture Story	-9,250	5,174	0,915	-11,116	-7,384	-10,112	31	0,000

Based on the output table of the t-test results, the obtained significance value (sig) is 0.000, which is smaller than  $\alpha = 0.05$ . Therefore, Ho is rejected, and Ha is accepted.

The descriptive analysis also explained that the implementation of picture story has an improvement in writing ability in the class VIII E it can be seen from the table below.

Table 3. Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Guiding Question	65,31	32	8,388	1,483
	Picture Story	74,56	32	6,016	1,063

Based on the results of the descriptive analysis, the average score of students' recount text writing using guiding question was 65.31, while the average score of students' recount text writing using interactive picture story media was 74.56. The score improvement was 9.25 point and the score improved 14,16%. This indicates an improvement in students' writing scores through the use of interactive picture story media in learning recount texts.

## DISCUSSION

The study's findings suggest that the use of media Picture Story supported by genre-based and interactive media approaches, is more suitable for students in arranging the text rather than Guiding Question in enhancing overall writing performance. Key improvements in vocabulary, content clarity, and organizational skills were evident, though grammar remains an area requiring additional support. The integration of the genre-based approach with innovative methods such as Picture Story not only enhances students' technical writing skills but also cultivates their ability to engage with different text types effectively. The positive feedback from students through the exploration of GBA in writing skills highlight the potential of interactive media to enrich GBA instruction. The enhanced engagement reported aligns with Meyers (2014) Cognitive Theory of Multimedia Learning, which posits that interactive multimedia aids cognitive processing, making it easier for students to understand and retain new information. The students express positive feedback regarding multimedia tools, citing improved focus, vocabulary acquisition and comprehension. Through video storytelling can help students visualize and internalize recount text structures, enhancing both engagement and retention. Other activities, like listening paired with video narratives, introduced students to frequently used vocabulary in recount text. Despite initial challenges with unfamiliar words, students suggested that consistent listening practice could enhance their understanding over time. Students' improved grasp of recount text conventions suggests that interactive media can reinforce genre learning, supporting arguments from scholars like Hyland (2007) regarding the importance of accessible, genre-focused instruction in language learning. The observed increase in student engagement and writing quality suggests that GBA, supported by interactive media, facilitates active learning and skill development. This aligns with findings from Hyland (2007) which indicate that GBA helps students internalize genre conventions through structured, interactive learning experiences. The use of picture story and interactive tools demonstrated a suitable method as a tool to help students' writing ability especially in writing recount text. It enhanced clarity in event sequencing, and a stronger grasp of recount text structure were evident in students writing sample. A comparison of score between the picture story and guiding question indicated superior performance with the former, particularly in vocabulary and mechanics. This highlight of visual aids in scaffolding students' writing processes and fostering a deeper understanding of genre conventions. Students' enhanced ability to structure recount texts and use appropriate vocabulary reflects the positive impact of interactive media on genre-based instruction, confirming the pedagogical value of integrating multimedia with GBA.

## **CONCLUSIONS AND RECOMMENDATIONS**

The research concluded that the Genre-Based Approach. (GBA), incorporating with interactive media, was effective for teaching recount text. throughout the stages of GBA, there are Building Knowledge of the Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT)—the researcher employed technology to foster students' engagement and comprehension. Interactive media, such as videos, collaborative learning, and digital tools, supported students in learning the recount genre structure, increasing their motivation and active participation. The use of interactive media, particularly the Picture Story method, significantly improved students' writing performance compared to the Guiding Question method. Through the descriptive statistics showed a notable increase in the average score, from 65.31 using Guiding Question method to 74.56 with the Picture Story method. The improvement of 14.16% demonstrates the efficacy of the interactive media in fostering a deeper understanding of recount text structure, vocabulary, and organization. The integration of interactive media with GBA enhanced student engagement and facilitated a structured learning process. activities such as video storytelling listening exercise, the "Find Your Mate" game, and Picture Story writing enabled students to actively participate in learning and better understand the recount text genre. These tools provided a scaffolded and engaging approach that bridged the gap between theory and practices. This study also faced challenges, including limited time to conduct a second cycle, technological constraints such as unstable internet connections, and insufficient devices for all students. Despite these limitations, the findings underscore the potential of integrating multimedia tools to enhance language instruction. However, the study also highlighted significant challenges, such as limited access to technology, issues with internet connectivity, and the need for teachers to have sufficient technical knowledge to manage interactive media effectively. In conclusion, this study provided new insight regarding the improvement of the learning process of writing recount text by applying GBA incorporating interactive media for eight grade junior high school students in Mertoyudan, Magelang.

## **FURTHER STUDY**

The research was conducted within a single junior high school in Mertoyudan, Magelang, and focused on a small sample of eighth-grade students and English teacher. This limited scope restricts the generalizability of the findings to other educational contexts, grade levels, or schools with different resources and student demographics. Future studies could expand on this research by involving multiple schools, varying regions, and broader student populations to increase external validity.

The research conducted the study in the second semester in academic year 2023/2024. According to calendar of academic, the school had limited effective weeks for teaching and learning process due to school final examination for grade IX, and schedule final examination for grade VIII. This situation exactly affected the researcher to conduct this study since it made the time was not implement the second cycle to maximize the improvement students' writing ability.

The study relied on the availability of digital resources and internet connectivity, which were inconsistent across participants. Limited access to devices and fluctuating internet quality affected the implementation of interactive media during GBA stages, potentially hindering students' full engagement and learning experience. These technological limitations may have impacted the study's findings on the benefits and challenges of GBA with interactive media.

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