

## GBA and JOSS for Enhancing Students' Writing Proficiency

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**Abstract.** This research was conducted to examine whether Genre Based Approach can improve students' descriptive text writing skills. A quantitative research design was adopted in this study using a pre-test and post-test control design. The research sample was 70 students of grade X Mechatronics of SMKN 3 Salatiga. The instrument is a written test. Data were analyzed using SPSS. The results showed that the average value of the pre-test was 65.56 (SD = 9.92672) and the average value of the post-test was 77.69 (SD = 6.56754). Based on the t-test, the sig. is 0.00. It is less than 0.05, so that there is a significant difference before and after the treatment. study of Genre-based Approach had a positive effect on students' writing skills in descriptive text. The study provides valuable insights and contributes to the broader field of research on the relationship between Genre-Based Approach, Jigsaw Online Searching Strategy and students' writing proficiency.

**Keywords:** Genre Based Approach, Jigsaw Online Searching Strategy, Writing proficiency

### 1. Introduction

English is a means of communicating thought and also a means of expressing one's intended meaning to others. That's why English is important to master is to pursue global communication because English is an international language. Ilyosovna, N.A. stated that English is one the most used language in the world [1]. Students are expected to be able to communicate in both written and oral form of English [2]. While the ability to express thoughts in written form is often one of the last skills a person develops [3]–[4], it doesn't imply that learning to write is less important. One reason is that it facilitates the acquisition of vocabulary, grammar, and other linguistic competencies [5]–[6]. The use of spoken and written English to make international contacts and cooperation between different people in a country. Since ancient time, writing skills have become one of the skills that must be mastered by students.

In writing, students can communicate and express their opinions or ideas from different points of view. Effective writing skills are crucial in academic settings as they enable students to convey their thoughts, opinions, and ideas effectively. Mastering the skill of writing is challenging and time-consuming, as highlighted by multiple sources [7]. Writing requires the application of intellectual, emotional, and creative thinking [8]. In recent years, there has been a growing interest in exploring innovative instructional approaches to enhance students' writing proficiency. It is believed that utilizing a more exact teaching method by educators is likely to enhance the effectiveness of attaining the learning objective [9].

In pandemic era, most teacher create learning online and find the strategy to get the student participating in class. Sometimes they should find the way to motivate them without meeting each other. The previous study was about finding the student's motivation in writing English using media based on genre [10], [11]. Learning by contextual based [12], and correlation between the writing skill and presentation [13]–[15]. It was successful strategy by teacher pushing the student in jigsaw model class [16]. The teacher used many media to visualize the material, such as websites, application in smartphone or windows [17], [18]–[20] or any other approach.

Then this study use two approaches that have gained attention are the genre-based approach the Genre Based Approach (GBA) and the Jigsaw Online Searching Strategy (JOSS). The GBA emphasized teaching writing skills within the context of specific genres, while the JOSS promotes collaborative learning through online reseach activities. The purpose of this study is to quantitatively analyze the efficacy of the GBA and the JOSS on students' ability to produce descriptive texts of

tenth graders of Mechatronics in SMKN 3 Salatiga, Central Java, Indonesia. Descriptive texts are essential genre for students to master, as they require the effective use of language to describe objects, places, events, or people in a detailed and organized manner. Writing descriptive text is a significant aspect in enhancing language and communication skills [21].

Prior research has provided insights into the benefits of the Genre Based Approach (GBA) in developing students' writing skills. This approach focuses on helping students understand the structure, language features, and rhetorical patterns of specific genres, enabling them to produce texts that meet the genre's expectations. Similarly, the JOSS has been found to enhance collaborative learning, information retrieval skills, and critical thinking abilities. In this step, students are encouraged to just simply write. A student begins drafting their writing, they see the idea in their mind and are ready to write it down on paper. When they have finished drafting, they learn the role of revision to make their writing more interesting [22].

The GBA in teaching and learning involves a series of stages that both teachers and students experience, allowing students to progressively develop independent mastery of a specific text type [23]. This cycle comprises four key stages: Building Knowledge of The Field (BkoF), Modeling of The Text (MoT), Joint Constructio of The Text (JCoT), and Independent Construction of The Text (IcoT). The purpose of this cycle is to provide learners with support as they progress through each stage, fostering their growth and competence in the chosen genre [6], [24].

By focusing on the structure and features of different genres, GBA equips students with the tools to create more effective, genre-appropriate texts. This enables them to express their thoughts and ideas more clearly and persuasively. On the other hand, JOSS is another approach that garnered attention for its ability to enhance collaborative learning, information retrieval skills, and critical thinking abilities. It involves students simply writing, revising, and learning from the editing process. It also encourages students to work together in the online environment [25], [26].

This collaboration not only fosters teamwork but also enhances information gathering and synthesis. Prior research has shown that collaborative learning can lead to a deeper understanding of content and improved problem-solving skills. In both GBA and JOSS, the structured approaches and stages provide clear guidance for teachers and students. The research conducted in this study aims to build upon the existing knowledge and evidence related to these methodologies, offering insights into their effectiveness in enhancing students' writing skills and overall educational experience [27].

### **Jigsaw Online Searching Strategy (JOSS)**

This study introduces an innovative approach called Jigsaw Online Searching Strategy (JOSS) to enhance the students' writing skills. The JOSS is an English language learning approach in Vocational High Schools that involves students in group collaboration. The steps include group division into small groups with balanced and diverse members, determine topic and subtopics, online searching; to gather relevant information related to their assigned subtopic, online collaboration through learning platforms, analysis and synthesis to the collected information, expert group discussion to share their knowledge and discuss key information, group understanding by the members after returning to their initial groups and share the knowledge they gain, group presentation; each group presents their ungerstanding to entire class online. This approach helps improve students' information search skills, collaboration among students, broader knowledge acquisition, as well as presentation and communication skills.

In JOSS, students are organized into small groups with balanced and diverse members. This structure encourages teamwork and collaboration among students, which are essential skills for the 21st century. Group collaboration can lead to a deeper understanding of the subject matter, as students share and combine their knowledge. Students are tasked with breaking down complex topics into manageable subtopics. This process encourages critical thinking as students must identify the key components of a larger concept. It also promotes ownership of the learning process as each student becomes responsible for researching a specific aspect.

In the digital age, the ability to conduct effective online research is crucial. JOSS guides students in the process of finding relevant information related to their assigned subtopic. This not only builds research skills but also digital literacy. Online collaboration through learning platform fosters communication and teamwork. These platforms enable students to share their findings, discuss key information, and provide each other with feedback. This collaboration element is a key strength of JOSS. After gathering individually, students return to their initial groups for analysis and synthesis. This stage is critical as it encourages students to process and make sense of the information they have collected. It promotes higher-order thinking skills.

The expert group discussion phase allows students to share their newfound knowledge and insights with their peers. This knowledge-sharing process not only reinforces learning but also encourages students to become experts in their respective areas. Every group is responsible for presenting their collective understanding to the entire class online. This presentation phase enhances presentation and communication skills while providing an opportunity for students to demonstrate their mastery of the topic.

JOSS helps students to develop effective information search skills, which are essential in today's information-rich world. Group work and online collaboration promote teamwork and communication skills, which are valuable not only in academic settings but also in professional life. By dividing complex topics and sharing findings, students gain a deeper and more comprehensive understanding of the subject matter.

JOSS integrates group work and online research into the learning process. Students are assigned the task of breaking down complex topics into smaller segments, with each group member responsible for researching and gathering information about their assigned part. Afterwards, students regroup and share their findings with the rest of the group. Tamah argues that The Jigsaw Technique promotes independent learning, as each student has the potential to contribute knowledge to the class [27]. This approach encourages active participation and collaborative knowledge expansion through online exploration.

### **Writing Proficiency**

The implementation of government policies concerning the enhancement of students' writing skills faces various challenges. Experts and previous researchers contend that writing is a complex skill when compared to the other three language skills, making it one of the most challenging to acquire [28]. Haryanti & Sari state that writing is widely regarded as the most difficult language skill for students to learn and for teachers to teach [29]. Processing proficient writing skills enables students to engage in indirect communication with others, making it crucial for them to excel in this area. Irawansyah supports this viewpoint, highlighting writing as a means to express ideas, emotions, and opinions while facilitating effective communication with others [30]. Furthermore, writing skills enable individuals from diverse cultural backgrounds or different countries to communicate and connect with one another [31]–[33].

The findings of the study will contribute to the existing body of literature on writing instruction by providing empirical evidence regarding the efficacy of the GBA and the JOSS in enhancing students' writing proficiency in descriptive texts. The results will offer valuable insights to educators and curriculum developers, enabling them to make informed decisions when designing instructional practices that promote effective writing skills [34], [35].

## **2. Method**

To assess the effectiveness of the genre-based approach and Jigsaw Online Searching Strategy, this study falls into the category of pre-experimental research. The study focused on a single sample class, and the approach employed was genre-based [36], [37]. The research design utilized in this study was the One Group Pretest-Posttest. The population was all the tenth graders of X Mechatronics 2 at SMKN 3 Salatiga consisting of 13 female and 23 male students. Saturated sampling, also known as total sampling, was employed as the sampling technique, meaning that the entire population of 36 students was included as the research sample.

To collect data, post-test items were used, which had undergone testing and demonstrated item validity, along with fairly strong reliability, moderate difficulty level, and good discriminating power. In terms of data analysis, a paired sample t-test was employed to assess whether there were any significant differences in student learning outcomes before and after the implementation of the genre-based approach [38].

The data analysis and processing were carried out by the writer utilizing the SPSS software to obtain the results. SPSS is a computer program that allows for the calculation of various descriptive statistics, such as means, standard deviations, z-scores, correlations, and regression equations, which are often discussed in the text [39]. In this particular case, the writer utilized the program to assess the homogeneity and normality of the instrument prior to administering the pre-test, treatment, and post-test to the students.

Furthermore, the N-Gain technique was utilized to determine the extent to which student learning outcomes improved before the implementation of the genre-based approach [40]. The N-Gain formula used in this study is based on the work of Hake, R.R.

$$N - Gain = \frac{Posttest\ Score - Pretest\ Score}{Maximum\ Score - Pretest\ Score}$$

Information:

N-Gain : Normalized gain  
 Pretest : Initial Learning Value  
 Posttest : Final Learning Value

Interpretation of the normalized N-Gain average scores using table:

Score	Categorize
$(g) \geq 0,70$	High
$0,30 \leq (g) < 0,70$	Medium
$(g) < 0,30$	Low

Source: Hake, R.R. (1999)

### 3. Findings and Discussion

Based on the analysis data using SPSS, it was discovered that the highest score obtained before treatment was 84, while the lowest score recorded was 50. The maximum and minimum scores after treatment, on the other hand, were 58 and 88 respectively. The average of these scores amounted to 66 and 78, and the standard deviations were calculated as 9.93 (before treatment) and 6.57 (after treatment). A total of 36 students took part in this research project.

	N	Minimum	Maximum	Mean	Std. Deviation
Before Treatment	36	50.00	84.00	65.5556	9.92672
After Treatment	36	58.00	88.00	77.6944	6.56754
Valid N (listwise)	36				

The normality test in this context serves as an important initial step in data analysis. This will help determine whether the data collected follows a typical, bell-shaped, or normal distribution. This is an important consideration in statistical analysis because many statistical tests assume that the data comes from a normal distribution. When the data follows a normal distribution, it means that the values are symmetrically distributed around the mean, which allows for the application of various parametric statistical tests such as t-tests and ANOVA. These tests rely on the assumption that the data is normally distributed to provide accurate and meaningful results.

The Shapiro-Wilk normality test is a statistical test used to assess whether a data set deviates significantly from a normal distribution. In your research, a significance level of 0.05 is usually chosen as the threshold to determine whether data deviates significantly from a normal distribution. The test results of pretest and posttest data in the experimental class are reported.

For the pretest, the significance value was found to be 0.08. Because this value is greater than 0.05, this indicates that the pretest data is normally distributed, meaning it conforms to a typical distribution pattern. Likewise, in the posttest, the significance value of 0.00 is less than 0.05, this shows that the posttest data also follows a normal distribution.

Furthermore, the normality test results are important in addressing potential biases or skewness in the data. When data significantly deviates from a normal distribution, it may indicate that certain outliers or anomalies are present. In the context of educational research, this could be a reflection of the students' diverse backgrounds, learning styles, or other factors. By confirming the normality of

the data, it strengthens the study's findings, suggesting that the observed improvements in students' writing skills are likely due to the implemented teaching strategies, rather than the influence of extreme or atypical data points. In essence, this verification of data normality enhances the study's rigor and ensures that the reported results are more robust and reliable for educators and researchers in the field of language education.

Table 3. Paired Samples Test  
Paired Differences  
95% confidence Interval of the Difference

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Before Treatment– After Treatment	-12.13889	8.37736	1.39623	-14.97338	-9.30440	-8.694	35	.000

The N-Gain test is a valuable tool for assessing the effectiveness of educational interventions, such as the implementation of the Genre-Based Approach and Jigsaw Online Searching Strategy. It provides a quantifiable measure of how much students have improved their learning outcomes or acquired new knowledge as a result of these strategies. It was applied to evaluate the impact of these strategies on students' writing skills. The N-Gain calculation is based on the comparison of pretest and posttest scores. In the experimental class, the average score on the pretest was 65.6, which represents the students' initial level of proficiency in writing skills. The mean score on the posttest, after implementing the Genre-Based Approach and Jigsaw Online Searching Strategy, increased to 77.7.

The N-Gain is calculated as follows:

$$\text{N-Gain} = (\text{Posttest Score} - \text{Pretest Score}) / (100 - \text{Pretest Score})$$

$$\text{N-Gain} = (77.7 - 65.6) / (100 - 65.6)$$

$$\text{N-Gain} = 0.33$$

The N-Gain value of 0.33 indicates a moderate improvement in learning outcomes compared to the pretest score. This means that, on average, students in the experimental class increased their writing skills by 33% from the pretest to the posttest.

An N-Gain of 0.33 suggests that the implementation of the Genre-Based Approach and Jigsaw Online Searching Strategy has the potential to significantly enhance the writing skills of students in class X Mechatronics 2 at SMK Negeri 3 Salatiga. This result demonstrates a notable improvement in learning outcomes and indicates that the pedagogical methods used in the study were effective in positively impacting students' writing abilities.

The N-Gain test is a powerful tool for assessing the effectiveness of educational interventions. In this case, it provides empirical evidence that the Genre-Based Approach and Jigsaw Online Searching Strategy led to substantial improvement in students' writing skills. This outcome underscores the potential of these strategies to enhance the learning experience and outcomes for students in the context of descriptive text writing.

Table 4. The Result of N-Gain Test Report

N-Gain		
Mean	N	Std. Deviation
.3275	36	.16534

The objective of this study is to examine the potential shifts in students' learning patterns when transitioning from a conventional approach to a Genre-Based Approach and Jigsaw Online Searching Strategy. Additionally, it aims to investigate the improvement in students' writing skills following the implementation of a Genre-Based Approach and Jigsaw Online Searching Strategy, specifically in the context of English Descriptive Texts. By utilizing the paired t-test to analyze the data, a noticeable distinction between the pre-test and post-test scores was observed. The N-Gain test results indicated that the average scores of the entire group increased from the pretest to the posttest.

Moreover, this study provides insights into the broader implications of pedagogical shifts by assessing their impact on students' learning and writing skills. It doesn't only investigate the immediate effectiveness of the Genre-Based Approach and Jigsaw Online Searching Strategy but

also suggests their potential for promoting a deeper understanding of how students engage with and produce descriptive texts in the English language. This research offers valuable information for educators and curriculum developers to enhance students' learning experiences and outcomes in language arts education.

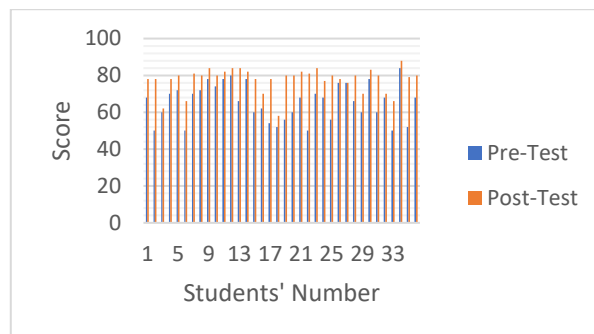


Figure 1. Students score in writing skill

Figure 1 shows how every students' scores goes up over time. All 36 students who adopted the Genre-Based Approach and Jigsaw Online Searching Strategy experienced improvements in their learning outcomes. This approach enabled students to swiftly grasp the fundamental structure and language features of a descriptive text draft. Throughout the learning process, students leveraged their strong academic skills to expand their knowledge and emulate the text. They also demonstrated effective collaboration during the various stages of constructing a descriptive text together. Based on the findings from the field, students exhibit a willingness to ask questions and actively tackle challenges. Although not every student alters their learning approach, overall, students become more invested in the learning process.

Moreover, it is clear that the implementation of the Genre-Based Approach and Jigsaw Online Searching Strategy aid in enhancing students' writing skills and their motivation to learn. It allows students to study both individually and in groups. The ultimate objective in educational institutions, facilities, and human resources. By using this approach students find it easier to comprehend and tackle reviewed problems.

The results of this study align with the findings of previous research conducted by Lukmawardani and Badriyah, Thongchalem and Jarunthawatchai [24]–[25]. These studies indicate that students' writing skills significantly improve after implementing the Genre-Based Learning Approach compared to their skills prior to the intervention.

#### 4. Conclusion

Based on the findings and discussion, it can be concluded that incorporating a Genre Based Approach and Jigsaw Online Seaching Strategy, specifically for descriptive texts, when teaching English can lead to improve students' writing proficiency. The average score on the pre-test was 66, whereas the average score on the post-test was 78. This demonstrates a significant improvement in students' writing skills before and after the implementation of the GBA and the JOSS. The paired t-test with a significance value of 0.00, lower than the threshold of 0.05, confirms this finding. Additionally, the N-Gain test indicated an average increase of 0.32, indicating moderate improvement in students' writing skills after being taught using the GBA and the JOSS. These outcomes hold promise for educators seeking innovative approaches to foster students' writing proficiency and encourage deeper comprehension of text genres in English language education.

This research has broader implications in the field of education, as it does not only highlights the effectiveness of the Genre-Based Approach (GBA) and Jigsaw Online Searching Strategy (JOSS) but also underscores the importance of dynamic and student-centered teaching methods in the context of language education. The findings indicate that when students are actively engaged in collaborative learning and exposed to different text genres, they do not only develop enhanced writing skills but also gain a deeper understanding of the intricacies of descriptive texts.

This can lead to a more holistic and meaningful learning experience, as students do not only produce better written work but also become more adept at comprehending and critically analyzing the written content they encounter. The study's outcomes can serve as a catalyst for a shift in instructional paradigms, encouraging educators to explore innovative strategies that promote a more

profound grasp of language and text, ultimately equipping students with the skills needed for effective communication and literacy in the 21st century.

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