

**ENHANCING STUDENTS' WRITING ABILITY THROUGH
LITERARY GENRE EXPLORATION TECHNIQUE AT
ELEVENTH GRADE IN SMA NEGERI 2 SEPAUK**

ARTICLE



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ENHANCING STUDENTS' WRITING ABILITY THROUGH LITERARY GENRE EXPLORATION TECHNIQUE AT ELEVENTH GRADE IN SMA NEGERI 2 SEPAUK

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ABSTRAK

Penelitian ini bertujuan untuk mengatasi kesulitan siswa kelas XI SMA Negeri 2 Sepauk dalam memahami struktur teks seperti naratif, deskriptif, persuasif, dan ekspositori. Berdasarkan observasi awal, siswa hanya memahami isi teks secara literal dan kesulitan menganalisis maksud penulis. Masalah lain termasuk keterbatasan kosakata, rendahnya minat baca, dan kurangnya latihan menulis. Untuk mengatasi hal tersebut, penulis menerapkan teknik Literary Genre Exploration. Penelitian Tindakan Kelas ini melibatkan 30 siswa dan dilaksanakan dalam dua siklus dengan metode kualitatif dan kuantitatif. Instrumen yang digunakan berupa observasi, wawancara, tes menulis, dan dokumentasi. Hasil penelitian menunjukkan peningkatan partisipasi siswa dari 63% pada Siklus 1 menjadi 86% pada Siklus 2. Rata-rata nilai tes menulis juga meningkat dari 60 menjadi 77. Hal ini membuktikan bahwa teknik Literary Genre Exploration efektif meningkatkan kemampuan menulis dan keterlibatan siswa dalam pembelajaran.

ABSTRACT

This research aimed to overcome the difficulties faced by eleventh grade students at SMA Negeri 2 Sepauk in understanding text structures such as narrative, descriptive, persuasive, and expository texts. Pre-observation showed that students only understood texts literally and struggled to analyze the author's intent. Limited vocabulary, low reading interest, and minimal writing practice also hindered their writing ability. To address these issues, the Literary Genre Exploration technique was applied to improve student participation and writing ability. This Classroom Action Research involved 30 students and was conducted in two cycles using both qualitative and quantitative methods. Data were collected through observation, interviews, writing tests, and documentation. The results showed a significant improvement: student participation increased from 63% in Cycle 1 to 86% in Cycle 2, and the average writing score rose from 60 to 77. These findings indicated that the technique effectively enhanced students' writing ability and engagement in learning activities.

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INTRODUCTION

English is one of the international languages that originated from England and is now widely used in various parts of the world. As part of the West Germanic language family, English has developed into a global language used in various fields such as education, business, technology, and diplomacy. Its presence has become important due to the many countries that have made English their second official language or the medium of communication between nations.

In the context of learning, English is also considered an essential skill to open opportunities in the era of globalization, both for further studies and career development. Literally, "English" can be interpreted as Language is a communication system consisting of words and grammar used by humans to speak or write. As an international English is very important in the current era of globalization, some people even market English their job, for example as a translator or tour guide. England is Refers to England, part of the United Kingdom. So, "English" literally means a system of communication originating from or associated with the country of England. It is a language that first developed in England and then spread to various parts of the world through colonization, trade, and cultural influence. English has become an international language due to several interacting historical, political, economic and cultural factors. English is also used to communicate at the global level, whether in business, diplomacy, or international travel. Meanwhile, to access information many

materials and information, including books, scientific journals, and online content, are available in English, making access easier. English knowledge is used for career opportunities, namely opening up job opportunities in various international companies and industries operating in many countries.

Writing ability in general are the ability to express ideas, thoughts and information in writing in a clear, structured and effective way. This involves the ability to construct coherent sentences and paragraphs, use correct grammar, choose the right words, and adapt the writing style to the purpose and audience. Writing are not only important in academic and professional contexts, but also in everyday life, where written communication is often required. Students should prioritize and enhance the development of their writing ability when learning English. Learning and exploring how to write can help develop all aspects of English language proficiency. Students who are focused on becoming fluent in English should invest a lot of time and effort into learning and perfecting their writing practice.

Students need to have a variety of ways that they can express themselves clearly and accurately when writing. This is because writing has a significant impact on every aspect of the language. Students need to understand what good writing means in a text if they are going to read it, and this requires them to learn how to write well in that text. In order for students to be able to express themselves fully when writing, it is important for them to have a good command of

the language. Lastly, it is important for students to develop strong writing ability to enhance their comprehension. If they can understand what they are writing, they be able to listen more attentively and remember more of what they hear. It can be said that students should focus on how to write if they really want to enhance their English language skills.

As the act of using this system, as the resulting product such as a text, as a specific form of that product like a script style such as block letters, as a form of artistic expression, and as a professional occupation." As stated by Coulmas (2003, p.1) "The term 'writing' can be understood in various ways: as a system for recording language through visible or tactile symbols. These varied meanings illustrate that writing is not merely an activity but includes systems, outputs, styles, art forms, and professions.

Writing helps us clarify, explore, and refine what we think. In this sense, writing becomes an essential tool for reasoning, reflection, and problem-solving. Wilson (2022, p.3) writing is essentially a form of thinking. Instead of seeing writing merely as a way to express ideas that have already been formed, writing should be viewed as the very process of developing those ideas. In other words, writing is not just an action that follows thinking writing is thinking itself. This means that when we write, we are not merely putting pre-formed ideas into words, but we are actually forming and developing our thoughts through the act of writing.

A paragraph is made up of sentences that are connected and focus on a single main idea. The length of a paragraph can vary it might contain

just one sentence or several but what's most important is that it's long enough to fully explain the central idea (Oshima & Hogue, 2006, p. 2). Stated that A paragraph is an essential part of writing because it serves to organize ideas in a structured and logical way. In various types of writing especially academic or expository writing a paragraph helps the writer convey one main idea at a time, making it easier for the reader to understand and follow the content.

In order to understand this better, Laist (2021, p.115), Effective writing is writing that presents accurate information, follows standard grammar and sentence structure, and adheres to the required formatting guidelines, such as those for the title page, references, and other components. Good writing is characterized by three essential elements: factual accuracy, proper grammar and syntax, and adherence to formatting conventions.

Also according to Peter Elbow (1973, p.14) Writing involves two main steps. First, you clarify the message or meaning you want to convey, and then you express it through words. Most guidance whether from others or ourselves adheres to this approach: understand your ideas fully before you start writing; create a plan or outline; and only then begin writing. The key principle behind this method is maintaining control and order throughout the process, avoiding disorganization or confusion.

Teaching writing is a learning process that aims to help students develop their ability to construct and convey ideas, information, or feelings in writing using proper grammar, vocabulary, and structure. Brown (2000, p.335) emphasized that teaching writing should involve

an integrated approach, in which students learn to write for different purposes and audiences by paying attention to aspects such as cohesion, coherence, and organization of the text. Thus, teaching writing aims to enhance students' ability to use written language to communicate effectively and meaningfully.

They note that the difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Richards and Renandya (2002, p.303) in *Approaches and Methods in Language Teaching* explain that writing is a crucial communication skill, which allows individuals to organize and convey ideas clearly, and helps in language learning and communication in various contexts. Emphasize that writing is the most complex and difficult skill to master for second language learners.

According to Hyland (2003, p.4) In *Second Language Writing* emphasizes that Teaching writing primarily focuses on helping students build the ability to produce structured forms, while giving feedback on their writing often centers on spotting and fixing issues related to their mastery of the language system.

The statement emphasizes that writing is a complex and multifaceted process. Meanwhile Nunan (1991, p.91), Writing is a complicated activity, and mastering effective writing is typically seen as one of the most challenging language skills to develop. Hyland states that there are many importance of learning writing. According to Hyland (2003, pp. 3–4), writing instruction that emphasizes language structure typically follows a four-stage process:

1. Familiarization: Learners are taught

specific grammar and vocabulary through model texts.

2. Controlled Writing: Learners manipulate fixed language patterns, often using substitution tables.
3. Guided Writing: Learners produce texts using their own information but follow a model.
4. Free Writing: Learners write freely and creatively with minimal guidance.

These stages are designed to gradually develop writing skills, starting from understanding language structure to more independent and creative expression.

Ashurova (2012, p. 28) explains that a text is a unity that combines form and content, external and internal factors, as well as surface and deep structures. This statement emphasizes that a text is a holistic and multidimensional entity, where formal aspects, meaning, context, and underlying structures work together to create effective and meaningful communication.

Composing an expository essay entails a heavier cognitive load than other writing genres because writers must generate richer content and arrange it more coherently (Zakaria & Sulaiman, 2025, p. 721). Performance assessment refers to an approach to evaluation that involves observing how an individual performs tasks that reflect realworld activities either directly or through simulations where the participant's ability is judged based on actual behavior and evaluated by an assessor (Weigle, 2002, p. 46).

Diane (2022, p.3) stated that automated writing assessment can be highly beneficial if it encourages students to deepen their understanding of the elements that contribute to

effective writing. Text structure refers to the systematic organization of different parts of a text such as introduction, body, and conclusion which helps to organize ideas logically and enhance the reader's understanding. According to Hyland (2003, pp. 21–22) This process typically begins by naming the subject, followed by classifying it, and then examining its characteristics, behaviors, functions, and other related aspects (Knapp & Watkins, 2005, p. 100).

Brown (2000, pp.335-336) in *Teaching by Principles: An Interactive Approach to Language Pedagogy* emphasizes that effective writing instruction should emphasize the writing process that leads to the final product, while helping students understand how they compose their work. Hyland (2003, p. 20) stated that effective writing instruction begins with a clear understanding of the communicative goals that writers aim to achieve.

By analyzing the structural and organizational elements of each genre in detail, students can be helped to write more effectively and appropriately according to context. Richards and Rodgers (2001, p.19) state that "a technique is a specific activity manifested in the classroom that is consistent with a method and therefore in harmony with an approach". Additionally, the emphasizes that a genre should be centered not merely on the substance or form of discourse but on the action it is used to accomplish. Miller (1984, pp. 151-167) in "Genre as Social Action" Miller defines genre as a conventional social action based on a particular rhetorical purpose.

Knapp and Watkins (2005, p. 17) Knapp and Watkins emphasize that the goal of the genre, text, and grammar approach is to equip students

with the skills to apply the conventions of writing (genres and grammar) effectively and efficiently.

According to Bazerman, Bonini, and Figueiredo (2009, p.14), the role of genre analysts is to observe patterns and variations in texts and interpret them based on the social contexts and rhetorical needs that shape those texts. In addition according to Stebbins (2001, p. 2), one meaning of the term exploration is to study, examine, analyze, or investigate something. The implementation of this technique involved reading and analyzing texts from various genres, engaging in discussions, and completing writing exercises, all designed to strengthen students' understanding of key elements within each genre. The eleventh-grade classroom served as the research setting where the learning process occurred, and where teacher-student interactions and teaching strategies significantly contributed to the success of this method.

RESEARCH METHODOLOGY

In research design, to that step in the process of developing the research strategy where the writer makes up the mind the type of research that will be employed in conducting the future study. In general, research design is a research strategy that may have several steps involved and a model that the writer is going to implement in the real world to collect data.

The strategy applied in carrying out this research is class action research. Classroom action research (CAR) is an evaluation conducted in the classroom to determine the

effectiveness and success of learning activities in the classroom. There are several aspects in class action research such as Learning objectives, teaching methods, student activities, learning achievement and reflection. The writer decided on a classroom action research design to confirm or see the enhancement and describe students' reactions and responses to the use of genre exploration techniques in the classroom, because it is based on the teaching and learning process in the classroom. Classroom action research (CAR) is a combination of the meaning of three words, namely Research, Action and Class.

Classroom action research aims to enhance the quality of learning and student learning outcomes through systematic reflection and corrective action. Classroom action research also aims to enhance instructors' teaching strategies, enhance students' test scores, and overcome academic difficulties. The writer uses a research design known as Classroom Action Research to confirm or see the results and explain students' responses to the use of genre exploration in the classroom. In accordance with the purpose of this study, the writer takes the Classroom Action Research methodology. Direct research in the classroom environment that is applied is called "Classroom Action Research". The term "Classroom Action Research" refers to research conducted by instructors in the classroom to enhance teaching practices, especially the writer themselves, and ultimately enhance student learning outcomes that are practiced.

Research conducted in the classroom, known as "classroom action research", aims to enhance the way teachers teach and develop student learning outcomes in the classroom. In other

words, the purpose of classroom action research is to enhance the teaching and learning process between teachers and students. The writer enhanced students' writing ability and participation in class by implementing Classroom action research. The writer adopted this strategy because she saw some obstacles in SMA Negeri 2 Sepauk, especially the lack of students' writing ability and the lack of students' participation to learn in class. According to Mettetal (2001, p. 1), classroom action research is a reflective process that enables teachers to determine what strategies work best in their own classrooms to enhance student learning.

Classroom Action Research is often characterized by four phases in the research cycle as proposed by Kemmis and McTaggart. These phases are interrelated and constitute a spiral of continuous enhancement. According to Cohen (2007, p.396) Using direct awareness or immediate understanding as the main approach in research may produce data that is more accurate and genuine compared to data collected through indirect or interpretative methods. Writer will be able to see how events develop over time if they participate in a situation for an extended period of time.

As stated by Hopkins (2008, p.190) When development activities are properly organized, they offer many chances for teachers to collaborate, reach consensus on standards, observe each other's practices, and review pertinent documents. According to Cohen (2007, p.79) Instrumentation refers to the various tools and techniques used for collecting data in research, such as surveys, interviews, observations, tests, written notes from the field,

personal narratives, official documents, individual perceptions, and simulated scenarios like role-plays. According to Lampe, Mulder, Vermeiren, and Colins (2023, p. 640), the observation checklist was developed to facilitate the collection of information that is clinically and diagnostically significant. In addition, In qualitative research, interviews are one of the most commonly used techniques for obtaining data or information (Mannan, 2020, p.1). This test adjusted to the evaluation standards in accordance with the rubric that has been designed, so as to provide an overview of the effectiveness of Literary Genre Exploration technique in enhancing students' writing ability. Brown (2003, p. 64) explains that selecting and organizing test tasks involves evaluating them using item indices.

These can be used to supplement qualitative explanations in studies by providing hard numbers to back up anecdotes and anecdotal evidence. According to Fraenkel, Wallen, and Hyun (2011, p. 122), the checklist is one of the most commonly utilized tools for measurement in research activities due to its simplicity and effectiveness in organizing observable behaviors or characteristics. . In many cases, the analysis also integrates elements from both approaches (Creswell, 2009, p. 218). In contrast, qualitative research focuses on exploring phenomena that are described in terms of their nature, type, or essence rather than measured numerically (Kothari, 2004, p. 3).

According to Miles and Huberman (1994, p. 10), data reduction involves condensing data by selecting, emphasizing, simplifying, and modifying the information obtained from field

notes or transcripts into a more manageable form for analysis. This refers to presenting the information in a structured and concise format, which helps researchers to interpret the data and take necessary actions (Miles & Huberman, 1994, p. 11). At this point, researchers begin to interpret the meaning of the data, and these emerging conclusions are then tested for their validity and consistency (Miles & Huberman, 1994, p. 11). Quantitative research refers to investigations that emphasize numerical measurement or the assessment of quantities within the data being studied (Kothari, 2004, p. 3).

Criteria in Classroom Action Research is a measure to evaluate whether the desired change in the learning process has been achieved. These criteria must be clear, measurable, and consistent with the research objectives. For example, if your goal is to enhance student learning outcomes, your success criterion might be an increase in the average grade from 70 to 85, with at least 80% of students achieving a passing grade.

Additional criteria could also include an increase in student participation in observationally measurable class discussions, with an increase from 50% to 90% of students actively participating. By establishing the right criteria, it is possible to assess whether the actions taken are effective in achieving the research objectives.

The indicator of success in this classroom action research is when students' writing ability has enhanced. In this study, writer conducted two cycles, namely cycle 1 and cycle 2, of course writer needed several criteria to determine whether a cycle was successful or not. These success criteria are used as a guideline for the

writer to determine whether this cycle has been successful or not and whether the next cycle needs to be done.

FINDING AND DISCUSSION

Cycle One

The writer presents the findings from the last cycle of the research by using the data collected through observation checklists, field notes, and test. In addition, interviews were also conducted to gather more depth information. Based on the data, the writer compiled an overview of the process of teaching writing ability. The results showed a significant enhancement in students' writing ability, as well as their increased participation in participating in learning. This research was conducted in class XI of SMAN 2 Sepauk using the Classroom Action Research. Each cycle in this study consisted of four main stages, namely: planning, action, observation, and reflection.

In this planning stage, the writer develops a research implementation strategy, including designing activities to be carried out in class, preparing tools to collect data, preparing a learning plan, determining indicators of success for each cycle, and preparing materials and media to be used in the teaching and learning process. In addition, the writer also creates a learning plan for each cycle and compiles an observation checklist to monitor student activities at each meeting.

The writer prepare data collection tools such as observation checklists, field notes, interview guidelines, and writing tests. The writer also implements and develops lesson plans that used

in classroom teaching. The writer compiled a learning module as a guideline for the writer when conducting teaching and learning activities in the classroom. In the cycle I was conducted in two meetings. Actions are things that have been planned and then brought into this step. In conducting classroom action research, the writer was assisted by a collaborator. The collaborator in this research was an English teacher at the school. The collaborator assessed students' activities in following the teaching and learning process based on the observation checklist and field notes that had been prepared.

To collect data during the learning process in the classroom, the writer reviewed the observation checklist and field note conducted by the collaborator. The results from the observation checklist carried out by the collaborator in Cycle I indicate that the teaching and learning process using the Literary Genre Exploration technique is still low, with only 60% in the first meeting and 65% in the second meeting. Subsequently, to support the results from the observation checklists, the writer also obtained findings from the collaborators in the field notes taken during the first and second meetings.

Based on the assessment results of the text structure aspect from 30 students, the average score obtained was 2.57, indicating that students' ability to follow the structure of an expository text falls into the fair category. The majority of students (50%) received a score of 3, showing that they have a reasonably good understanding and application of text structure. However, (36%) of students only partially followed the structure score 2, and (7%) were unable to apply the structure correctly at all score 1. Based on the

assessment of the content and ideas aspect from 30 students, the average score was 2.60, indicating that students' ability to present clear and relevant ideas in their writing is at a moderate to good level. A significant portion of students (43%) received a score of 2, suggesting that many still struggle with expressing ideas clearly or staying fully relevant to the topic. Meanwhile, (33%) scored 3, showing a fair level of clarity and relevance, and (17%) of students were able to present their ideas very clearly and stay highly relevant to the topic score 4.

Based on the assessment results for the cohesion and coherence aspect, the average score was 2.17, indicating that students' ability to organize ideas logically and connect sentences smoothly is generally below average. Based on the assessment of the creativity aspect in students' writing test, the average score was 2.40, indicating a moderate level of creative expression in developing expository texts. Based on the assessment of the language use aspect, the average score was 2.00, indicating that students generally have basic to limited proficiency in grammar, spelling, and word choice in their writing. Based on the assessment results on the text length aspect, the average score obtained by students is 2.37, which means that most students are not fully able to write according to the requested text length.

Overall, this first cycle provides a clear picture of the students' initial abilities and serves as an important foundation for enhancement in the next cycle. In this section, the writer evaluates all the data from Cycle I. The writer analyzed data from the observation checklist, field notes, and tests to determine whether the

cycle was successful or not. In this research, a cycle is considered successful if 75% of students achieve a score within the "good" criteria range, which is between 75- 90%.

Therefore, the writer decided that cycle I was not successful, because both indicators in the success criteria have not been met, this can be seen from the results of the observation checklist and the test results in this cycle. Based on the reflection of cycle I, the writer decided to conduct cycle II. The writer felt unsatisfied with the results of the observation and test results. The writer still wants to enhance writing ability and student participation by using the Literary Genre Exploration technique so that students are more active and effective. Therefore, the writer decided to continue to cycle II.

Cycle Two

Based on the success criteria, the writer decided to continue cycle II because the results in cycle I had not met the success criteria. The writer continued to enhance the learning process so that students were more active in learning and writing abilities and participation in learning English. The writer used five tools to collect data, namely observation checklists, interview guidelines, field notes, tests, and video recordings. The writer carried out cycle II in two meetings to implement the Literary Genre Exploration technique. In this meeting, the process of learning to write using the Literary Genre Exploration technique was observed.

Based on the results of reflection and evaluation in cycle I, the writer redesigned the planning in cycle II. In this cycle, the writer developed an instrument. The writer prepared a

learning plan to be taught to students in this cycle. The learning steps in this cycle are almost the same as cycle I. The difference in this cycle is only in the way the writer makes students more active when teaching students in this cycle. In addition, the writer also emphasizes Cohesion and coherence as well as content and idea, because in cycle I these aspects were still low.

The meetings in this cycle were also held in two meetings. The first meeting focused on introducing various types of text genres in groups and discussing the differences in the characteristics and features of the texts introduced and how to use the Literary Genre Exploration technique, then continued with the exploration of expository texts. While in the second meeting only recalled the material that had been studied, especially regarding expository texts and was given a writing test. The first activity of cycle II was held on Wednesday, April 23th, 2025 with a time allocation of 3 x 45 minutes.

In the opening activity, the teacher greeted the students. Before the lesson began, the teacher invited the students to pray together. Then, the teacher conducted roll call by calling each student one by one. In this second meeting of Cycle II, all students were present. Afterward, the teacher directed the students to focus on the learning objectives. The teacher also conducted an ice-breaking activity aimed at reducing boredom and encouraging creative thinking. The teacher then provided participation to the students.

To obtain data on the writing learning process using the Literary Genre Exploration technique, the writer observed student participation using

observation checklists and field notes, as conducted in Cycle I. Data collection was carried out by a collaborator. Based on the data obtained from the observation checklists and field notes, there was a significant improvement in the writing learning process using the Literary Genre Exploration technique. In Cycle II, the results from the observation checklists indicated that the effectiveness of the writing learning process reached 80% in the first meeting and 92% in the second meeting. This shows that more than 75% of students actively participated in the learning activities.

The results of cycle II are the same as cycle I to assess students' writing results, the writer uses a writing assessment rubric consisting of text structure, content and idea, cohesion and coherence, creativity, language use and Text Length. From the previous results, the aspect of text structure is still low and the writer needs to enhance this aspect. Based on the assessment results for the Text Structure aspect, the total score was calculated by multiplying the number of students at each score level by the respective score value. In this case, 15 students received a score of 4, 14 students received a score of 3, and 1 student received a score of 2, resulting in a total score of 104.

Based on the assessment results for the Text length aspect, the total score obtained was 85, calculated by multiplying the number of students at each score level by the corresponding score (7 students scored 4, 11 students scored 3, 12 students scored 2, and none scored 1). The average score was 2.83, indicating that students' ability to meet the expected text length falls within the fair to good category. In this section,

the writer presents all the data from Cycle II. The writer provides the results of the observation checklists and field notes, presents data on the enhancement of students' English writing ability, and also presents the results of interviews.

The writer evaluates all the data from the observation checklists, interview guidelines, field notes, tests, and video recordings of the teaching and learning process. Based on the results obtained, the writer decided to conclude the research in Cycle II because the outcomes met the expected criteria. Supported by the observation checklist and field notes, it is evident that student participation in the learning process increased significantly. This indicates that students were motivated to enhance their English writing ability. The students' writing ability notably improved, particularly in the aspects of language use and content ideas, and their learning participation increased as well. Based on these results, the writer decided not to proceed to the next cycle.

Based on the results of Cycle I and Cycle II, it can be seen that the application of the Literary Genre Exploration technique to enhance students' writing ability and participation in learning English is effective for eleventh-grade students at SMA N 2 Sepauk. This is evident from the data obtained through observation checklist, field notes, interview guideline, and writing tests. All data collected from the observation checklist, interview guidelines, field notes, and writing tests indicate a significant enhancement in both the writing instruction process and students' participation in learning English.

The second cycle experienced an increase from the first cycle. The students' scores that

increased significantly in cycle II can also be influenced by the treatment given to students during learning, the writer gave more treatment to students when explaining about cohesion coherence and content ideas used in making expository texts about factual or real activities/events that occur around. Evidently, based on the best results in cycle II, it can be seen that most students were able to get scores between the range of 70–95. Of the 30 students, only 2 student got a score below 60. It can be said that the Literary Genre Exploration technique is effective in enhancing writing abilities and can increase students' participation in writing texts in English.

CONCLUSION

In this research, the writer found problems experienced by students in learning to write, especially in content ideas and language use. There are also students in the class who are passive during the process of learning to write English texts. On the other hand, students feel embarrassed and afraid of making mistakes when writing in English.

There are also some students who have difficulty distinguishing several types of texts and their English is still lacked. Therefore, in research to help students write in English in class so that students are interested and dare to explore various genres in order to produce good writing structured according to the type of text in English, the right technique is needed to help students be interested in learning English, especially in writing. The following are the results of the progress and enhancement of students' writing ability, before and after the application of the

Literary Genre Exploration technique from cycle I and cycle II.

Referring to the background of the problems found in this study, students' writing abilities are still low and students' participation levels are still low. In cycle I, it was found that the level of student participation was still below average, this can be seen from the observation checklist and field notes filled out by the collaborator stating that the level of student participation was still lacking and this can be seen from student activities during the teaching and learning process showing that student behavior was still not good and when the writer gave students time to ask questions, they were silent and reluctant to answer questions from the writer.

This is due to the lack of student participation in learning English, which has an impact on student writing scores. Based on the results obtained in cycle I, it shows that the results have not reached the success criteria. So the writer decided to conduct research in cycle II. In cycle II, the writer focused on content ideas and cohesion coherence, as well as language use. Because the previous cycle showed that these aspects were still low and needed to be improved. Based on the results in cycle II, it shows that the level of student participation has increased. This can be seen from student participation in the teaching and learning process and student activity in the classroom.

In cycle II, student scores increased and met the success criteria. The writer also stopped the research based on the results of the observation checklist, field notes, interview results, writing test results, and video recordings that showed

students looked active and enjoyed the teaching and learning process.

Based on the results of this research, which has been successfully conducted, the writer suggests that English teachers, particularly at the senior high school level, implement the Literary Genre Exploration technique in teaching writing. This technique has proven effective in increasing students' participation and improving their writing abilities, as demonstrated by the success of students in eleventh grade at SMA 2 Sepauk. By exploring various literary genres, students become more active, confident, and capable of writing according to the appropriate structure and conventions of each text type.

Future researchers may also use this study as a reference for developing similar research with different focuses or contexts. However, in its implementation, teachers should ensure that students understand the characteristics of each genre, act as facilitators during the learning process, and provide additional participation and support for students who still struggle, particularly in areas such as coherence, cohesion, and content ideas. Thus, this technique can be optimized to further enhance students' writing abilities in English.

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