

# APPLICATION OF THE EXPLICIT INSTRUCTION MODEL IN LEARNING TO WRITE NEWS-BASED TEXTS GENRE BASIC APPROACH

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## **Abstract**

*The aim of this research is to evaluate the ability of VIII. SMPIT Al Ishlah Maros class to describe written news texts based on the Genre Basic Approach (GBA) before and after using the Explicit Instructional Learning Model (PEI Model); (ii) proves that the PEI Model has or has no effect on learning to write news texts based on GBA for grade 9 students of SMPIT Al Ishlah Maros. The population is class VIII students. SMPIT Al Ishlah Maros class, 33 students in the 2019-2020 academic year. The sample for this study uses a total sample. The research design was a one-group pretest-posttest model using descriptive statistical analysis and inferential statistical analysis as data analysis techniques. To test the research hypothesis, parameter-based inferential statistical analysis was used, namely whether there was an effect of the PEI model on learning to write GBA-based news texts using the t-test (paired sample t-test). The results of testing the hypothesis with the paired sample t test show a calculated t value of 21.931 while t table is 2.00 because the t value > t value (21.931 > 2.00), so it can be concluded that H0 is rejected and H1 is accepted. Thus, the PEI model influences learning to write news texts based on GBA for grade 9 SMPIT Al Ishlah Maros.*

**Keywords.** *Explicit Instruction Model, Writing, GBA basis, News text*

## **INTRODUCTION**

Language plays an important role in life. In all human activities, language is always used as the most important tool. Language activity is a very essential activity in human life. Because communication is not only giving and receiving information, but also expressing oneself, asking for answers and responding with all the intricacies of language that not everyone is aware of. One of the most important basic subjects for students from elementary school to high school is Indonesian. Indonesian as a way of thinking logically, analytically, creatively and systematically enables the creation of new innovations in everyday life, especially in the field of education.

Regarding learning Indonesian language and literature in the 2013 Curriculum, learning Indonesian aims to improve students' ability to communicate properly and correctly in Indonesian, both orally and in writing. Indonesian language proficiency standards are the minimum qualifications required for students, which describe the mastery of knowledge, language skills and a positive attitude towards the Indonesian language. However, some people tend to underestimate Indonesian classes and find them boring. This certainly has an impact on the low scores of Indonesian students.

The four aspects of competency implementation are interrelated with one another. Listening and speaking skills are related to spoken language, while reading and writing skills are related to written language. The more skilled a person is at speaking, the clearer his thoughts will be. Skills can only be acquired and mastered through practice and lots of practice. Practicing language skills is the same as practicing thinking skills

(Tarigan, 2013). The ultimate goal of the four skills in learning this language is for students to be able to communicate both in writing and orally.

One can naturally learn speaking and listening skills as both are part of normal human nature. Meanwhile, literacy can only be achieved through rigorous training in mastering certain concepts. Writing skills are a necessity for everyone, especially those who move or live in academia.

Writing is one of the four language skills that plays an important role in one's life. Through writing you can express thoughts and ideas to achieve your goals. Writing is basically an attempt to convey thoughts, ideas, feelings, and skills through written language. Writing is taught in schools as one of the skills that students must master besides listening, speaking, and reading (Gorys Keraf, 2015).

Writing is an important skill in education and society. Writing skills must be considered, because it is part of the students' language skills. Through writing, students can express or express thoughts or opinions, thoughts and feelings. In addition, it can develop students' thinking skills and creativity in writing.

News is one of the exercises to train students' writing skills. Writing news articles is one of the materials taught in Indonesian language class VIII in junior high school, and has the basic competency of writing news articles in a short, concise and clear manner. In order for the reader to trust what is written, special skills or abilities are required. Writing messages is a form of writing. Trianto (2017) states that the simplest understanding of news is events or incidents that are retold through words, sounds or pictures. Messages must be written exactly according to language conventions and according to language rules: Spelling, word choice, tenses and sentence structure. However, the reality on the ground shows that learning to write in junior high schools (SMP) is still lacking, as happened in one of the high schools in the city, namely SMPIT Al Ishlah Maros.

Based on the preliminary results of SMPIT Al Ishlah Maros on May 8 2019 with Indonesian teachers, information was obtained that the ability to write text messages for Class VIII. The class average for the 2019/2020 academic year is 54, so schools need attention from Indonesian language teachers. When learning how to write text messages, students experience difficulties, especially with spelling and completeness of news content elements. The results of students' writing pay less attention to the rules of writing skills so that it weakens students' ability to write news texts.

The memory of this message cannot be separated from everyday life, especially in society. You should learn to write good news from an early age, especially for school lessons, so that it can be used in everyday life. Given that students always experience difficulties in writing messages, especially at SMPIT Al Ishlah Maros, researchers are interested in doing direct learning because the material needed to write text messages cannot be understood and understood by students.

Based on the problems that exist in schools in Indonesia, it is necessary to formulate a good learning model to improve students' learning abilities. One of the learning models applied is the Explicit Instruction Learning Model (PEI Model), especially in improving news text writing skills (J. Langan, 2015).

Trianto (2014) states that each learning model instructs us to plan learning in a way that helps students achieve learning goals. In this regard, the development of learning models continues to experience changes from traditional models to more modern models. The purpose of the learning model is to provide an organized learning situation and offer student activities to achieve learning goals.

According to Arends (2003), the PEI model is a teaching approach specifically designed to support student learning in accordance with well-structured declarative and procedural knowledge that can be taught step by step and step by step.

The PEI model according to Soeparman Kardi and Mohamad Nur (2014) can be in the form of lectures, demonstrations, training courses or exercises and group work. The PEI model is used to convey direct instruction from the teacher to students. From the differences of opinion about the PEI Model, it can be concluded that the PEI model is specifically designed to support student learning processes, which can be transferred step by step with a step by step action model (P. Dickinson, 2013).

There are five very important steps in the PEI Model. The teacher starts learning by

explaining the purpose and background of learning and preparing students to accept the teacher's explanation. The PEI Model syntax is presented in 5 (five) steps according to the table below:

**Table 1. Explicit Instruction Model Syntax**

Phase	Teacher Message
Step 1 Communicate goals and prepare students. Communicate goals and prepare students.	The teacher explains TPK, background information on the lesson, the importance of the lesson, prepares students for learning.
Step 2 Demonstrate knowledge and skills.	Demonstrate knowledge and skills. The teacher demonstrates skills correctly or presents information step by step.
Step 3 Guided training.	Teachers plan and direct basic training
Step 4 Check understanding and provide feedback.	Check if students complete assignments correctly, provide feedback.
Step 5 Provides opportunities for further education and applications.	Teachers offer opportunities for further training, paying attention to application in more complex situations and in everyday life.

Source: Soeparman Kardi and Mohamad Nur (2014)

Robert E. Slavin (2015) proposes seven steps in the PEI Model syntax, which are as follows:

1. Communicating learning objectives and learning directions to students. At this stage, the teacher tells what needs to be learned and what students can expect.
2. Check the required knowledge and skills. At this stage, the teacher asks questions to demonstrate the knowledge and skills students have mastered.
3. Subject transfer. In this phase, the teacher conveys material, presents information, gives examples, shows concepts, and so on.
4. Complete the tutorial. In this phase guidance is carried out by asking questions to assess the level of student understanding and correcting conceptual errors.
5. Provide opportunities for students to practice. At this stage, the teacher offers opportunities for students to practice their skills or use new information alone or in groups.
6. Evaluate student performance and provide feedback. In this phase, the teacher evaluates student work, provides feedback on correct student answers, and reviews the required skills.
7. Offer independent practice. At this stage, the teacher can give independent assignments to students to increase their understanding of the subject.

Based on this quote, the PEI Model is specifically designed to develop learning procedural knowledge and declarative knowledge that can be taught in stages. The starting point here is to communicate goals and train students, demonstrate knowledge and skills, guide training, check understanding and provide feedback, and offer additional training opportunities (Soeparman Kardi and Mohamad Nur. (2014).

According to Huang Pham (2011), the PEI model has advantages and disadvantages. Advantages of the PEI model:

1. In the direct learning model, the teacher controls the content of the material and the sequence of information given to students so they can focus on what students need to achieve.
2. Can be applied effectively in large or small classes.
3. Can be used to highlight important points or difficulties that students may face in expressing the problem.
4. It can be an effective way of conveying highly structured facts and knowledge.
5. It is the most effective way to teach clear concepts and skills to low level students.
6. Maybe there is a way to convey a lot of information in a relatively short time that can be accessed equally by all students.
7. Allows the teacher to convey personal interest in the subject (through enthusiastic presentations), which can stimulate students' skills and enthusiasm.

While the weaknesses of the PEI Model:

1. The direct learning model is based on students' ability to assimilate information through listening, observing, and taking notes. Because not all students have skills in these matters, the teacher still has to teach it to students.
2. In the direct learning model it is difficult to overcome differences in abilities, prior knowledge, learning and understanding levels, learning styles or student interests.
3. Because students have few opportunities to participate actively, it is difficult for students to develop social and interpersonal skills.
4. Since the teacher plays a central role in this model, the success of this learning strategy depends on the teacher's image. If teachers are not engaging, experienced, reliable, enthusiastic and structured, students can become bored, distracted and their learning delayed.
5. There is research that the structural characteristics and teacher's high control over learning activities in the direct learning model can have a negative impact on problem solving skills, independence and curiosity of students (R. Badger, & White, G., 2010).

The researcher applies the PEI Model to learning to write news texts because the PEI Model is a teaching method that allows students to learn basic skills and gain knowledge that can be taught step by step. This teaching method is often referred to as the direct learning model. When the teacher uses this direct learning model, the teacher has the responsibility to identify the most important learning objectives and responsibilities to explain to students about the content/material, skills, giving, modeling/presentation combined with practice, opportunities for students to practice. apply concepts. or skills learned and provide feedback (M. Azaz, 2016). The application of the PEI Model to learning to write news texts at SMPIT Al Ishlah Maros aims to improve students' ability to write news texts.

### **Genre Based Approach (GBA)**

The news text provided as training for teachers by SMPIT Al Ishlah Maros is a text-based approach or commonly called the Genre-Based Approach (GBA). This genre-based approach is one of the right teaching approaches and/or methods and can help teachers overcome these problems. As for the type of text used to practice a genre-based approach. This is a narrative text, and this type of news text is one of the types of text included in the learning outcomes of Indonesian Junior High School (SMP) students (Dirgeyasa, 2015).

A genre-based approach or a genre/type of lyrics-based approach is a learning method that emphasizes the relationship between types of text and context (Luu Tuan Trong, 2015). This approach generates the possibility for teachers to represent lessons through text modeling and explicit analysis of text features (Firkins, Arthur et al: 2017). That's why genre-based learning causes students to be able to understand and produce texts in various contexts and orally or in writing. Fundamentally, the genre-based approach is based on language theory. An operating system developed by Halliday in 1978 and 1994, then developed by Christie in 1992, by Mackenhorarik in 2001 and by Martin in 2004 (Firkins, Arthur et al: 2017). The genre-based approach has several characteristics, including the following.

1. A genre-based approach emphasizes the importance of studying the social and cultural context of the language used in writing. From this context, students know the purpose of the reading text, the structure of the text can usually be seen from the characteristics of the language and the characteristics of the text.
2. The genre-based approach relates to "readers", namely the results of student writing and is based on language conventions that are spread in society so that the resulting writing can be accepted by its readers. For example, when communicating with readers from the Indonesian-speaking community, students must be able to produce texts that meet the expectations of the audience and/or readers of that group, taking into account the grammar, sequence and content of the text.
3. The genre-based approach has the paradigm that writing is a social activity. Therefore, when writing assignments are held in class, students are encouraged to actively participate in exchanging ideas and/or negotiating with other people or the teacher.
4. Positive reinforcement through developing knowledge of the subject language, content, and writing. Ideas can emerge in the exchange of ideas. Avoid writing assignments that often make students feel isolated alone, namely
5. A genre-based approach to teaching writing is not just about "writing". A genre-based approach encourages text-to-reader communication, with this approach emphasizing how language is used to make writing coherent and precise. Quotations from Hyland (2012) that is carried out in writing does not only produce writing, but writing must achieve certain goals. This genre-based approach requires students to understand the social purpose of texts. This is because the text contains complete meaning socially and contextually.
6. The genre-oriented approach emphasizes the importance of interaction between the author and the reader of the work. For example, at the implementation stage of this approach, students are asked to determine the likely target audience for their text so that content, language and formality can be adjusted.
7. The role of the teacher in this method is that of an "authority", right? "authoritative". Authoritative means that the teacher as an expert guides students through systematic guidance and supports students through various activities, but at the same time the teacher also emphasizes the importance of student contributions in teaching and learning.
8. The genre-based approach emphasizes the explicit teaching of language genre conventions to second language learners (P. Dickinson, 2013).

### **Genre-Based Implementation Stages**

In teaching writing skills, there are four stages in the process of implementing a genre-based approach (Hammond cited in Yang, 2016), including building knowledge areas or building contexts, modeling or deconstruction, and writing activities.

Genre or pattern exploration/textual deconstruction, co-construction or guided and independent writing exercises or independent performance. These three steps It is called a cyclic strategy or cyclic strategy with detailed operations as follows.

1. *First*, in the building context function phase (building knowledge about) students are asked to collect all information relevant to the subject of the written content. Teachers can divide lectures by topics as well as student-written writings and then discussions can take place to allow students to share their experiences on the topic. During the discussion, the teacher can help students find and/or collect vocabulary for the topics discussed and their models of reading sentences.
2. *Second*, the modeling or genre deconstruction phase or studying the model. Several functions are available to teachers and students when extracting text, that is, the teacher first selects a text or reading genre that suits students' needs. Then the teacher and students discuss the text through modeling and text manipulation by rearranging/deconstructing the text. To Modeling is done, students are guided to understand and identify the function of the text and the purpose of communication, for example the social purpose of the text associated

with context. For example when writing process text. Cooking instant noodles. At the beginning of the activity, students practice first. Instant noodles, meaning students are directly involved physically. After that, students first make a procedural text model through activities related to vocabulary, sentence patterns and grammar used to explain the instant noodles they practice so that students understand how the plot develops in contextual argumentation texts.

3. *Third*, students enter the phase of building together or guided practice in the writing phase. At that time, students were not simply dismissed for writing. Students were asked to compose texts together in groups and assisted by the teacher (R. Badger, & White, G., 2010).

Dirgeyasa (2016) proposes three ways to implement and develop guided training steps in this genre-based approach. *First*, students reconstruct the text given by correcting and using vocabulary, grammatical models and text sources how to combine words between sentences and paragraphs. *Second*, the teacher continues. Leading or directing students in discussion groups and students who were questioned really understood the genre or style of the text given. *Third*, before starting to the independent writing stage, the previous two stages can be repeated until students feel ready to write independently (P. Dickinson, 2013).

At the guided practice stage, so that student participation is evenly distributed or balanced in collaborative writing, suggests Yang (2016). Implementing a collaborative learning approach with the Circle of Writers Method was developed by Jacobs, Power, and Loh in 2002. There are two ways to do this that can be used to implement a circle of writers (P. Dickinson, 2013). The first way is that each group only gets one sheet of paper to write on. paper

Changes in group members and members of each group turn to write to develop. Another option is not only to distribute one sheet of writing paper to each group, but in the group each member receives paper to write on. In practice, each group sits in a circle and then students give/exchange their papers with the friends next to them. Writing on paper to be added/developed. The paper cycle continues. Play until everyone in the group has their piece in writing (R. Badger & G. White, 2010).

*Fourth*, at the Independent Construction of Text (ICOT) stage or independent writing in this case, students are asked to do this to produce writing independently (P. Dickinson, 2013).

## METHOD

The type of research used in this research is experimental research. The experimental research used was pre-experimental design. This study aims to reveal the effect of the independent variables on the dependent variable, namely the PEI Model on the dependent variable, namely learning to write news texts based on GBA. While the approach used in this study is a quantitative approach. This is said because in this design there are still external variables that influence the formation of the dependent variable which is not only influenced by the independent variable. The research aims to determine the effect of certain variables on other variables under tightly controlled conditions. From this it can be concluded that the population as the object of research can be inferred from the relevant information. The population of this study were all Class VIII students of SMPIT Al Ishlah, Maros Regency for the 2019/2020 academic year, totaling 33 students. The information to be collected in this study is information about the results of writing GBA-based news texts using the PEI Model. Data was collected using a practical tool, namely a writing test for students, in which the ability to write news texts was tested according to certain aspects. This test is used to collect data in the form of a score on the ability to write GBA-based news texts from both the entrance test (pretest) and the final test (posttest). The instrument used in this research is a language test. The writing test is a GBA-based news text that measures students' language skills and reveals something about a given topic. In this study, the GBA-based news text writing test was conducted twice. At the beginning of the meeting, the first language test was carried out to find out the students' initial abilities before being given treatment. At the end of the meeting, it was agreed that

a GBA-based news text writing test was agreed to assess students' abilities after treatment.

## **RESULTS AND DISCUSSION**

### **Results**

This section contains an explanation of the results of writing news texts based on GBA before being given the PEI Model treatment and after being given the PEI Model treatment to students VIII SMPIT Al Ishlah Maros. This research is a pilot study with a single group pretest-posttest design and uses quantitative data analysis.

Presentation of the results of data analysis consists of two parts, namely descriptive statistical analysis and inferential statistical analysis with pre-test and post-test. Presentation of data results includes (1) descriptive statistics (presentation of results of descriptive statistical analysis before and after testing); (2) Presenting the results of a descriptive analysis of parametric statistical inference (normality test, homogeneity test of variance, and t test).

### **Description of Data Writing Skills Before Action**

The data obtained about the value of writing skills based on news text based on GBA from a total of 33 students. Value data were obtained prior to the application of the PEI Model. The results of GBA-based news content writing skills are shown in the table below. 1 student with a score of 70-79 with a percentage of 1.9%, 17 students with a score of 60-69 with a percentage of 32.1 and 35 students with a score of 0-59 with a percentage of 66%. The data can then be classified based on the range of scores to interpret the level of writing ability of the contents of the GBA-based news text.

The results of data analysis were obtained from the 33 students who were analyzed, and it was concluded that none of the students received a maximum score of 100. There were no students who scored the "able" category, one student received an adequate score, seventeen students received a poor score, and three or five students got very bad grades. This shows that students' writing ability in GBA-based text messages is average, less and less.

In addition, the pretest results were analyzed using SPSS version 24. The mean (mean), median, mode (modus), standard deviation, variance, and highest (maximum) and lowest (minimum) were determined by descriptive analysis. set of values. The data obtained by the average of 33 students is 55.2642, the median is 57, the mode is 46, the standard deviation is 7.97870 and the variance is 63.660. Then the highest score is 71 while the lowest score is 40.

### **Description of Writing Skill Data After Action**

Information obtained about the value of writing skills based on GBA news text from a total of 33 students. These valuable data were obtained after treatment of the PEI Model. The use of the PEI Model is specifically designed to support the student learning process, which can be taught step by step using the step by step activity model.

The purpose of holding this post-test was to test students' ability to write news texts based on GBA after being given the PEI Model treatment. The results of the research on applying the PEI model to Class VIII students were that 25 students scored 80-89 with a percentage of 47.2%, 20 students scored 70-89 with a percentage of 37.7%, and 8 students scored 60-69 with a percentage of 15,1. This purchase value has increased compared to the previous value. The data can then be classified based on the range of values to interpret the posttest skill level of writing news text based on GBA after being treated with the PEI Model.

The scores of students' text-based GBA message writing skills using the PEI Model are classified into three categories: proficient, moderate, and poor. Of the 33 students

analyzed, none of the students were included in the very qualified category. However, 25 students got class performance with a percentage of 47.2. Then 20 students get an average score with a percentage of 37.7. There are still eight students in the less category with a percentage of 15.1, while in the very lacking category no students will receive that category. It can be seen that the students' ability to write news texts based on GBA increased in middle and high grades.

In addition, the results were analyzed after testing with SPSS version 25. The analysis used was descriptive analysis to obtain the mean (average), median, mode (mode), standard deviation, variance and highest (maximum) and lowest (minimum) results.

The data shows that the mean of 33 students is 77.2264, the median is 79, the mode is 82, the standard deviation is 6.68420, and the variance is 44.679. Then the highest score was 88 while the lowest score was 62. The frequency and percentage of the GBA posttest results for news writing, namely 45 students achieved a score of 70 and above and 8 students achieved a minimum score of 70. Thus, students who can achieve a score of 70 or more get a score of 84 .9%, so it can be concluded that the PEI Model has an impact on GBA - Based on the skills of writing text messages for grade 9 students of SMPIT Al Ishlah Maros. This is reflected in the average score achieved by students after applying the skills of writing news text on the GBA-based PEI model, which is 77.2264.

### **Results of Parametric Inferential Statistical Analysis, Effect of the PEI Model**

The following parametric inferential statistical analysis is an analysis of the influence of the PEI Model on GBA-based news text writing by grade 9 students of SMPIT Al Ishlah Maros. The analysis is based on the results of pre and post test VIII. known class. The t-test (paired sample t-test) was used to analyze the effect of the PEI Model on students VIII at SMPIT Al Ishlah Maros. The results of parametric inference statistics with the t-test must answer the research hypotheses that have been formulated previously. The following flow of inferential analysis is the result of a t-test (paired-samples t-test) to evaluate the effect of the PEI Model on learning to write GBA-based news texts for Grade VIII students of SMPIT Al Ishlah Maros. Before carrying out the statistical analysis of parameter inference, demand test, namely normality and homogeneity tests.

#### **Normality test**

The normality test is used to obtain information about the learning outcomes of the treatment group students who come from populations with normal distribution or not. The normality test is used to determine whether the model follows a normal or abnormal distribution using the Kolmogorov-Smirnov method.

The normality test was carried out on an assessment of the ability to write text based on GBA in the Class VIII pre and post tests. The hypothesis proposed for the data normality test is as follows.

H1: data comes from a normally distributed population

H0: the data is not from a normally distributed population

The results of the normality test analysis for scores were obtained from the pretest and posttest of Class VIII. SPSS version 25 calculation results are shown in the table below.



**Table 2. Class VIII Kolmogrov-Smirnov Normality Test Tests of Normality**

Data	Asymp.sig. (2-tailed) Kolmogrov-Smirnov	Keterangan
$P$ retest	0.719	Asymp.sig. (2-tailed) > 0.05 (Normal)
$P$ osttest	0.174	Asymp.sig. (2-tailed) > 0.05 (Normal)

**Table 3. Class VIII Students' Pre-Test before Treatment**

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Pretest - Posttest	-21.96226	7.29057	1.00144	-23.97179	-19.95273	-21.93152	.000

Tables 2 and 3 show that the significance level of Class VIII students' pre-test before treatment is marked with the symbol  $p = 0.719$ . Conversely, after being processed through the PEI model, the posttest data gets the symbol  $p = 0.174$ . This value proves that the significance value of  $p > \alpha = 0.05$  means that the Class VIII pretest and posttest data are normally distributed.

#### Variance Homogeneity Test

Homogeneity test is used to determine whether several population variants are the same or not. This test was performed as a prerequisite for a one-sample t-test analysis. The assumptions behind the analysis of variance are the same. As a test criterion, if the significance value is greater than 0.05, it can be said that the variances of two or more data groups are the same.

**Table 4. Variance Homogeneity Test**

Test of Homogeneity of Variances				Keterangan
Homogenitas				Sig. > 0.05 (Homogen)
Levene Statistic	df1	df2	Sig.	
1.332	1	104	.219	

From the results of Table 3 it can be seen that the significance is 0.219. Because the significance is greater than 0.05, it can be concluded that both pretest and posttest comprehension data sets have the same variance. Levene statistical figures show that the lower the value, the greater the homogeneity.

#### Data Analysis (Paired Sample t-Test)

The data obtained after passing the normality and uniformity tests meet the requirements for the normality and uniformity tests of materials. The t-test was then performed to answer the hypothesis presented above. The t-test is used to see differences in learning outcomes before and after using the PEI Model.

Paired samples t-Test with decision making criteria:

1. If  $t \text{ count} \geq t \text{ table}$ , then  $H_0$  is rejected, which means there is a difference.
2. If  $t \text{ count} < t > 0.05$  then  $H_0$  is accepted

In addition to the criteria above, the probability number or Asymp.sig can also be

used in making decisions provided that:

1. If the probability or  $Asymp.sig > 0.05$  then  $H_0$  is accepted
2. If Probability or  $Asymp.sig \leq 0.05$ , then  $H_1$  is accepted

The significance level used is  $\alpha = 5\%$ . Decision making on the results of the analysis based on the results of data analysis is as follows: Based on the results of the analysis above, it is determined that the  $t$  value is 21.931 while the  $t$  table value is 2.00 because  $t \text{ count} > t \text{ table}$  ( $21.931 > 2.00$ ), so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. If the significance yields a value of 0.000, then in this case the significance value is smaller than the specified  $\alpha$ , which is 0.05. Due to the significance value ( $0.000 < 0.05$ ), then  $H_1$  is accepted and  $H_0$  is rejected. This means that there are differences in learning outcomes before and after using the PEI Model when learning to write GBA-based message bodies. This shows that the PEI Model, a learning model for writing messages based on GBA, can have a significant influence on student learning outcomes.

### **Discussion**

This section discusses the results obtained from the results of research data analysis on three topics: 1) descriptions of learning to write GBA-based news texts before using the PEI Model VIII students at SMPIT Al Ishlah Maros, 2) descriptions. learning to write GBA-based news texts after implementing the PEI Model at SMPIT Al Ishlah for students VIII at SMPIT Al Ishlah Maros and 3) Effects of the PEI Model on learning to write GBA-based news texts for students VIII at SMPIT Al Ishlah Maros. The discussion is presented sequentially as follows.

#### **Description of Learning to Write Before Using the PEI Model**

The learning outcomes of students writing news texts based on GBA before therapy were considered poor. It is based on the average of students, ie. 55.3. In this learning process, students seem less focused and bored because students are not proficient in the subjects given so that it affects their learning outcomes. The teacher's role is very controlling because they have to keep the class calm and pay attention to the news material explained by the teacher until they finally get a GBA-based news text writing test. Teachers burden class teachers, because they have to be more active in explaining because students expect answers from teachers when writing news texts based on GBA. Based on the results of this study, the ability to write GBA-based news texts on the pre-test was very weak, incomplete and moderate. Because students do not yet understand how to write GBA-based news texts, students listen to and read news more often than write GBA-based news texts.

In general, before being given treatment, the results of learning to write GBA-based news texts were still incomplete due to a lack of mastery of message elements, the use of inappropriate writing rules, and a lack of student enthusiasm in the learning process. students are not motivated to do well in exams. This is in line with Tuner and Johson (Kertamuda, 2008) who found that low-motivated students are characterized by rapid release of assignments, lack of enthusiasm for lessons, and low learning. .

Based on the results of the pretest data analysis, the highest score was 71 and the lowest was 40. Of the 33 students in Class VIII, 1 student scored moderate 70-79, 17 students scored 60-69, not very good, and 35 students scored 0-59, very poor. In this case, the average obtained is 55.3. A student with a sample code of 1.09 got the highest score on the pretest. Based on the GBA-Based scoring criteria for news writing, students were able to complete five news elements to earn a grade of four. In a consistent perspective, student performance is less consistent but can be understood to reach three out of enough category. In terms of the use of the sentence, it is included in the sufficient category because the sentence is long and not communicative so it gets a score of three. The accuracy of writing words is included in the competent category because students write correctly and communicatively, then grade four. After selecting the title, it gets the appropriate value, because it is informative, but less interesting, so three. Finally, in terms

of the accuracy of the use of spelling in the news, it is included in the competent category, because there are only five errors, so four.

Four students got the worst grades on the pretest. One of the students who scored the criteria for writing GBA-based news text in terms of the completeness of the message elements was missing because there were only three message elements, so he got a score of two. In terms of coherence, the presentation is less coherent because it is less coherent and easy to understand, so the score is two. This value is lost in terms of the use of sentences, because the sentences used are short and not communicative, so it is given a value of two. Regarding the accuracy of the choice of words, the score achieved is less because there are words that are not standard and are poorly understood so that it gets a score of two. In terms of accuracy, the category obtained is sufficient because the title is so advertised but not attractive. Finally, the accuracy of spelling in the news gets a very low score, because there are more than fifteen errors, so the score is one.

### **Description of Learning to Write after Using the PEI Model**

The results showed that the GBA-based news text writing skills for Class VIII students of the PEI Model showed that 25 students with a score of 80-89 were in the "competent" category. Scores of 70-79 were obtained by twenty students who were included in the medium category, and scores of 60-69 were obtained by eight students who were included in the less category. Among the 33 students, the lowest score was 62 and the highest score was 88. Based on these data, the trend of GBA-based news text composition scores in the post-test varied according to ability. The highest score on the posttest was obtained by students with a pattern code of 1.01. Regarding the completeness of the news elements, students get very competent scores, because all news elements are completely fulfilled, there are sVIII elements namely what, where, when, who, why and how, so they get a score of five. In the coherent presentation section, students get a mark of competence because the news presentation is presented in a coherent, clear and easy to understand manner which earns them a score of four. Regarding the use of sentences, students gain proficiency because the sentences used are very effective so they get a score of four. In terms of correct word choice, students received a mark of proficiency because they used the correct and communicative words in a way that gave them a score of four. In terms of title selection, students get a valid category because the title used is in accordance with information and interesting to read so that it gives a score of four. For the last aspect, the spelling accuracy of the message is in the competent category because there are no spelling errors so it gets a score of 5.

A student with an example code of 2.05 got the lowest score on the posttest. Regarding the completeness of the news items, only five news items were written, so the performance class gave a rating of four. In the presentation coherence category, students write GBA-based news texts that are understandable but not coherent enough to reach a category sufficient to receive a grade of three. In terms of the accuracy of the choice of words, it gets an acceptable score because there are words that are not used often, so it gets a score of three. The category obtained from the perspective of selecting the title is lost, because the title does not match the information presented, so it gets a value of two. Regarding the spelling accuracy in the message, there are still fifteen errors, so the resulting category is lower and gets a score of two.

In learning to write GBA-based news text using the PEI model, students look more enthusiastic. In this phase, the teacher starts the lesson with an explanation of the purpose and background of learning and prepares students to accept the teacher's explanation. Then the teacher demonstrates the skill correctly or presents information step by step. Then the teacher plans and guides the initial formation. Then check if the student got the assignment right and provide feedback. Finally, it offers the opportunity for further training.

The PEI model in the learning process can run effectively and structured. In this case, the entire content of the material is conveyed to students in a relatively short time, and the teacher has complex learning preparations to be able to attract students'

attention. With this model students are closer to the teacher, so that students' emotions become relaxed without fear, resulting in good student learning outcomes. Because learning occurs gradually. This is in accordance with Arends' view (Trianto, 2014) states that the PEI model is a teaching approach specifically designed to support student learning in accordance with well-structured declarative and procedural knowledge that can be taught step by step using a step by step action model.

### **The Impact of the PEI Model on Learning to Write GBA-Based News Texts**

According to the research results, the PEI Model has an impact on students' learning to write GBA-based news texts, this impact is related to several aspects such as average, frequency and percentage of complete scores. The results of the student pre-test showed that 52 students scored less than 70 points. This means that students do not reach the KKM because students write incomplete message elements in accordance with writing GBA-based news texts. Then it is less consistent and difficult to understand when constructing a GBA-based message body. Then the use of short and indifferent sentences. The accuracy of the choice of words is still lacking, because there are words that are not permanent and cannot be understood. The choice of title does not match the content of the information presented. Finally, regarding the accuracy of spelling in the news, there are still many errors.

Of the students who achieved  $\geq 70$  points, one student succeeded in achieving the KKM. During the post-test with an increased score, students who managed to get a score of  $\geq 70$  got 45 students and managed to get KKM, this acquisition was based on the completeness of the message, students got a class that was very capable, because all elements of the news were fulfilled completely, including VIII elements namely what, where, when, who, why and how. In the coherent presentation section, students get a competency category because the presentation of news is presented consistently, clearly and easily understood. As for the use of sentences, students gain knowledge because the sentences used are effective. According to the accuracy of word choice, students receive a mark of proficiency to use correct and communicative words. In terms of topic selection, students get a valid category because the topics used are informative and interesting to read. In the last aspect, spelled the message correctly, included in the competent category because there were no misspellings, while students who scored less than 70 were recorded as eight students and did not reach the KKM. The application of the PEI Model has an effect on the writing of GBA-based news texts by grade 9 students of SMPIT Al Ishlah Maros.

Based on the results of testing the hypothesis with paired sample t-test shows that t-count is 21.931 while t-table is 2.00 because t-count  $>$  t-table ( $21.931 > 2.00$ ), so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted which means there are differences in the results of the research before and after using the PEI model. This shows that the PEI Model can have a significant influence on student learning outcomes when learning to write news texts based on GBA. The existence of this model has a positive effect, as seen from the average post-test which is higher than the pre-test. The post-test shows that students can write GBA-based news texts correctly and accurately. From this description it can be concluded that the PEI Model has an impact on learning to write GBA-based news texts for students VIII SMPIT Al Ishlah Maros. This is supported by the results of Hamel's research (2013) that the PEI model has a significant effect on student learning outcomes.

### **CONCLUSION**

*First*, the results of the Class VIII pretest showed that one student scored between 70 and 79, 17 students scored between 60 and 69, and 35 students scored between 0 and 59. Based on these results, the lowest score was 40 ie. H. 4 students overall, and the highest score was 71, which was obtained by one student. With an average of 55.26. Results when building a GBA-based message body were rated as poor. *Second*, the

results of the Class VIII posttest using the PEI model showed that 25 students scored between 80 and 89, 20 students scored between 70 and 79, and 8 students scored between 60 and 69. Based on these results, the lowest score was 62 according to one student, and the highest score was 88 which was obtained by one of the students. With an average score of 77.22, the results are considered high performance in compiling news texts based on GBA. *Third*, the results of testing the hypothesis with paired sample t-test show that t-count is 21.931 while t-table is 2.00 because t-count > t-table (21.931 > 2.00), so it can be concluded that H<sub>0</sub> is rejected and H<sub>1</sub> received. Thus, the PEI model has an effect on learning to write news texts based on GBA for students VIII at SMPIT Al Ishlah Maros.

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