

Application of Genre Based Learning Models to Improve Understanding and Writing Ability Negotiation Text for High School Students

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Abstract—This study aims to improve the quality of the process and student learning outcomes, especially the ability to understand and write negotiating texts of the students of SMA Negeri 1 Galur Kulon Progo through genre-based learning models. This study is a classroom action research (CAR) which was conducted in two cycles. The research was conducted at SMA Negeri 1 Galur Kulon Progo through four stages, namely; planning, implementation, observation, and reflection on actions in each cycle. The research subjects were grade X D students of SMA 1 Galur Kulon Progo in the academic year 2017/2018. The data were obtained from the learning process, the ability to understand the negotiating text, and the students' ability to write negotiating text, and the ability to write student negotiating texts. The data collection was through observation and tests, using the instruments including observation sheet and test questions. The data quantitative and qualitative in nature. The quantitative data were the test results of the test in comprehending and writing negotiating texts. The qualitative data were obtained from the results of observations in the field. The data analysis techniques used were the qualitative descriptive analysis techniques. The quantitative data were analyzed using descriptive statistical techniques from the excell program. The qualitative data were analyzed using inductive analysis techniques with steps including organization, description, and interpretation of data. The results of this study indicate that with genre-based teaching models could improve three things. First, it improved the learning process. The results of the action in cycle 1 showed that active participation of students in learning was 70% and in cycle 2 it improved to 90%. Second, it improved the ability to understand the negotiating text. In cycle 1, the percentage of achievement in completing the test ability to understand the negotiating text was 65% and in cycle 2 it was 85%. Third, it improved the ability to write negotiating texts. In the first cycle the percentage of achievement in completing the test of negotiating text writing skills was 70% and in the second cycle was 90%.

Keywords—teaching process, negotiating text, genre.

I. INTRODUCTION

The curriculum requires every student to have adequate reading and writing competencies. This competency is absolutely necessary. However, the results of reading and writing learning in some schools are still low, not optimal. The students do not yet have adequate reading and writing skills. One of the possible factors is the lack of the applied

learning model. The learning model that has been applied in high school has not fully been able to provide space for learning that excites students, so students are less responsive. Students are less motivated to take part in learning.

One of the material referred to above is the low ability of students to understand and write negotiating texts. Mastery of material understanding and writing negotiating texts is very important, because this material is very useful in everyday life. Humans as social beings in everyday life will certainly not be separated from various affairs, such as business, politics, organization, and various other matters that require negotiations to reach a mutual agreement.

The above facts require a solution so that students have the ability to understand and write negotiating texts. One of them is the need to apply the right learning model. Genre-based learning model is one alternative to improve it. Some problems arise, namely as follows. First, what is the improvement of the learning process of understanding and writing negotiating texts with genre-based learning models? Second, how do students improve their ability to understand and write negotiating texts after the application of genre-based learning models?

The rest of this paper is organized as follow: Section II describes the theoretical background. Section III describes the proposed research methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGROUND

This section presents the theoretical background.

A. Reading

Abidin in [1] suggests that reading can be defined in terms of poses and results. Reading as a process is an activity carried out to get the meaning of written words, including visual, perceptual, and conceptual processes. The results of reading are the result of the reading process that is understanding the contents of the reading.

Achieving goals in reading requires a process. The process according to Hayat and Yusuf in [2] includes; information search, interpretation and integration of ideas, assessment of content and use of language, and inference. Students when reading, construct meaning in various ways. Focus the

reader's attention on the information or ideas they read. Next, they will search to find information in the reading.

Hayat and Yusuf in [2] suggest that as part of the learning process of reading, there are several activities that can be carried out by the teacher to reveal students' understanding of the content of the discourse they have read. Activities that can be given to students after reading are writing something or response, answering questions or giving conclusions verbally, talking about the reading they have read with other students, and doing group assignments.

Students after reading need to be tested for their understanding of the text they read. Djwandono in [3] suggests that in reading comprehension basically includes details of ability; understanding the meaning of the word according to its use in discourse, recognizing the organizational structure of discourse and between the relationships of its parts, recognizing the points of mind expressed, being able to answer questions whose answers are explicitly contained in the discourse, able to answer questions whose answers are contained in the discourse though expressed in different words, able to draw inferences about the content of discourse, able to recognize and understand words and phrases to understand the nuances of literature, and be able to recognize and understand the intent and message of the writer.

The results of reading activities need to be measured to find out how much information students can understand. Nurgiyantoro in [4], suggested that the reading ability test was intended to measure students' competency skills in understanding the content of information contained in the reading. Related to that, according to Reeves in [5], the comprehension reading ability test can use Barrett Taxonomy with multiple choice questions. Barrett's taxonomy contains five levels, namely literal understanding, reorganization, internal understanding, evaluation and appreciation.

Literal comprehension focuses on ideas and information written explicitly in reading. Reorganization (reorganization), students are required to analyze, synthesize and / or organize ideas or information that is explicitly contained in discourse. Internal comprehension, namely discovery ideas and information are expressed in discourse, intuition, and personal experience as a basis for making hypotheses and conclusions in internal understanding. Evaluation, namely comparing ideas contained in a discourse with output criteria given by the teacher / other written sources or with Output criteria that arise from experience, knowledge, or values possessed by the reader. Appreciation (appreciation), namely the emotional response to the content, identification of characters or events, the language used by the author, and parables.

B. Writing

Writing has a certain concept. Abidin in [1] writing is a process of expressing ideas and ideas in written language. The broader definition of writing, Akhadiah in [6], reveals, writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which are a whole system. In addition, writing is the process of expressing

opinions based on input obtained by the author from various sources of ideas available.

Brown in [7] suggests that writing strategies consist of three types. The three strategies are interactive, collaborative and cooperative learning strategies. These three strategies are strategies that allow students to write correctly. Abidin in [1] suggests that writing learning must be interpreted as a process aimed at developing a series of student activities in order to produce a writing under the guidance, direction and motivation of the teacher. The process of writing learning should be directed at efforts to foster the ability of students to write various genres of writing for various purposes, various reading goals, and various socio-cultural contexts.

Assessment of the results of writing needs to be complicated. Nurgiyantoro in [4], said that teachers can develop their own assessment rubric that gives proportional weight to each component based on the importance of these components in supporting the existence of a written work.

C. Negotiation Text

Understanding of negotiations according to various sources is relatively the same. The Big Indonesian Dictionary, mentions, negotiation is a form of social interaction that functions to reach agreement between parties who have different interests, carried out through a process of bargaining by negotiating to give or receive in order to reach an agreement between one party with another party. Jackman in [8], argues that negotiation is a process that occurs between two or more parties, who at first have different thoughts until they finally reach an agreement.

The negotiating text has its own structure. Suherli, *et al.*, [9] suggest that negotiating texts have a distinctive text structure, generally consisting of orientation, submission, offering, and approval. Negotiation is used in various life contexts. Each negotiating context has its own structure. The negotiating text structure is not standard, very much depends on what is negotiated.

The outcome of the negotiations is expected to satisfy both parties. Peleckis in [10] suggests that to obtain the desired result in the negotiation process proper preparation is needed. For this reason, an effective negotiating team is needed, and its capacity can contribute to achieving the highest negotiation results. Ademi in [11] suggests that experienced negotiators must always be good and professional in their behavior. Rude behavior is evidence of a lack of negotiation skills and professional negotiators know how to use it for their own benefit. It is important to understand that other parties are not enemies, but ordinary people, without whom the negotiation process is impossible.

The language used in the negotiating text has its own characteristics. Suherli, *et al.*, [9], suggest the linguistic characteristics of the negotiating text as follows. Negotiating text languages are persuasive, use declarative sentences, pay attention to politeness values, use effective sentences, contain speech pairs (for example, say greetings - reply to greetings, ask - answer / do not answer, ask for help - fulfill / reject requests, offer - fulfill / reject offer, propose - accept / reject proposals, etc.), use direct sentences, and use

sentences that are not suppressing others, and followed by reasons.

D. Genre Based Learning Model

Pardiyono in [12] suggests that genre is a type of text that functions as a reference pattern so that a text can be made effectively. Effective in terms of the accuracy of objectives, the selection and preparation of elements of the text, as well as the accuracy in the use of grammar. Hyland in [13] explains that teachers who use genre-based orientation in giving writing instructions must pay attention to the subject matter, the process of compilation, and the form of the text compiled. This is based on the idea that writing is an attempt to communicate with readers. The teacher is focused on teaching coherent forms of language and having specific goals for students. In other words, students not only write but write something to achieve a goal which is one step to get something.

Martin in [14] argues that genre is a unit of events that is oriented or directed to achieve certain goals in social processes. Understanding genres that can be used as the basis of research is the genre in the unit of communication events in society which consists of steps that may be taken to achieve certain goals in social processes and language used as a means of achieving certain goals.

Knapp and Watkins in [15] explain, the term 'genre' has existed for a long time and takes the basis of various perspectives, including literature, popular culture, linguistics, and pedagogy. Text is produced and determined by social contexts, so it is possible to identify social elements in the structure and grammar of individual texts. Genres are classified according to their social goals and identified according to the stages they move to achieve their goals.

Compilation of Written Text with Genre Approach must be appropriate Rozimela in [16] suggests that knowledge about genres helps students understand the text. Facts show that students who have limited knowledge of certain types of texts face difficulties understanding the text, and vice versa. With regard to teaching writing with the genre model, students need to understand the features of the text to be written. Various things related to the text to be written need to be mastered by students. The structure, content, and language of each type of text need to be understood. The teacher needs to introduce it to students.

Dirgeyasa in [17] suggests that the genre pedagogy approach is based on the teaching-learning cycle "learning through guidance and interaction" which emphasizes the strategy of modeling text (modeling of text) and building text together (joint construction of text) before making text independently (independent construction of a text). Guidance and interaction are important in classroom learning activities. These three things are known as The Rother's Model of genre teaching and learning cycle. Text modeling (modeling of text); is a stage for making observations or analysis by students and asking questions to build students' curiosity regarding the text structure and social context or purpose of writing. Joint negotiation of text, gathering information in groups related to material and

linguistic aspects. Independent construction of text, which is text independently by students.

III. RESEARCH METHOD

This research was designed with the Classroom Action Research (CAR) model. Mulyasa in [18] suggests that Classroom Action Research is an attempt to examine the learning activities of a group of students by providing an action that is deliberately raised. The researcher is directly involved in the research process based on the problems that arise in learning.

This study aims to improve the quality of the process and learning outcomes of a group of students. Kunandar (2011: 44) said that in class action research there are three principles, namely; (1) the participation of researchers in a program or activity, (2) the purpose of improving the quality of a program or activity through the action research, and (3) treatment to improve the quality of a program or activity.

The learning procedure in Class Action Research follows the cyclical learning model. Arikunto, *et al.*, in [19] suggest that when carrying out research actions start from planning, implementing, observing, and reflecting. When the first cycle has not been successful, then the action continues in the second cycle and so on until it reaches the target.

This research was conducted in the second semester of the 2017/2018 school year at SMA 1 Galur Kulon Progo. The selection of the place of this research is motivated by several problems related to the process and results of learning in the school. The subjects of this study were students of class X, especially students of class XD.

The action scenario in this study is;

- (1) Planning; The researcher prepares a teaching plan that can improve the quality of the learning process and the ability of students to understand and write negotiating texts, determine collaborators, make and complete learning tools and media, make observation sheets, design evaluation tools,
- (2) Implementation of Actions. Activities carried out at this stage are carrying out learning activities in accordance with the planning of teaching that has been prepared, by implementing the genre-based learning model.

Data collection techniques in this study were carried out using observation and tests. Observations are made to find data in the form of activities (activities) carried out by the teacher and students when learning takes place. Tests are conducted to measure the success of the actions taken, namely to measure students' ability to understand and write negotiating texts.

The instruments of data collection in this study used observation sheets and test questions. Instrument observation sheet to reveal activities (activities) carried out by teachers and students when learning takes place. Test questions are used to measure students' ability to understand and write negotiating texts.

The data analysis technique in this study used qualitative descriptive analysis techniques. Qualitative data were analyzed using inductive analysis techniques with steps; organization, description, and interpretation of data. Quantitative data were analyzed using descriptive statistical

techniques from the excel program. The data taken in this study is in the form of qualitative and quantitative data. Qualitative data is obtained from observations in the field. Quantitative data is taken from the results of tests of understanding of negotiating texts and writing negotiating texts.

The criteria for the success of the action in this study are determined based on the minimum completeness criteria (KKM) determined by the school, as follows.

- (1) The quality of learning in understanding and writing negotiating texts is characterized by an increase in active participation of students in the learning process, which is equal to 75% of the number of students in the class active in the learning process.
- (2) The ability to understand student negotiating texts is characterized by an increase in the value of student understanding, which is 75% of the students in the class score ≥ 70 .

The ability to write student negotiating texts is marked by an increase in the value of student writing, which is 75% of the students in the class score of 70.

IV. RESULT AND DISCUSSION

This action research was carried out in two cycles. Each cycle consists of four actions, namely planning, implementation, observation, and reflection.

A. *Improved Learning Process Understanding and Writing Negotiating Text*

The learning process of understanding and writing genre-based negotiating texts in this study has increased from cycle 1 to cycle 2. In cycle 1 the implementation of learning is still not conducive. Discipline, enthusiasm, and student activity are still not as expected. They are less eager to take lessons. The atmosphere in the classroom is still unpleasant. In a noisy class (not calm). Some students were absent without information. The rate of delay in class is still high. When the lesson lasts several students repeatedly permission to back and some students pay less attention to the lesson; some are sleepy, play cell phones, talk to themselves with their friends, or do other subject assignments. Most students do not have the initiative to record important things. Their concentration has not been fully focused on the lesson. Some students when working on the exercises given by the teacher tend to cheat on their friends. Students when discussion just joins without active participation in working. Similarly, when presentations in front of the class, they tend to be passive, just join. Rarely does a question or response appear to the teacher or his friend. At the time of the lesson, the teacher often gave oral questions, but the enthusiasm of the students was not so visible to answer them. Participation is still dominated by only a few students. Most students are still passive. Similarly, when the teacher at the end of the lesson draws conclusions, students are still not much involved.

So, student participation in cycle 1 in general has not shown high enthusiasm for learning. The percentage of active participation of students in new learning is 70%. Arikunto, *et al.* in [19] argues that the indicator of the success of an action is that after a model is applied the students will be

active, highly motivated, a pleasant learning atmosphere, and the results are good.

Associated with these opinions and the results achieved in cycle 1, the researcher made corrective actions in cycle 2. Some of the problems that emerged were overcome by referring to the genre learning model that was being applied. These problems are overcome by applying the genre learning model. Dirgeyasa [17] suggests that the genre pedagogical approach is based on the teaching-learning cycle, "learning through guidance and interaction" which emphasizes the strategy of text modelling and joint construction before making text independently. Guidance and interaction are important in classroom learning activities.

Knapp and Watkins in [15] argues, texts are produced and determined by social contexts, so it is possible to identify social elements in the structure and grammar of individual texts. Genres are classified according to their social goals and identified according to the stages. They move to achieve their goals. Based on these opinions, students are given an understanding of the purpose of making negotiating texts for activities that are often carried out during society in daily life. Clear goals which are a necessity make them enthusiastic about learning the negotiating text. Increased concentration is automatically able to overcome the things they have been doing so far which makes them not focus on learning

In cycle 2, text modelling is chosen from authentic texts that are more interesting for students. The language structure is good, and the contents have high benefits for students. Thus, they were enthusiastic to read it and felt the need for the negotiating text. Therefore, their attention is drawn to the text. Students no longer play cell phones or do other activities outside of learning. The mobile they have is directed to be used to search for text models on the internet. These texts are very authentic. They look for what they need. They are the focus of the lesson. They take lessons seriously.

The success of the text modelling stage will determine the steps of the next genre process to improve the ability to understand and write negotiating texts. When students have developed interest, they truly understand the negotiating text that is being studied. The content, structure, and language of the negotiating text they can master well. They can understand the ins and outs of the negotiating text.

The concept of the negotiating text genre needs to be emphasized to students so that students are not burdened by the difficulty of the material, so that they will feel light (easy) and happy to learn. Pardiyono in [12] argues that the concept of the genre describes various types of texts with differences in each goal and the technique of preparation or packaging of the information. Understanding the concept of genre makes it easier for students to set goals, for what texts are made and makes it easier for them to identify elements of the text and rhetorical structures. Something fun makes students interested in following it. The students who were initially lazy became diligent. They are happy and full of awareness following the lessons. Their discipline to follow the lesson naturally builds on. Sleepiness never appears. Their mastery of subject matter increases. Confidence

grows. They were also active in responding to something that was conveyed by the teacher and his friend. Class becomes alive and fun.

The second stage of the genre learning model is joint construction of text. Dirgeyasa in [17] suggests that at this stage students in groups gather information related to the material and discuss to conclude the results of gathering information related to the material and aspects of language. In addition to exchanging ideas with fellow students, also exchanging ideas with the teacher to discuss the results of the information obtained. Through joint construction, learning becomes conducive. Students are conditioned to find as much information as possible and discuss it with fellow students and teachers. The learning process can take place well.

The third step of the genre model is independent construction of text. This stage is an advanced stage developed to write negotiating texts. Students after understanding the negotiating text and looking for information from various sources, students do write activities. After students understand the importance of the writing they will make and understand the writing, the students sincerely write, and the results are good.

In cycle 2 in general during the learning the class atmosphere was quite conducive. The stages of the genre above can be done well, the problems that arise are automatically resolved. The application of genre learning models can improve the quality of the learning process. The learning process in the classroom can take place so that students can understand the negotiating text and are able to write ideal negotiating texts. In general, the classroom atmosphere is very conducive and pleasant. Active participation of students in general has shown high enthusiasm for learning. Student active participation in learning can reach 90%. The improvement of the learning process in this study can be seen in the following Table I.

TABLE I. PERCENTAGE OF STUDENT ACTIVE PARTICIPATION IN LEARNING CYCLE 1 AND CYCLE 2

	Cycle 1	Cycle 2
Active Participation Percentage	70 %	90 %

Based on the Table I above, student participation in learning in cycle 1 has not yet reached the target. The actions taken have not been able to improve the learning process. The target to be achieved is the active participation of students in learning at a minimum of 75% of the number of students in the class. The action in the first cycle has only reached 70%. In cycle 2 the percentage of active participation of students in learning reaches 90%. This number has exceeded the target set in this study. Through actions carried out in cycle 2 as described above, it can increase students' active participation in learning by 20%.

B. Increased Ability to Understand Negotiating Text with Genre Based Learning Models

Improving the ability of students to understand the negotiating text can be seen in the following Table II.

TABLE II. ABILITY TO UNDERSTAND NEGOTIATION TEXT TEST SCORES CLASS X STUDENTS OF SMA 1 GALUR KULON PROGO CYCLE 1 AND CYCLE 2

No	Name	Scores	
		Cycle 1	Cycle 2
1	Student 1	60	75
2	Student 2	75	75
3	Student 3	75	85
4	Student 4	45	60
5	Student 5	75	85
6	Student 6	75	90
7	Student 7	70	70
8	Student 8	70	70
9	Student 9	70	80
10	Student 10	65	65
11	Student 11	75	80
12	Student 12	70	70
13	Student 13	65	65
14	Student 14	80	85
15	Student 15	60	70
16	Student 16	70	85
17	Student 17	85	90
18	Student 18	50	70
19	Student 19	55	75
20	Student 20	70	75
Total score		1360	1520
Average		68	76
		TT: 7, T: 13	TT: 3, T: 17
Percentage of Completeness		65%	85%

Where:
T : Complete
TT: Not Complete

Based on the Table II above, it appears in Cycle 1 that the number of students whose grades reached 70 were 13 students and the number of students whose scores had not reached 70 were 7 students. Therefore, the percentage of achievement test of the ability to understand the class negotiating text is 65%. This figure shows that the action in cycle 1 has not been successful. The target set is the number of students whose grades reach 70 at least 75% of the number of students in the class. Therefore, action needs to be continued in cycle 2 so that students' abilities increase.

The problems that arise in cycle 1 are followed up in cycle 2. The results of the tests in cycle 2 in the table above appear to be increasing compared to the cycle 1. The table shows that the number of students whose value reaches 70 as many as 17 students and the number of students whose value has not reached 70 as many as 3 students. Means, the percentage of achievement of the ability to understand the negotiating text of the class is 85% and the increase is 30%. This number indicates that the action in cycle 2 has reached the target. The increase can be said that the genre-based learning model is quite effective in improving the ability to understand student negotiating texts.

Efforts to improve the ability to understand the negotiating text in cycle 1 in this study still have several obstacles, so that the minimum target capacity has not been achieved. Some problems that arise in improving the ability to understand the negotiating text in this study relate to the learning process. The learning process in cycle 1 has several problems, as discussed in the previous section, that when the learning process cannot take place properly, the results of

the ability to understand the negotiating text are also not good. Problems that arise in learning affect the results of activities understanding the negotiating text. These problems in this case were solved through the application of genre-based learning models.

In cycle 1 students have not been very aware of the importance of negotiating texts, so that they have not yet grown awareness to understand the text presented as a model. Thus the purpose of understanding the text to get the meaning of the text is not achieved. When tested for their understanding skills, the results are low. Therefore, in cycle 2 the teacher needs to re-emphasize the importance of negotiating texts that have important benefits for them in their daily lives. They are presented with texts that appeal to them. Here the concept of genre needs to be emphasized to students. Clear goals related to student needs make their enthusiasm for understanding the text increase. Automatically the attention of students is focused on the text they need.

Hayat and Yusuf in [2] suggest that students' comprehension abilities can be seen from three main aspects of ability. First, the ability to find and find information. Second, the ability to develop meaning obtained from information found and make inference using one or more information. Third, the ability to reflect and evaluate the content of the discourse in relation to daily experience, knowledge that has been obtained before, and the development of ideas from the information obtained.

The learning process of understanding the negotiating text in this study was ended by answering test questions to measure students' ability to understand the negotiating text. Hayat and Yusuf in [2] suggest that as part of the process of understanding the text, there are several activities that can be carried out by the teacher to reveal students' understanding of the content of the discourse they have read. Activities that can be assigned to students after reading are writing something or response, answering questions or giving conclusions verbally, talking about the reading they have read with other students, and doing group assignments. Based on the results of the actions taken in 2 cycles, it shows that through the genre-based learning model the ability of students to understand the text has increased.

C. Increasing the Ability to Write Negotiating Text with Genre-Based Learning Model Class XD Galur High School I

Improving the ability of students to write negotiating texts after being given two cycles of action can be seen in the following Table III.

TABLE III. STUDENT WRITING NEGOTIATION TEXT TEST SCORE CYCLE 1 AND CYCLE 2

No	Name	Scores	
		Cycle 1	Cycle 2
1	Student 1	65	70
2	Student 2	74	75
3	Student 3	76	80
4	Student 4	60	65
5	Student 5	68	70
6	Student 6	78	82
7	Student 7	76	80
8	Student 8	65	75

9	Student 9	84	86
10	Student 10	78	80
11	Student 11	80	81
12	Student 12	65	73
13	Student 13	75	77
14	Student 14	78	80
15	Student 15	75	85
16	Student 16	70	75
17	Student 17	78	80
18	Student 18	60	68
19	Student 19	70	73
20	Student 20	75	76
Total score		1450	1531
Average		72.5	76.55
		T: 14, TT: 6	T: 18, TT: 2
Percentage of completeness		70%	90%

Where:

T : Complete

TT : Not Complete

Based on the Table III above, it appears that in cycle 1 the learning outcomes have not reached the target. The percentage of success has only reached 70%, there are still many students whose score has not yet been completed, which is 30%. In cycle 2 the success rate of action reaches 90%. That means, there is a capacity increase of 20%. This figure shows that the target has been reached, most students have been able to write negotiating texts. The ability of students has experienced an increase from the previous cycle. The ability to write above cannot be separated from the role of applying genre-based learning models. The application of genre-based models in cycle 1 has not yet reached the target. This is caused by several obstacles that arise during learning. These constraints are not much different from the obstacles that occur when learning to understand, because between understanding and writing sequentially. When learning to understand is constrained and the results are bad, learning to write is the same. The results achieved have not been optimal and have not been as expected.

In cycle 2 the target is achieved by following the steps of the genre learning model. Abidin in [1] suggests that writing learning must be interpreted as a process aimed at developing a series of student activities in order to produce a writing under the guidance, direction and motivation of the teacher. Therefore, writing learning should be developed through several stages of the writing process so that students are truly able to write according to the clear stages of the process.

Hyland in [13] explains; teachers who use genre-based orientation in giving writing instructions must pay attention to the subject matter, the process of compilation, and the form of the text compiled. The process of learning to write with the genre approach in this study begins with reading and then writing. The students prior to writing activities carry out activities to read negotiating texts to understand the intricacies of the text.

Students after understanding the text through modeling and construction together, then do writing activities. Dirgeyasa in [17] explains, the third step of writing learning based on genre is independent construction of text. Students at this stage begin writing negotiating texts independently. They

individually write negotiating texts on free topics, according to their wishes. The form of the text is still in the form of a draft first which is then consulted with the teacher and discussed with friends. This is intended to get responses, criticisms, suggestions from them both content, structure, language, and other matters related to the negotiating text. The next step of independent construction is the editing and publication stage of the writing. The editing and publishing phase of writing is the last stage of writing activity. The teacher in editing encourages students to examine errors related to grammar, spelling, punctuation, and so on. The editing phase is done by peerediting technique, which is editing that is done between students. The writing process is intended for students to learn from each other's strengths and weaknesses. The teacher can also provide constructive input. Publications are carried out by reading the results of the students' writing in front of the class or sticking to the school wall. Through the genre model the ability of students to write is quite adequate. The results of their writing are quite ideal.

V. CONCLUSION

In accordance with the problems raised in this study, genre-based learning models can improve three things, namely improving the quality of the learning process, improving the ability to understand the negotiating text, and improving the ability to write negotiating texts. Improving the quality of the learning process is characterized by an increase in students' active participation in the learning process in cycle 1 and cycle 2. Active participation includes; increasing student discipline in attending lessons, increasing concentration of learning, increasing positive student behavior, and increasing student enthusiasm in learning so that the learning process takes place conducive and enjoyable. The results of the action in cycle 1 showed that students' active participation in learning was 70% and the action on cycle 2 was 90%. This shows that active participation is good, because $\geq 75\%$ of the number of students in the class are active in the learning process. The increase in the ability to understand student negotiating texts is indicated by an increase in the percentage score of students' ability to understand the negotiating text. The percentage score of a classic score of at least 75% of the number of students in the class scores ≥ 70 . In cycle 1, the percentage of achievement scores in the comprehension score of negotiating texts was 65% and in cycle 2 it reached 85%. This shows that the genre learning model succeeded in increasing the ability to understand student negotiating texts. The increase in the ability to write student negotiating texts is marked by an increase in the percentage score of the ability to write student negotiating texts. The percentage score for writing negotiating texts in a classical manner is at least 75% of the number of students in the class obtaining a score of ≥ 70 . In cycle 1, the percentage of attainment of completeness score of writing ability is 70% and in cycle 2 reaches 90%. This shows that the genre learning model succeeded in increasing the ability to write student negotiating texts.

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