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Improving madrasah students' news-writing skills and motivation through process-genre instruction

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Abstract

Despite the importance of news writing in lower-secondary literacy, students may present events as subjective chronological narratives rather than factual, reader-oriented reports. This study examined changes in news-writing skills and motivation during process-genre instruction, addressing limited classroom-based evidence from Indonesian Madrasah Tsanawiyah settings. Collaborative classroom action research was conducted in two cycles with 30 seventh-grade students. The instructional sequence comprised Building Knowledge of the Field, Modelling of Text, Joint Construction of Text, Independent Construction of Text, and Reviewing, Editing, and Publishing. Data were collected through analytic writing assessments, a writing-motivation questionnaire, classroom observations, open-ended responses, and textual analysis of students' drafts. The mean writing score increased from 69.60 to 81.73, the proportion meeting the mastery criterion rose from 26.67% to 90.00%, and motivation increased from 81.94% to 87.00%. Students' reports also showed clearer leads, more factual language, stronger source attribution, and more consistent inverted-pyramid organization. Although the one-group design does not permit causal attribution, the study provides classroom-based evidence that process-genre instruction may support news writing when revision, verification, and audience-oriented publication are integrated into the instructional sequence.

Keywords: process-genre instruction; news writing; writing motivation; action research; Madrasah Tsanawiyah

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INTRODUCTION

Writing is central to literacy development in lower secondary education because it enables students to organize information, construct meaning, and communicate with particular audiences. Indonesian language education therefore expects students to produce logical, coherent, and contextually appropriate informative texts through meaningful learning and integrated assessment (Anggraena et al., 2025). Writing is thus a cognitive-social practice involving information management, idea organization, reader awareness, and purposeful language choice (Camacho et al., 2021; Qin et al., 2022).

News writing is particularly challenging because students must transform observations and source materials into reader-oriented reports. This process requires a clear focus, prioritized information, an effective lead, a distinction between facts and commentary, and transparent

source identification. Although these conventions vary by purpose, audience, medium, editorial practice, and sociocultural context, accuracy, verification, and source transparency remain widely recognized principles of responsible journalism (Mak, 2021; Ozfidan et al., 2024). They also correspond to media and information literacy practices requiring learners to evaluate sources, verify information, and communicate responsibly (Ireton & Posetti, 2018; UNESCO, 2021).

A preliminary diagnosis was conducted in March 2026, before Cycle I, to document the instructional problem and inform the action plan. All 30 students produced an initial individual news draft based on a school-related event. The drafts, classroom observations, and records of initial interactions were examined using the seven dimensions later applied in the analytic rubric: title formulation, completeness of news elements, news value and angle, inverted-pyramid organization, objectivity and source attribution, coherence, and language mechanics. Recurring difficulties included writing concise leads, incorporating relevant 5W+1H information, maintaining an event focus, prioritizing facts, integrating quotations, identifying sources, and using an appropriately factual register. Because the diagnosis was used primarily for instructional planning, only aggregate qualitative patterns were retained; the absence of complete numerical diagnostic data is acknowledged as a limitation.

Several drafts used evaluative titles, emotive statements, and chronological structures more typical of personal-experience accounts. Titles and statements such as “The Library, a Favorite Learning Space That Revives Students’ Literacy Spirit” and “Studying in the library is fun and comfortable!” illustrate this tendency. Although students had relevant observations, they often presented them as personal evaluations without clearly distinguishing observation, attributed information, and commentary. This does not imply that evaluative language is inappropriate in all journalism; rather, it indicates a mismatch between students’ textual choices and the factual school-news task. The diagnosis therefore concerned their developing control of the target classroom genre, not compliance with universal journalistic rules.

Motivational difficulties were also evident. Some students hesitated to begin writing, relied heavily on teacher guidance, participated minimally when difficulties arose, and showed limited persistence during revision. Such behaviors relate to interest, task value, self-efficacy, persistence, and achievement goals. Writing motivation is associated with performance and shaped by instructional practices, classroom conditions, and students’ beliefs about their capabilities (Busse et al., 2023; Camacho et al., 2021; Pajares, 2003; Wang & Troia, 2023). The classroom problem thus involved both limited control of the news genre and restricted engagement in drafting and revision.

The process-genre approach was selected because it combines recursive writing processes with explicit attention to context, audience, communicative purpose, textual organization, and language choice. Students examine how texts function while planning, drafting, receiving feedback, revising, and editing their work. This integration is consistent with instruction emphasizing modeling, guided practice, strategy use, collaboration, formative feedback, and reflection (Graham & Perin, 2007; Graham et al., 2016). Process-genre instruction has also been associated with writing performance, strategy use, self-efficacy, autonomy, and higher-order thinking, although much of the evidence comes from second- or foreign-language settings and higher education (Albore et al., 2024; Peungcharoenkun & Waluyo, 2023; Truong, 2022; Wardhana, 2022).

Genre-based instruction commonly includes Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT), moving from contextual preparation and model-text analysis to collaborative and independent construction (Rahmadhani et al., 2022; Spycher, 2021). Their sequence and emphasis may be adapted to learners, curricular demands, and classroom conditions; the cycle is therefore a flexible pedagogical framework rather than a fixed formula (Dirgeyasa, 2016; Laila et al., 2021).

In this study, BKOF involved observing events, collecting facts, and identifying sources to

develop contextual knowledge. During MOT, students compared news texts to examine how structural and linguistic choices varied by purpose, audience, medium, and context. Using multiple models made recurring genre features visible without reducing news writing to a single template (Rahmadhani et al., 2022; Spycher, 2021).

JCOT provided guided practice in selecting and ordering facts, formulating leads, distinguishing observation from personal commentary, and attributing source statements. ICOT then transferred greater responsibility to students, who applied this contextual, rhetorical, and linguistic knowledge to individual reports. This transition from guided to independent construction may support idea development, genre awareness, and textual organization when assistance is adapted to students' needs (Nguyen & Truong, 2024; Rahmadhani et al., 2022; Spycher, 2021).

The cycle was extended through Reviewing, Editing, and Publishing (REP), a context-specific adaptation informed by recursive process-writing principles. Students reviewed the relevance and organization of information, checked facts and attribution, responded to feedback, edited language and mechanics, and prepared their reports for an intended audience. REP was not treated as a standard fifth stage of genre pedagogy but as an extension connecting genre instruction with feedback, revision, monitoring, editing, and audience-oriented writing (Albore et al., 2024; Peungcharoenkun & Waluyo, 2023; Truong, 2022).

These activities provided overlapping forms of scaffolding. Cognitive scaffolding involved collecting, selecting, organizing, and reviewing information; linguistic scaffolding included model-text analysis, lead construction, attribution, paragraph development, and editing. Affective scaffolding was provided through collaboration, staged assistance, feedback, and the gradual transfer of responsibility (Nguyen & Truong, 2024; Rahimi, 2024;Truong, 2022). Ethical scaffolding involved fact-checking, source evaluation, quotation verification, differentiation between facts and commentary, and transparent attribution (Ireton & Posetti, 2018; UNESCO, 2021). These functions were attached to specific activities rather than treated as fixed properties of the instructional stages.

Previous studies have linked process-genre and genre-based instruction to writing performance, strategy use, genre knowledge, self-efficacy, autonomy, engagement, and attitudes toward writing (Aulia, 2024; Nguyen & Truong, 2024; Peungcharoenkun & Waluyo, 2023; Rahimi, 2024; Wardhana, 2022). However, much of this evidence concerns L2 or EFL learners, higher education, general writing outcomes, or genres other than school news reports. Limited classroom-based evidence is available on the combined development of news-writing competence, motivation, and textual patterns among Indonesian Madrasah Tsanawiyah students.

The research gap therefore concerns not only changes in writing scores but also changes in students' textual decisions and engagement during a staged intervention. Limited classroom-based evidence is available on the extension of the conventional genre-teaching cycle through a Reviewing, Editing, and Publishing stage that integrates revision, verification, accountability, and audience-oriented publication. Examining these dimensions together may clarify how contextual preparation, genre modeling, guided and independent construction, revision, editing, and publication operate in a natural classroom setting. Accordingly, this classroom action research examined changes in the news-writing skills, motivation, and textual patterns of Class VIIB students at MTsN 10 Sleman, with particular attention to fact selection, lead construction, source attribution, reader-oriented organization, and participation in drafting, feedback, revision, editing, and publication. The study addressed the following questions:

1. What changes occurred in students' news-writing skills during process-genre instruction?
2. What changes occurred in students' motivation toward news writing across the two action cycles?
3. How did students' textual patterns change during the intervention, particularly in relation to factual language, source attribution, and information organization?

METHODS

Research Design and Context

This study employed collaborative classroom action research to address diagnosed difficulties in news writing and to examine changes in students' writing skills, motivation, and textual patterns within a natural classroom setting. Classroom action research was appropriate because it combines systematic inquiry with context-specific instructional improvement through iterative planning, action, observation, and reflection (Kemmis et al., 2014; Young et al., 2010). Conducted collaboratively by the researcher and another Indonesian language teacher, the study took place from March to April 2026 at Madrasah Tsanawiyah Negeri (MTsN) 10 Sleman, Yogyakarta, Indonesia. It comprised two cycles conducted over six meetings, with evidence from each cycle informing reflection and subsequent instructional decisions.

Cycle I consisted of four meetings. The planning phase involved preparing instructional materials, model texts, worksheets, observation instruments, and assessment rubrics. During the action phase, students completed Building Knowledge of the Field (BKOF), Modelling of Text (MOT), and Joint Construction of Text (JCOT) activities on school-library news. Classroom observations, field notes, documentation, and students' drafts were used to monitor engagement and writing development. Reflection on these data revealed difficulties with news focus, leads, 5W+1H information, objectivity, coherence, and language use, which informed the subsequent cycle.

Cycle II comprised two meetings and addressed the difficulties identified in Cycle I. Following collaborative planning, students independently observed and reported on the Free Nutritious Meal Program (*Makan Bergizi Gratis* [MBG]) through Independent Construction of Text (ICOT), followed by Reviewing, Editing, and Publishing (REP). Observation focused on students' independence, persistence, source attribution, objectivity, and revision practices. The final reflection drew on observation records, questionnaires, feedback sheets, drafts, and final reports to evaluate changes in students' engagement, news-writing skills, and writing motivation against the predetermined success criteria.

Participants and Sampling

The participants were all 30 students in Class VIIB at MTsN 10 Sleman, comprising 12 male and 18 female students aged 12–13 years. Although they had received introductory instruction in news writing, they had limited experience in independently collecting, verifying, and organizing information into factual reports. Preliminary drafts revealed difficulties with titles and leads, 5W+1H elements, inverted-pyramid organization, objectivity, source attribution, coherence, and writing mechanics. The class was therefore selected purposively based on these instructional needs rather than statistical representativeness. All students participated in both cycles and completed all data-collection activities. Gender was reported descriptively and was not included as an analytical variable.

The researcher was the Indonesian language teacher who taught the class, while another Indonesian language teacher served as the collaborating observer. The researcher planned and conducted the intervention, assessed students' writing and motivation, and led the reflection process. The collaborator reviewed the instructional plans, observed and documented classroom implementation, and contributed to data interpretation and subsequent-cycle planning. Thus, teaching and observation were assigned to different individuals, whereas planning and reflection were conducted collaboratively The findings are therefore most transferable to lower-secondary classrooms with comparable curricular expectations, learner characteristics, and school-based news-writing tasks rather than statistically generalizable to other populations.

Instruments and Materials

Data were collected using quantitative and qualitative instruments to document students' writing performance, motivation, engagement, and textual development. The quantitative instruments comprised a news-writing task assessed with an analytic rubric and a 15-item

motivation questionnaire using a four-point Likert scale. The rubric assessed seven dimensions: title formulation, completeness of news elements, news value and angle, inverted-pyramid organization, objectivity and source attribution, coherence, and language mechanics. The questionnaire measured six dimensions: interest, information literacy, active engagement, instructional support, self-efficacy and persistence, and public responsibility and value.

The instruments underwent content review by the research supervisor, a university lecturer specializing in Indonesian language education and writing assessment. The review examined construct alignment, linguistic clarity, and suitability for Grade VII students. The instruments were revised accordingly and judged suitable for this classroom action research. Because the review involved one specialist, no quantitative content-validity coefficient was calculated. No separate empirical reliability test was conducted for the questionnaire, and no interrater reliability coefficient was available because the writing products were scored by the teacher-researcher. These limitations constrain the precision and independent verification of the measurement results and are considered in interpreting the findings.

Qualitative data were obtained from classroom observations, field notes, open-ended questionnaire responses, process documentation, and students' successive drafts. The data were analyzed through data reduction, thematic organization, data display, and conclusion drawing. Students' drafts were examined for changes in news focus, information completeness and organization, objectivity, source attribution, coherence, and language use. Evidence across sources and cycles was compared to identify convergent and contrasting patterns and to inform reflection and subsequent instructional decisions.

Procedure and Data Collection

The intervention was conducted in two action cycles comprising six meetings or 12 lesson hours. Cycle I consisted of four meetings and focused on developing students' macro- and micro-level understanding of news texts through the theme "Learning Activities in the Library." The instructional stages in Cycle I included Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text 1 (JCOT 1), and Joint Construction of Text 2 (JCOT 2). BKOF was implemented through news-hunting activities; MOT involved the analysis of model texts; JCOT 1 involved group observation and interviews; and JCOT 2 involved the collaborative drafting of group news texts.

Cycle II consisted of two meetings and focused on independent news writing about the Free Nutritious Meals Program (Makan Bergizi Gratis, MBG) at the madrasah. This cycle implemented Independent Construction of Text (ICOT) and Reviewing, Editing, and Publishing (REP). During ICOT, students wrote individual news texts based on their observations of the MBG program. During REP, students reviewed drafts, revised content, edited language, received peer feedback, and participated in a simulated classroom newsroom. Data were collected throughout both cycles through writing tests, motivation questionnaires, observation, field notes, open-ended responses, and documentation of student drafts.

Data Analysis

Quantitative data from writing tests and motivation questionnaires were analyzed using descriptive statistics. The analysis focused on class mean scores, percentages of achievement for each writing indicator, motivation percentages, and the proportion of students meeting the mastery criterion. The success criteria for the action were set at a minimum mean writing score of 75 and a minimum mastery proportion of 75%.

Qualitative data were analyzed interactively through data reduction, data display, and conclusion drawing. Observation notes, open-ended responses, and student drafts were examined to identify patterns in classroom participation, perceived writing difficulties, motivational changes, and textual development. Textual analysis was used to trace changes in students' drafts in relation to diction, information structure, objectivity, coherence, and source attribution. Data trustworthiness was strengthened through triangulation of techniques and sources by comparing writing scores, questionnaire results, classroom observations, open-ended responses, and student texts.

Ethical Considerations

The study was conducted in accordance with ethical standards for educational research. Permission to conduct the study was obtained from the madrasah principal and the collaborating Indonesian language teacher. Participant confidentiality was maintained by anonymizing student identities through numerical codes from Student 1 to Student 30 during tabulation, analysis, and reporting. The classroom-based intervention was implemented as part of instructional improvement, and the reporting of findings avoided information that could identify individual students.

RESULTS AND DISCUSSION

Results

Improving News Writing Skills through the Process-Genre Approach

The implementation of the process-genre approach was associated with consistent improvement in students' news writing skills across the two action cycles. The class mean score increased by 12.13 points, from 69.60 in Cycle I to 81.73 in Cycle II. The proportion of students meeting the mastery criterion also increased substantially, from 26.67% to 90.00%. These results indicate that the action met the predetermined success criteria and that the staged intervention supported students' development in producing news texts.

Indicator-level analysis showed that title formulation recorded the largest gain, increasing from 69.17 to 83.75 (+14.58 points). This improvement may be associated with repeated analysis of model headlines, practice in identifying the central event, and focused feedback on factuality, specificity, and concision. Because a title is a relatively bounded textual unit, students could revise it more readily than features requiring sustained control across an entire report. Objectivity and source attribution increased from 67.00 to 80.17 (+13.17 points). The Cycle II reporting task on the directly observable Free Nutritious Meal Program (*Makan Bergizi Gratis* [MBG]) gave students access to concrete facts and identifiable sources for interviews. These conditions may have supported clearer distinctions among observation, attributed statements, and personal commentary. The completeness of news elements also improved substantially, from 70.50 to 82.50 (+12.00 points), as the 5W+1H reporting framework provided a practical guide for collecting information and identifying omissions during drafting and revision.

By comparison, coherence (+11.95), inverted-pyramid organization (+11.88), news value and angle (+10.83), and language use and quotation mechanics (+10.83) showed smaller, though still meaningful, gains. These dimensions involve more complex and interdependent decisions across the entire text. Students had to determine the relative importance of facts, maintain a consistent news angle, arrange information hierarchically, connect sentences and paragraphs logically, and apply appropriate diction, punctuation, and quotation conventions. The continued difficulties in sentence construction, coherence, editing, and quotation mechanics after Cycle II suggest that these skills require longer and more varied practice than headline formulation, source attribution, or information checking. The differences among indicators therefore appear to reflect both the instructional emphasis of Cycle II and the varying cognitive and linguistic demands of each writing dimension, rather than the isolated effect of any single instructional stage. Figure 1 presents the development of all indicators across the two cycles.

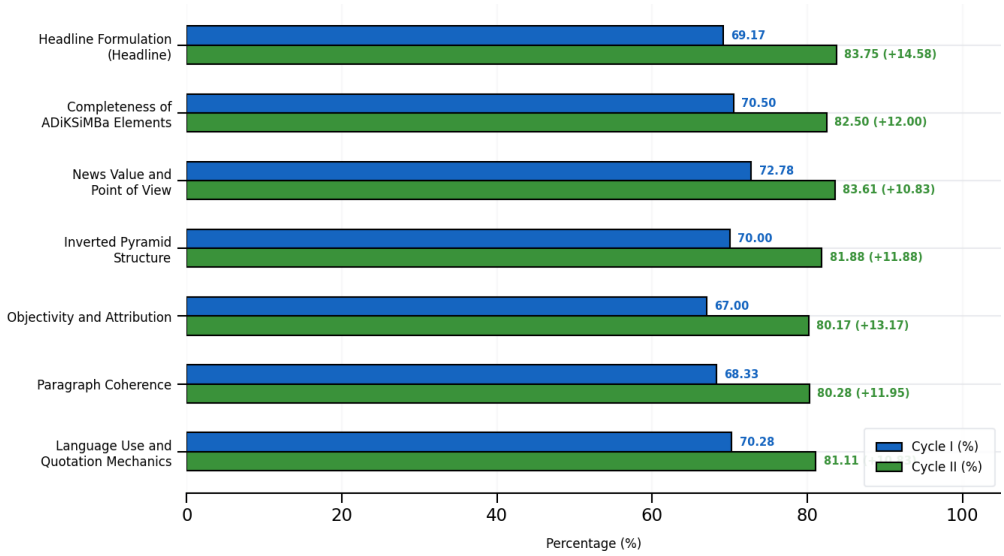


Figure 1. Development of Achievement Indicators for News Text Writing Skills

The improvement in title formulation was also reflected in the quality of students' news titles. In Cycle I, several titles were still general or emotive. In Cycle II, students increasingly produced titles that referred directly to the reported event, such as "Free Nutritious Meals at MTsN 10 Sleman" and "Free Nutritious Meals Program Launched at MTsN 10 Sleman." This development indicates that students began to understand the title as a representation of the core news event rather than as a general label for an activity. In addition, the 5W+1H framework helped students monitor the completeness of information in their drafts (Qin et al., 2022).

Changes in Students' Writing Motivation and Self-Efficacy

The intervention also produced improvement in students' writing motivation. The mean motivation score increased from 81.94% in Cycle I to 87.00% in Cycle II, suggesting that staged instruction, collaborative work, and peer feedback supported students' affective engagement in news writing. The development of writing motivation is shown in Figure 2.

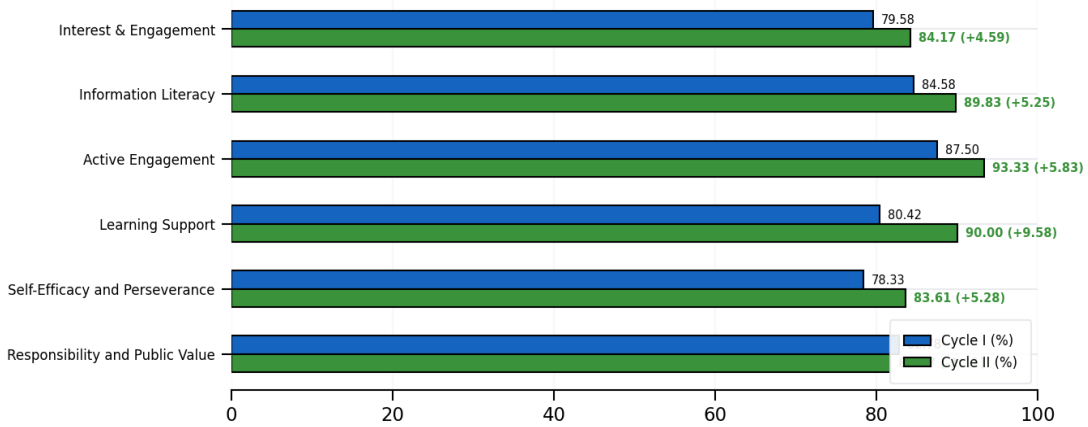


Figure 2. Development of Achievement in News Text Writing Motivation

Among the motivation dimensions, perceived learning support showed the largest increase, from 80.42% to 90.00%, likely reflecting clearer instructional stages, model texts, reporting guides, and peer and teacher feedback. Active engagement increased from 87.50% to 93.33%, while information literacy rose from 84.58% to 89.83%. These gains may be associated with authentic reporting activities, including observing the MBG program, interviewing sources, discussing drafts, and using the 5W+1H framework to verify information. Students' open-ended responses similarly emphasized information seeking and collaborative support as meaningful aspects of learning.

By contrast, public responsibility declined slightly from 82.78% to 81.67%. The slight decline

does not necessarily indicate diminished ethical awareness; it may reflect increased caution or anxiety about publication and peer evaluation. It nevertheless shows that engagement and confidence did not develop in parallel with every aspect of public accountability. More sustained instruction in source verification, quotation checking, correction procedures, and the consequences of inaccurate reporting may therefore be required. Table 1 provides further context through students' open-ended responses.

Table 1. Summary of Dominant Themes in Open-Ended Motivation Questionnaire Responses

Open-Ended Question	Cycle I	Cycle II	Direction of Change
What made students feel enthusiastic	New information/knowledge/experience: 10 students; interesting topics close to school: 8 students; collaboration: 4 students.	New information/knowledge: 18 students; support from peers/teacher or collaboration: 9 students; topics close to school: 6 students.	Motivation shifted from interest in the topic toward awareness of gaining information and receiving collaborative support.
Most preferred part	Writing/developing the content of news text: 19 students; organizing news structure: 7 students; searching for information/ideas: 6 students.	Searching for information/news sources: 17 students; writing/developing news content: 15 students; determining titles/topics: 5 students.	Learning orientation shifted from text construction toward an early journalistic process, namely searching for information and sources.
Greatest difficulty	Stringing together words/sentences and organizing news sequence/content: 12 students each; determining ideas/topics/plot/5W+1H: 5 students.	Stringing together words/sentences/language: 24 students; organizing news content/sequence/structure: 11 students; searching for information/facts/sources: 8 students.	Awareness of linguistic difficulty became more explicit; students began to recognize the need to transform data into journalistic sentences.

The open-ended responses indicated a qualitative shift in students' orientation toward the writing task. In Cycle I, many students reported that they enjoyed writing or organizing the content of the news text. In Cycle II, more students identified searching for information and news sources as the most preferred activity. This shift suggests that students increasingly understood news writing as an inquiry-oriented literacy activity rather than merely as sentence construction.

Transforming News Texts: From Subjective Narratives to Journalistic Reports

Textual analysis revealed a shift from personal narratives toward more objective news reports. In Cycle I, students' writing was predominantly chronological and experience-based, often marked by emotive diction such as "exciting," "comfortable," "favorite," and "very quiet." By Cycle II, their reports more consistently featured concise leads, inverted-pyramid organization, clearer distinctions between facts and opinions, and explicit source attribution.

This shift was also evident in the selection and presentation of information. Students increasingly reported observable actions, such as "Representatives from each class collected meal containers to distribute to their classmates," and included verifiable details of the Free Nutritious Meal Program (*Makan Bergizi Gratis* [MBG]), including *nasi liwet*, crispy catfish fillet, soy-sauce tempeh stir-fry, soup broth, and watermelon. These changes indicate a movement from subjective impressions toward observable and verifiable information.

Although this transformation occurred across performance levels, differences remained in the development of the *why* and *how* elements, the precision of journalistic diction, and paragraph coherence. Table 2 compares the final textual patterns of higher- and lower-performing students based on their individual Cycle II writing scores.

Table 2. Comparison of Textual Patterns between Higher- and Lower-Performing Students

Aspect	Pattern among Higher-Performing Students	Pattern among Lower-Performing Students
News structure	The inverted-pyramid structure was relatively consistent; important information was placed at the beginning.	Writing tended to be narrative-chronological; core information often appeared late.
Completeness of elements	The 5W+1H elements were relatively complete, especially the why and how elements.	Writing focused primarily on what, who, and where; the why and how elements were not adequately developed.
Language and diction	The journalistic register was more formal, concise, denotative, and objective.	Everyday spoken language remained visible, with egocentric and affective diction.
Objectivity	Empirical facts and source opinions were separated through attribution.	The writer's opinion was still frequently mixed with the main narrative.
Coherence	Relationships between sentences and paragraphs were more orderly.	Idea jumps and repetitive transitions were still found.

Note. Categories were determined from students' individual news-writing scores at the end of Cycle II, following the intervention. Higher-performing students scored 83–100 (n = 13), whereas lower-performing students scored below 75 (n = 3). Students scoring 75–82 (n = 14) formed the intermediate group and were excluded from this comparison. The classification was criterion-referenced rather than based on the class mean

Relationship between Writing Skills and Motivation within the Action Cycles

Cross-tabulation between writing skills and writing motivation at the end of Cycle II produced four psychopedagogical quadrants. This classification helped identify different instructional needs among students, particularly the distinction between students who had achieved high writing skills and students who still required technical support despite showing high motivation. The distribution of students across the four quadrants is presented in Figure 3.

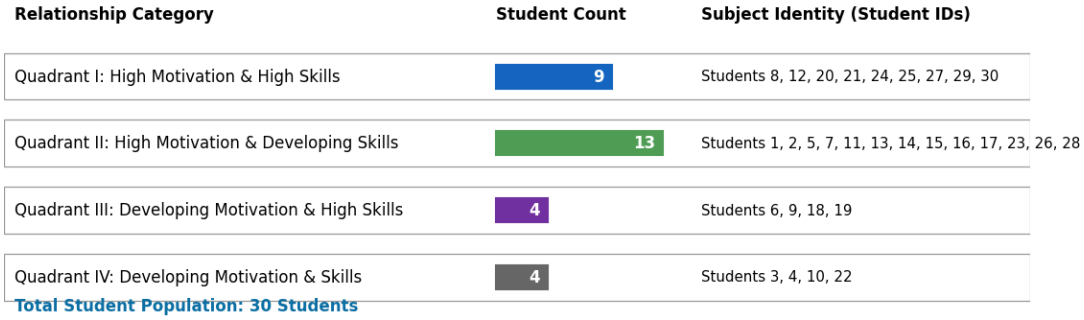


Figure 3. Relationship between Students' News Text Writing Skills and Motivation

The largest group was located in Quadrant II, consisting of 13 students with high motivation and developing writing skills. Quadrant I, representing students with high motivation and high writing skills, consisted of 9 students. Quadrants III and IV each consisted of 4 students. This distribution indicates that motivation was an important condition for writing development, but motivation alone did not guarantee high-quality news writing.

Students in Quadrant II appeared to have strong affective readiness but still required technical support in lead writing, attribution, coherence, and editing. Conversely, students with relatively high writing skills but lower motivation required more meaningful writing challenges, such as publication opportunities or peer-editor roles. These results support the need for flexible grouping and differentiated instruction based on students' readiness, interests, and motivational profiles(van Geel et al., 2019).

Discussion

The findings demonstrate substantial improvement in students' news-writing performance across the two action cycles. The mean writing score increased from 69.60 in Cycle I to 81.73 in Cycle II, while the percentage of students achieving the mastery criterion rose from 26.67% to

90.00%. Although these gains cannot be attributed exclusively to the implementation of the process-genre approach, the improvement in students' written products indicates greater mastery of news-writing conventions. News writing requires more than grammatical accuracy; writers must identify newsworthy events, select and prioritize relevant facts, construct effective leads, organize information hierarchically, and attribute information to credible sources (Downing, 2024; Ireton & Posetti, 2018) . In line with Graham & Perin (2007), the results suggest that explicit instruction, guided practice, revision, and feedback contributed to students' development as writers.

The improvement across cycles can be understood in relation to the complementary functions of the instructional stages. BKOF played a particularly important role in establishing the knowledge base needed for news writing. According to Rose & Martin (2012), building field knowledge is a fundamental component of genre pedagogy because learners require access to relevant content knowledge and shared understandings before they can participate successfully in a target discourse. In the present study, engagement with the *Makan Bergizi Gratis* (MBG) program connected students' direct experiences with the informational demands of news reporting. Observation and discussion enabled students to identify relevant facts, understand the context of the event, and develop topic-specific vocabulary. Consequently, students entered the writing process with richer content knowledge, which reduced difficulties in information selection and idea generation.

The contribution of BKOF was reinforced through MOT, which made the communicative purpose, organizational structure, and linguistic features of news reports explicit. Students analyzed model texts to understand how information is selected, organized, and presented to readers. This understanding was subsequently strengthened during JCOT, where students collaboratively constructed news reports and received support in developing leads, selecting relevant facts, distinguishing facts from opinions, and attributing information appropriately. Through ICOT, students gradually assumed greater responsibility for applying these conventions independently. The improvement in headline focus, lead construction, source attribution, and overall text organization across cycles reflects students' increasing ability to apply genre knowledge autonomously. This progression is consistent with the central premise of process-genre pedagogy that learners benefit from a gradual movement from supported performance toward independent text production (Dirgeyasa, 2016).

The completeness of news elements increased from 70.50% to 82.50%, indicating that the 5W+1H framework functioned as an effective scaffold for organizing and reviewing information. However, students demonstrated greater success in reporting *what*, *who*, *when*, and *where* than in explaining *why* and *how*. This pattern suggests that factual description was more manageable than causal explanation and interpretation. In news writing, the *why* and *how* elements are essential because they help readers understand not only what happened but also the significance of an event, the factors that contributed to it, and the processes through which it occurred(Downing, 2024; Ireton & Posetti, 2018). The relative weakness of these elements indicates that students were still developing the analytical skills necessary to interpret and contextualize events rather than merely report observable facts.

Students also demonstrated increasing awareness of the linguistic expectations of news discourse. Reports produced in Cycle II contained fewer evaluative and affective expressions and more factual descriptions of participants, actions, locations, and events. This shift reflects a growing understanding that the primary purpose of news writing is to inform rather than to express personal reactions. As students became more familiar with the genre, they appeared better able to align their language choices with the communicative purpose and audience expectations of news reporting.

A similar trend was evident in the improvement of objectivity and source attribution, which increased from 67.00% to 80.17%. Students more frequently distinguished observed facts from personal commentary, cited information sources, and attributed statements to identifiable speakers. Objectivity in news writing does not imply the absence of perspective; rather, it

requires writers to discipline interpretation through verification, contextualization, transparency, and attribution (Ireton & Posetti, 2018; Karabulut-Ilgu et al., 2018). From this perspective, the improvement observed in students' reports reflects developing awareness of the procedures that support credible and accountable reporting. Nevertheless, the findings do not indicate that students had fully internalized journalistic ethics, as such a conclusion would require additional evidence from interviews, reflective accounts, or longitudinal observation.

Writing motivation also increased from 81.94% in Cycle I to 87.00% in Cycle II. The greatest improvement occurred in students' perceptions of instructional support. The structured sequence of learning activities, combined with model texts, collaborative learning, teacher guidance, and opportunities for revision, appears to have made the writing process more accessible. However, the relationship between motivation and performance was not always linear. Several students reported high levels of motivation but continued to experience difficulties in producing effective news reports. This finding suggests that motivation facilitates engagement in writing tasks, but successful performance also depends on genre knowledge, language resources, and revision strategies (Smedt et al., 2023; Pajares, 2003).

Several findings nevertheless indicate areas requiring further attention. The *why* and *how* elements remained less developed than other news components, and the responsibility and public-value dimension showed a slight decline. This pattern suggests that increased confidence in writing and publication was not necessarily accompanied by stronger ethical awareness. Ethical principles such as accuracy, fairness, verification, and accountability require explicit instruction and sustained practice rather than exposure to publication activities alone (Karabulut-Ilgu et al., 2018; UNESCO, 2021).

The REP stage addressed some of these continuing challenges by emphasizing reviewing, editing, and publishing. Through teacher and peer feedback, students revised organization, language use, factual accuracy, and source attribution. Publication also introduced an authentic audience, encouraging students to consider the communicative consequences of their writing. However, publication activities should be accompanied by explicit instruction in fact-checking, source verification, quotation practices, and ethical decision making so that audience awareness develops alongside responsibility and accountability (Ireton & Posetti, 2018; Elkhayat, 2022).

Theoretical and Practical Implications

The findings contribute to the development of process-genre pedagogy in two important ways. First, they provide classroom-based evidence of the approach's applicability to news-writing instruction, a genre that has received less attention in process-genre research than narrative, recount, expository, and argumentative writing. The observed changes indicate that process-genre instruction may support genre-specific journalistic competencies, including fact selection, source attribution, objectivity, and audience awareness. These findings reinforce the view that writing instruction benefits from integrating recursive writing processes with explicit teaching of genre purposes, structures, and language features (Dirgeyasa, 2016; Graham & Perin, 2007).

Second, the findings suggest that the addition of the REP stage extends the pedagogical potential of the conventional process-genre cycle. Whereas BKOF, MOT, JCOT, and ICOT primarily focus on knowledge building and text production, REP emphasizes revision, verification, accountability, and publication. This extension is particularly relevant for news writing because journalistic texts are produced not only to demonstrate writing competence but also to communicate accurate and trustworthy information to an audience. In this respect, REP strengthens the connection between classroom writing activities and authentic journalistic practice.

From a practical perspective, the findings suggest that teachers should provide systematic opportunities for observation and information gathering before writing, explicitly analyze model texts, facilitate collaborative text construction, and provide continuous feedback throughout the writing process. Curriculum developers may also consider integrating publication-oriented

news-writing projects that combine writing instruction with media literacy, source verification, and responsible communication. Such integration has the potential to strengthen not only students' writing proficiency but also their information literacy, critical literacy, and civic awareness.

Overall, the findings indicate that BKOF supported the development of contextual and factual knowledge, MOT strengthened understanding of genre conventions, JCOT scaffolded guided text construction, ICOT promoted independent application of genre knowledge, and REP fostered revision, verification, and audience awareness. Although the contribution of each stage cannot be isolated, the results support the pedagogical value of integrating these stages within a process-genre framework. The findings should nevertheless be interpreted in light of several limitations: the involvement of a single class, the absence of a comparison group, the short intervention, differences in topic familiarity and task conditions across cycles, the teacher-researcher's dual role, the absence of complete numerical diagnostic data, the use of one content reviewer, and the lack of questionnaire and interrater reliability coefficients. Future studies could involve multiple classes, comparable reporting topics and task formats, independent raters, reliability testing, delayed assessments, interviews, and reflective data to examine the longer-term development of genre knowledge, writing motivation, information literacy, and journalistic responsibility.

CONCLUSION

The implementation of the process-genre approach was associated with improvements in students' news-writing performance and motivation across the two action cycles. The mean writing score increased from 69.60 to 81.73, the proportion of students achieving the mastery criterion rose from 26.67% to 90.00%, and writing motivation increased from 81.94% to 87.00%. Students' texts also demonstrated clearer leads, more factual language, stronger source attribution, and more consistent inverted-pyramid organization. Nevertheless, given the single-group classroom action research design, these improvements cannot be attributed solely to the intervention.

Theoretically, the findings extend the application of process-genre pedagogy to news-writing instruction and indicate the pedagogical value of integrating BKOF, MOT, JCOT, ICOT, and REP within a coherent instructional sequence. In particular, REP complements the conventional process-genre cycle by incorporating revision, verification, accountability, and communication with authentic audiences. Practically, the findings suggest that news-writing instruction should combine explicit teaching of genre conventions with observation, information gathering, collaborative text construction, revision, and publication. Integrating these activities with media and information literacy may further develop students' ability to produce accurate, critical, and responsible news texts.

These conclusions are limited to the participating class and should therefore be interpreted cautiously. Further research involving broader samples, comparison groups, comparable writing tasks, independent raters, and delayed assessments is needed to examine the longer-term development of genre knowledge, writing motivation, information literacy, and journalistic responsibility.

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