

## THE IMPLEMENTATION OF GENRE-BASED APPROACH IN IMPROVING THE SECOND YEAR STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT SMA N 12 PEKANBARU

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### Abstract

*One of possible ways of increasing writing ability is using Genre Based Approach. This article is based on research finding in answering the research questions: Can Genre-based Approach improving the ability of the second year students of SMA Negeri 12 Pekanbaru in writing narrative text? How is the effect Genre-based Approach in improving the students' ability at the second year students of SMA 12 Negeri Pekanbaru in writing narrative text? The design of this paper is Classroom Action Research. The data were collected from a pretest, post test and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Genre Based Approach treatment. After two cycles of the Genre Based Approach treatment, it was found that the students' writing skill can significantly improved in terms of the schematic structure and linguistic features. However, the statistically significant differences of the score results of the two cycles were found on the Post-test 2, where about 93.93% of the students reached the school minimum standard of English subject (72) in writing narrative text. The students' activeness during the Genre Based Approach also improved from one meeting to others. Regarding the effectiveness of the Genre Based Approach on the observation sheets and field notes results showed that the students had positive attitudes towards and make the class more interesting. Based on these findings, the researcher believes that Genre Based Approach has the potential to improve students' writing ability. Therefore she recommended that Genre Based Approach be applied in the teaching writing.*

**Key words:** *action research, ability, writing, genre based approach, narrative text*

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### Introduction

Writing is one of the language skills that probably difficult to the students. Nurgiantoro (2001: 294) states that writing skill is considered the most difficult skill to be mastered than the other language skills even if for the native speaker. A good writing need a good understanding of writing components, including contents, vocabulary, rhetoric, grammatical structures, and mechanics, such as punctuation and capitalization.

According to the School Based Curriculum (KTSP), students are expected to be able to communicate and to access knowledge both orally and in writing by using English. One of skill that should be comprehended by the student is writing skill. Students are expected to be able to write a monologue and in the genre that will be expressed. The curriculum requires the students be able to express meaning in short functional text and essay in writing simple narrative, spoof, and hortatory exposition in the context of everyday life. Especially in writing narrative, the students are expected to using grammar, vocabulary words, punctuation, spelling, and grammar writing accurately, writing the main idea, elaborating the main idea, creating draft, revise and edit the narrative text.

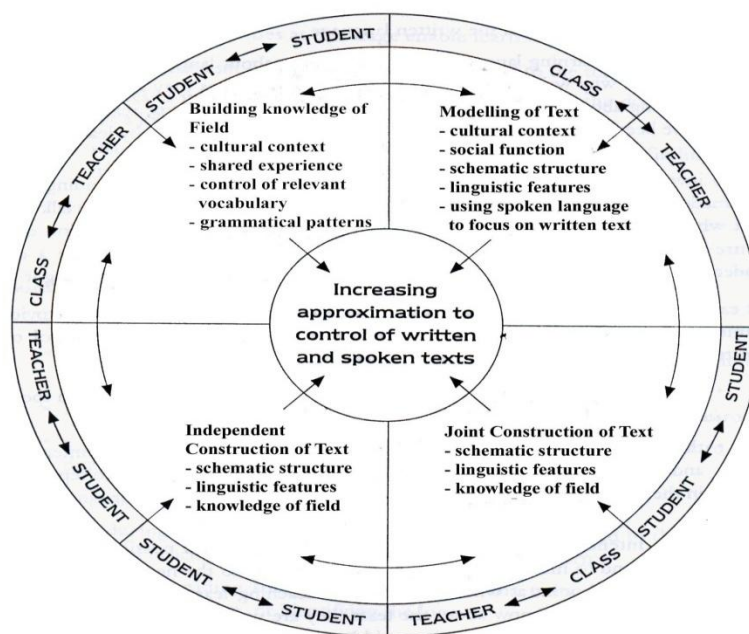
Brown and Abeywickrama (2010:279) states that by learning narrative text, students are expected to follow the expected convention for narrative text, and the students will be able to convey the purpose, the goal, or the main idea of the text. Students are also expected to be able demonstrate syntactic variety and rhetorical fluency.

From the observation, the writer found that students have difficulty in explore their ideas fluently, they also make many mistake in grammatical structure and the using of punctuation. Students were still confuse the form of text or the generic structure of the text and tend to be passive in writing activity. The test was given about writing a text in the correct generic structure, diction, grammatical structure, punctuation and the idea.

Beside the students, the teacher also has a big role in achieving the minimum passing grade criteria of achievement. In teaching writing the teacher tend to use the conventional teaching method. The teacher stiffly in activated the students to get involve in writing activity. The teacher only asks student read a text then answer the question about the text, next making their own text by imitating the text before. Narrative is a genre of writing that entertains or tells the story and consists of moral and education. If the teacher still uses the conventional way the goal of its genre will be powerless.

Hernowo (2005:26) states that the variety of strategies used by the teacher will make the students interested and motivated in writing activities. Indeed the teachers need to provide various strategies to attract the student in order to be more active in teaching learning process. One of strategies that can be applied in teaching narrative text is by implementing Genre Based Approach. Genre-based Approach is an approaching language learning from the perspective of texts requires an accompanying methodology which can enable the students knowledge and skills to deal with spoken and written texts in social contexts (Feeze and Joyce 2002:24).

The Genre Based Approach is based on “learning through guidance and interaction” (Painter 1986, cited in Macken-Horarik 2001:26). Student expected have enough background knowledge and comprehend the language feature to write a narrative paragraph. In Genre Based Approach, student will learn trough guidance and interaction not only from the teacher but both teacher and student. To implement the Genre Based Approach, the two cycles and four stages recommended are represented in the following diagram:



Picture 1. Cycles and Stages of Genre Based Approach (Hammond et al. 1992:17)

The four stages are:

1. Building Knowledge of the Field (BKOF)
2. Modeling of Text (MOT)
3. Joint Construction of Text (JCT)
4. Independent Construction of Text (ICT)

The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001):

1. Building knowledge of field:

This stage focuses on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

2. Modeling of text:

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistic features of the text use spoken language to focus on written text.

3. Join construction of text:

In this stage, when students are already familiar with all of the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have

already being learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

4. Independent construction of text:

In this final stage, students are ready to work independently to produce their own text within the chosen genre. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provides students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

This article presented the implementation of Genre Based Approach to increase writing ability of the second year students of SMA Negeri 12 Pekanbaru in narrative text. The discussion is based on the result of the students' score in writing skill of narative text. More specifically, this study attempted to answer the following questions: How is the effect Genre-based Approach in improving the students' ability at the second year students of SMA 12 Negeri Pekanbaru in writing narrative text?

## **METHODOLOGY**

### ***Principle***

The problems of the study are investigated through a classroom action research. It was carried out in the second year of SMA Negeri 12 Pekanbaru 2012/2013 for 3 months from the fourth week of October to December 2012. The subject of the study was the XI IPA 3 students consisting 33 students.

### ***Research Design***

The intervention study had a pre-test/post-test design. Before the treatment program, all participants were given a pre-test to measure their speaking abilities. The researcher use Genre Based Approach in teaching narrative text. The post-test was administered to all participants after the treatment.

### ***Procedure***

The research consists of two cycles. In the first meeting, the writing proficiency of the class had been tested with by Pre-Test. The data was collected by giving written test to students individually after they were taught by Genre Based Approach for two meeting in a cycle. There were 5 aspects being assessed in their written test, the accuracy in the grammar, vocabulary, mechanics, fluency and form/organization. Teacher gave the written test to the students for 3 times, in pre test, post test 1 and post test 2. The researcher wants to know the increasing of students' writing ability before and after being taught speaking by implementing Genre Based Approach. The result of the pre test based of the average of three raters showed that 1 student or 3.03% of the students were in the level of average to good, 4 students or 12.12 % of the students were in the level of poor to average, and the rest of them, 28 students or 84.84% of the students were in the level of poor. From this result, the biggest number of the students had low writing ability.

After giving pre-test and knowing the students' proficiency, the researcher teaches narrative text by using Genre Based Approach. The steps of implementing the Genre Based Approach were drawn as following:

1. Building Knowledge of the Field

- Teacher give an example of narrative text
- Teacher pose W-H question to brainstorm the students about the text
- Teacher shares experience and cultural context about the topic to the class
- Student shared the content information and the language of the genre that is going to be used.
- Teacher enlarges the students' vocabulary as well as to make students interested in reading the text.

2. Modeling of the Text

- Teacher and students work together exploring the language feature and generic structure

3. Joint Construction of the Text

- Teacher gives opportunity to students to cooperate in pair or group to write a narrative by collaborative writing (Brainstorming, organizing idea, drafting, revising, editing).
- Teacher guide each group while write the text

4. Independent Construction of the Text

- Teacher can let students to write narrative text individually and independently.

To know the level of ability of the students, the following classification is used:

**Interpretation of the students' score in term of the level ability**

Test Score	Level of Ability
80-100	Good to Excellent

60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Harris, 1976: 134)

## RESULT AND DISCUSSION

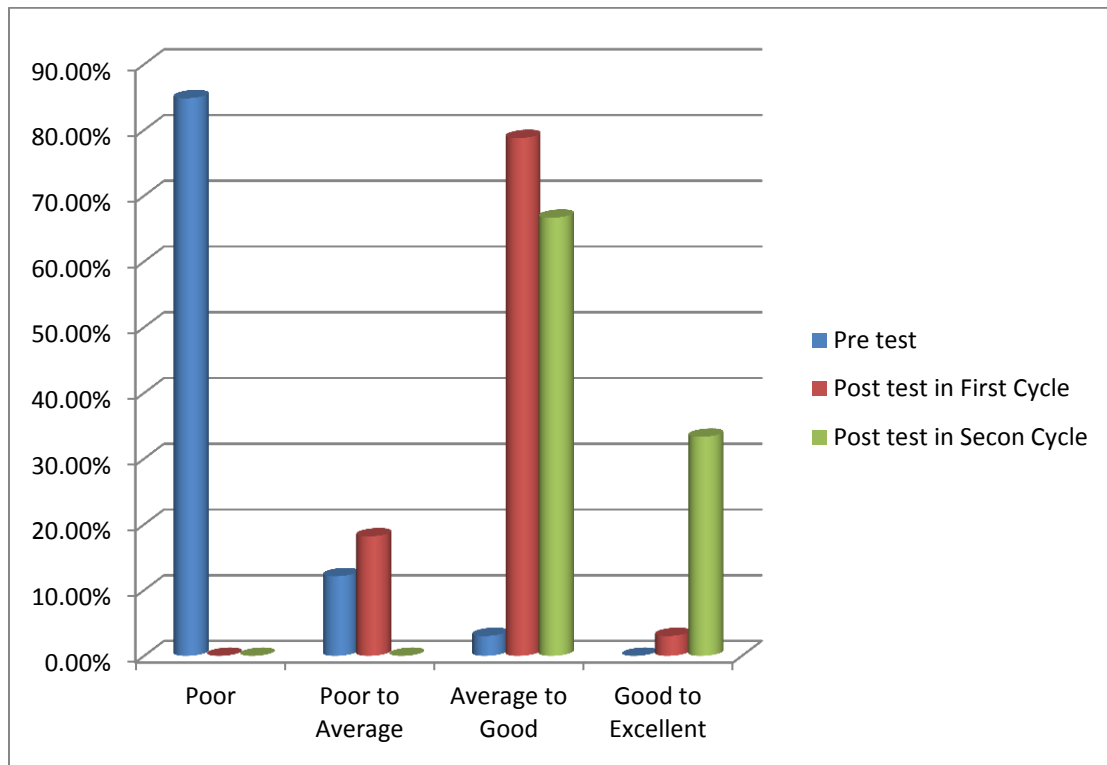
From this study, the researcher found that there was improvement in students' ability in which could be seen and compared from the pre-test to post-test.

### Students' Level in Writing Narrative Text through Genre Based Approach

Score	Ability Level	Pre-test	Post-test 1	Post-test 2
80 – 100	Good to Excellent	0 %	3.03 %	33.33 %
60 – 79	Average to Good	3.03 %	78.78 %	66.66 %
50 – 59	Poor to Average	12.12 %	18.18 %	33.33 %
0 – 49	Poor	84.84 %	0 %	0 %

To see the improvement, the data from the table above was also presented on the chart on the next page:

### Students' Level in Writing Narrative Text through Genre Based Approach



It could be concluded that the students' ability in writing narrative paragraph was increase. We can see in the pre test there were 84.84% got poor, 12.12% got poor to average, 3.03% got average to good and none of students got good to excellent. In the first cycle none of the students got poor, 18.18% students got poor to average, 78.78% students got average to good and 3.03% students got good to excellent. And then at the second cycle, none of the students got poor and poor to average. There were 66.66% students got average to good and 33.33% students got good to excellent. Based on the result of the observation above, it can be prove that the use of Genre Based Approach can increase the ability of the students in writing narrative text.

### The Average Score of Pre-Test, Post-Test in the First Cycle, and the Post-Test in the Second Cycle

Pre-test Average Score	Post-test Average Score in the First Cycle	Post-test Average Score in the Second Cycle
43.93	67.34	77.17

From the table above, we can see that the average of pre-test is 43.93, the average of post-test in the first cycle is 67.34, and the average of post-test in the second cycle is 77.17. It

can be conclude that the mean between the pre-test and the post-test in the first cycle is increase 23.41 and the different mean between the post-test in the first cycle and post-test in the second cycle is increase 9.83

From the data presented above, the writer has answered the questions of this study number one which is; Can Genre-based Approach improve the ability of the second year students of SMA Negeri 12 Pekanbaru in writing narrative text? Based on the research finding Genre Based Approach can improve the ability of the second year students of SMA Negeri 12 Pekanbaru in writing narrative text. It proved that 31 of 33 students reach the minimum standard criteria of English subject. The second research question is How is the effect Genre-based Approach in improving the students' ability at the second year students of SMA 12 Negeri Pekanbaru in writing narrative text? The finding proves that Genre Based Approach effective in improving students' writing ability of the second year students at SMA Negeri 12 Pekanbaru by implementing Genre Based Approach. From the average score 43.93 with no student (0 %) reached 72 (KKM) in the pre-test, then it improved into average score 67.34 in the post-test 1 and in post test 2 it increased into 77.17 with 31 students or 93.93% , reached the KKM. According to the KKM, 72, the increasing speaking ability in second year students of SMA Negeri 12 Pekanbaru was quite high.

In conducting this research, the writer found some strengths and weaknesses during the process of the studied by implementing Genre Based Approach. The strengths were in the following:

1. The students were very interested in following the lesson because the discussion that they have in group gives them a chance to build their knowledge by taking information from their partner.
2. The atmosphere of the class was much relaxed. So, each the student could enjoy their activities.
3. The students were active in writing the text.

However, the researcher also found some weaknesses as in following:

1. The writer got difficulty to manage the time wisely according to the class' schedule.
2. In the first meeting, the researcher has difficulty in applying the method because the students could not fully understand the instruction from the researcher. In brainstorming the narrative text, the smart students answered the WH question and the other chat with their friend.

## **CONCLUSION**

After teaching writing by implementing Genre Based Approach in SMA Negeri 12 Pekanbaru, the researcher found that Genre Based Approach can improve students' ability in writing narrative text. The achievement of the students' writing ability before give treatment is lower than the minimum criteria of achievement in SMA Negeri 12 Pekanbaru that is 72. It



shown by the students' average in pre-test is 43.97. The second is Genre Based Approach is effective to teach writing. The average score of post-test is 77.17. It means that the student achievement is higher than the minimum criteria achievement of SMA Negeri 12 by implementing Genre Based Approach. Thus, the use of Genre Based Approach is really effective to increase students' writing skill of the second year students of SMA Negeri 12 Pekanbaru in the academic year 2012/2013.

## **IMPLICATION**

The result of this research shows that the implementation of Genre Based Approach can improve students' writing skill. Therefore, it is needed to spread this approach to other English teachers, as one of the approach that can improve students' writing skill. It is expected that Genre Based Approach can be implemented by English teacher in teaching writing, in order that the students will be more interested and stimulated their motivation in writing.

## **SUGGESTION**

From the conclusion above, in teaching the researcher would like to deliver some suggestions as in following:

1. The teacher have to prepare appropriate media in order to make the student easier in understand the lesson
2. The teacher have to creative in selecting method in teaching writing to build a comfortable and enjoyable atmosphere in the classroom so that the students give their maximum attention and active along the lesson
3. Genre Based Approach is an effective method in increase students' ability in write narrative text.

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