



Teaching Writing Using Genre-Based Approach in Narrative Text

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Abstract

This research aims to measure the effectiveness of the genre-based approach in teaching narrative text writing in class x at MA Daar Et-Taqwa petir, kabupaten Serang. The number of students in the experimental class was 15 people and in the control class there were 15 people. In this research, the method used is the quasi-experimental method. The sample was selected by using cluster sampling. In collecting data, the researcher used instruments in the form of observation, and written tests for pre-test and post-test. After giving the post-test, the researcher analyzed the data using SPSS version 26. The results of the research show that the difference in the average posttest score of students in the experimental class is 74.46, which is greater than the average posttest score of students in the control class of 63. Based on the t-test value (0.000), it is smaller than the significance level α (0, 05) so it can be concluded that H_0 is rejected and H_a is accepted. This shows that there are differences in student learning outcomes in the experimental class when compared with learning outcomes in the control class. Thus, the use of a genre-based approach is effective in teaching writing narrative texts in class x at MA Daar Et-Taqwa Petir, Kabupaten Serang.

Keywords: genre-based approach, writing narrative text

Introduction

Writing is the ability to communicate ideas, information and feelings in English that students must have. English has a very important impact on students, both as a means of communication with foreign speakers and as an aid for students studying other studies. Narrative text is found in English learning where narrative text is a form of text with different variations because it can represent a story line or event (Sholeh & Anam, 2020). The problem then there is also conflict and at the end of the story finally there is a resolution or a happy or even sad ending.

Students must realize that writing is difficult and requires a process to write well. They must also ensure that what they write

can be understood by readers. One of the reasons why we have to be careful when writing is because of students will learn to write about various types of texts. Some types of writing include expository, narrative, descriptive, and persuasive. Poetry, novels, dramas and short stories are examples of the type of writing called literature.

One of the causes of students having difficulty writing narrative texts is the use of inappropriate learning models by teachers. The success of learning depends on the teacher. Teachers often use conventional learning models, where teachers focus on the learning process and are not student-centered. As a result, students become bored and disinterested during the learning process. Therefore, teachers in this context must have



the ability to apply appropriate learning models to teach writing skills. The genre-based learning model is one model that can be used to overcome difficulties in writing narrative texts.

One of the most difficult tasks for English teachers is asking students to write different genres according to the requirements of the new competency curriculum (KBK). Teachers must have clear ideas to complete this task. what micro and macro skills students need to develop to develop similar essays. This means that writing activities are no longer focused on what is written (topic), but rather how to write (writing). This does not mean that the subject is not important; they are still important, but are used as a tool to acquire writing skills. Subjects are always needed, but high school students have to deal with subjects that have little to do with their immediate needs. Due to limited time, teachers must focus on the core issues of teaching and teaching writing.

In the process of learning English, the teacher's task is to help students acquire communication skills. To do this successfully, teachers must have professional expertise. The Genre-Based Approach remains relevant to the 2013 Curriculum and offers a method to help students understand text types better. This is one methodology that can be used in the classroom, especially in high school.

By using a genre-based approach, teaching writing in the classroom must reflect the social function of each text taught. Therefore, the use of a genre-based approach cannot be separated from the social activities carried out by students during writing learning. Under the guidance of educators, teachers provide text facilities that can encourage students to discover many things about the text (Mardiana, 2019). So, the role of the teacher must function as a coach and facilitator, the teacher assists students in involving them in their thinking processes.

The formulation of the research questions is stated as follows: (1) how is the implementation of genre-based approach learning models in writing narrative texts? (2) How is the effectiveness of using genre-based approach in teaching narrative text writing? The objectives of the study in this research are: (1) to investigate the process of learning to write narrative text based on the implementation of genre-based approach (2) to describe effectiveness of using genre-based approach in teaching narrative text writing.

There are several studies that examine similar topics. First study conducted by Solehah, et al., (2019). This study aims to find out the effect of genre-based approach (GBA) towards students' narrative writing. Quantitative study, especially the nonequivalent group design (NEGD) was employed in this study. The samples were two classes of tenth grade of Vocational High



School 1 of Serang City (SMK PGRI 1 Kota Serang). Pre-test and post-test were employed in this research. In the tests the students were required to write a narrative text about a fairy tale. To analyze the data T-test was used by using IBM SPSS Statistic 22 version. The hypothesis testing analysis revealed that the value of t-count at 0.05 level of significance with 68 degree of freedom was 5.682. It means that t-count was higher than the t-table which was 2.000. It can be inferred that genre-based approach effect students' writing in narrative text.

The second previous study was conducted by Istianah (2011). The aim of this research is to find out whether the application of genre-based methods can improve students' writing abilities. Twenty-nine students in class XI at SMK N 1 Slawi were the subjects of this research. The author conducted a pre-test, formative test, and post-test to obtain data. In addition, observations supported by field notes and questionnaires were also carried out. The research results show that a genre-based approach can help students write procedural texts. This shows that the pre-test result before treatment was 62.75, and the post-test result in cycle 2 was 76.41.

The third, Belmekki & Sekkal (2018) conducted research about the effect of process genre approach on students' achievement in writing request letters. This classroom action research involved 28 students. Data was obtained from post-test

after treatment. Data were tested using an independent t test with a significance level of 0.05. The results show that the process-genre approach influences students' writing abilities. This approach is associated with the four elements of writing: organization, vocabulary, grammar, and mechanics.

From previous research, there are similarities and differences that can be found. The application of treatment in previous research was related to teaching different material in writing, such as in the previous research where it was first taught as recount text. However, in the second and third lessons, procedure texts and writing request letters were previously taught. Apart from that, another similarity is at the subject level where the first researcher used middle school and high school students as the sample. Meanwhile, the third study had one experiment at the university level.

However, the difference this research is that the researcher used quantitative methods. By carrying out a writing test using a Genre-Based approach and the text teaching material that will be studied is narrative text. The results of the research will lead to the conclusion whether the Genre-Based approach is effective for developing students' narrative text writing in tenth grade students at MA Daar Et-Taqwa petir.

Theoretical Review

Teaching Writing

Teaching writing is a big challenge for teachers. They have to be creative in



choosing a good approach. Considering the writing process, it seems difficult to teach writing. (Purba, 2018) This means that teachers must be creative in choosing the best method to teach writing, because the writing process is difficult to teach.

Teaching writing is more than just dealing with features. It is about students communicating real messages in the right way (Harmer, 2004). This means that teachers must know so that students can easily understand writing well. This means that teachers must be creative in choosing the best method to teach writing, because the writing process is difficult to teach. And the teachers must know so that students can easily understand writing well.

Narrative Text

Narrative is a piece of text that tells a story and, as such, entertains or informs the reader or listener. According to Anderson's statement above, the purpose of narrative text is to tell a story to entertain or inform the reader or listener. Therefore, the purpose of narrative text is to tell a story. (Anderson, 1997) That is, when writers write narrative paragraphs, they write actions or events that occur in chronological order with a clear beginning and completion.

Narrative is a story consisting of several interrelated events. In a story, there are many different ways events relate to each other. The most obvious type is an event that causes another event. These cause-and-effect relationships link events to each other and

allow the story to draw moral conclusions about the consequences of actions (Montgomery, 2007). He added that the content of the narrative consists of a collection of events described, the people involved in these events, and the circumstances that occurred.

Narrative text is a text that tells a series of events that are logically and chronologically correlated which are caused or experienced by a factor. This means we must understand plot, themes, characters, and events and how each event relates to one another is essential to understanding narrative texts.

From the definition above, it can be concluded that a narrative story is a text that connects a series of logically and chronologically related events caused or experienced by a factor. The purpose of narration is to tell a story to entertain others.

Genre

Genre is a type of text, both spoken and written, where there is a relationship between language and its social function (Dirgeyasa, 2016). This means Genre is a type of text, both written and spoken, where there is a relationship between the social function and the use of language.

The use of genres has evolved over time and can be found in various fields such as film, music, literature, etc. For example, in music, genre can refer to any type of music, such as pop, classical gospel, R&B, etc. In films, there are also many types of genres,



such as dramas, Western films, science films, etc. Words such as novel, drama, poetry, etc. are often heard in literary works. Genre simply means a type, or a group.

Genre-Based Approach

Genre-based approach sees communicative competence as involving the mastery of different types of text (Richards, 2005). Genre-based approach depends on the ability to create various types of texts. In other words, someone is said to have communication skills if he is able to create various types of text. This is because the language must be in the text and spoken in text form. Learners must understand different types of texts because each unique purpose.

Genre-based approach is a methodology which is designed to support language learning as a social process. Scaffolding and joint construction carried out by students and teachers are part of the learning process in this approach. (Feez & Joyce, 1998) At this point, students have the opportunity to interact with other students through activities such as discussions, as well as with teachers through guidance. Not only do students collaborate with each other, but also between teachers and students. Learning should be a collaboration between teachers and students, with language discussions between teachers and students. The term scaffolding is used to describe the teacher's role in collaborative learning in this situation.

Determines the genre as a goal-oriented and social process. Genre is a goal-

oriented because genre has developed to accomplish things (Hyland, 2007). This means that there are certain rules that the author should follow in order to achieve the objectives. Genre is a social process because members of the culture interact to achieve goals. While genre is staged that implications are made in steps and it steps normally comprising more than one steps to achieve the objective or goal.

Based on the understanding above, the genre-based approach looks at communicative competence as involving mastery of various types of texts. Because of the unique purpose of each text type, students must master a variety of text types. Scaffolding and joint construction carried out by students and teachers are part of the learning process in this approach.

Method

The researcher uses a quasi-experimental method, which uses a quantitative approach. Setiyadi (2018) stated that the aim of experimental design is to find significant relationships between relevant variables, which can be used in general test searches. In this research, the researcher gave a pre-test to determine narrative text writing skills before treatment and a post-test after treatment using a genre-based approach. Pre-test and post-test were carried out in both the experimental and control classes. For the experimental class, the researcher used a genre-based approach technique, while for



the control treatment class, conventional methods were used. Apart from that, it explained that in experiments that use pre-tests and post-tests, students can learn from the pre-test if the post-test uses the same instrument as the pre-test. Therefore, researcher will collect data by writing tests with pre-test and post-test. In this research, the level of interest and influence of the genre approach learning model on students' ability to write narrative texts will be known; this is a new breakthrough for teachers who are required to always develop their learning models so that the learning process runs well. in class can be implemented well.

Research was carried out in class X at MA Daar Et-Taqwa petir which is located in petir District and in the 2022-2023, and the research was collected for two weeks. Sampling is considered important because in almost all cases it is impractical to study all members of the population. The writer will use two classes as samples (experimental class and control class). In this study, the sample was 30 students, 15 students in class X A as the experimental class and 15 students in class X B as the control class.

The type of the test used in this study is narrative text in the form of writing where students are instructed to write stories that have been determined by the teacher, this test consists of 2 tests. Pre-test at this stage, students are instructed to write a story whose title has been determined by students. Post-test at this stage, students are instructed to

write a story whose title has been determined by the students. The students gives a different topic on each test to avoid students repeating the work written on the previous test.

The scoring sheet in this study used to determine the student writing ability narrative text. Because after giving test the writer make sure of the test given to student provide values or affective changes to teh writing learning process.

Moreover, the researcher used analytical writing criteria for the scoring guide in this research. The rubric was adapted from Jacobs et al., as cited in Ghanbari et al., (2012), which focused on five writing components such as content, organization, vocabulary, language used, and mechanics.

Researcher used statistical methods to analyze quantitative data in this research. This method is used to find significant values before and after instruction with the GBA technique. Data were used for analysis with IBM SPSS 26, and normality, homogeneity, and hypothesis were used to calculate experimental and control class scores. The Researcher then used a two-tailed t-test design to determine how implementing a genre-based approach impacted students write narrative texts.

Result

The results of this study were taken from the results of the pre-test and post-test. It can be seen that the post-test scores were



higher than the pre-test scores for the testing class. Although the post-test value of the control class is higher than the experimental class, students' scores in the experimental class increased significantly from pre-test to post-test.

This study used a quasi-experimental design so that the research sample is divided into two classes, namely the experimental class and the control class. In the pre-test, the experimental class got 604 and the control class got 763. After being given three treatments, the authors conducted a post-test at the end of the meeting. In the post-test, the score for the experimental class increased to 1117 and for the control class to 945. It can be concluded that both classes experienced an increase in scores between the pre-test and post-test. In addition, it can be seen from the gain score table that the class that received a genre-based approach experienced a significant increase from the pre-test to the post-test.

The post-test statistical results for the control and experimental classes N in the table above show that there are fifteen students in the control class and fifteen students in the experimental class. Apart from that, there are also post-test scores for both classes. There is an experimental class of 74.47 and a control class of 63.00. Researcher carried out a homogeneity test in the previous test to determine the similarities between the two samples. There is a significance score of 0.020 for this study. Thus, the data is more homogeneous than sig $\alpha = 0.05$. To test the research hypothesis, the author used an independent test or t-test because the data was homogeneous. After the genre approach-based treatment was given to the experimental class and traditional learning was given to the control class, the t-test was used to determine whether there was a significant difference in writing skills. The results of the independent H t-test are as follows:

Table 1. Score post-test experiment and control class

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post-test	control class	15	63.00	3.723	.961
	Experimental class	15	74.47	6.151	1.588

Table 2. T-test Analysis Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	6.066	.020	-6.177	28	.000	-11.467	1.856	-15.269	-7.664
	Equal variances not assumed			-6.177	23.042	.000	-11.467	1.856	-15.307	-7.627



It can be concluded that the null hypothesis is rejected in this research, and the alternative hypothesis is accepted because of the p_{value} or sig. (2-tailed) research is 0.000, which indicates that this value is lower than the specified significance value, namely 0.05. Therefore, it shows that the use of a genre-based approach has an impact on students who write narrative texts.

In addition, researcher conducted an independent sample test to determine whether implementing a genre-based approach had an impact on students' writing abilities. This shows that the p_{value} or sig for two lines of 0.000 is lower than 0.05. This indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it can be said that the application of a genre-based approach has an impact on students' ability to write narrative texts. In addition, calculations using Cohen's criteria to determine the size of the effect in this study also support these results. The results showed that the study received a score of 0.577, indicating a significant effect. Therefore, it can be concluded that the application of a genre-based approach has succeeded in improving students' writing skills in writing narrative texts. Additionally, the findings mentioned above answer the research questions.

In practice the treatment of genre-based approaches in the experimental class, students' activeness always increased at each meeting. At the first meeting student still a

little confused in the making narrative text ,but student had started to enjoy the flow of genre-based approach implementation so that student were active in the teaching and leraning process. In the second meeting students begin to be active and creative in developing their ideas which will be poured into narrative text writing. Specifically for the third meeting, the students were more enthusiastic, the students were more active and it was easier to build narrative texts from their ideas, they were more daring to ask questions if there was vocabulary that they had not mastered. In addition, the researcher found that the application of a genre-based approach in learning to write narrative texts can improve every aspect of students' ability to write narrative texts in terms of content, organization, vocabulary, language used, mechanics. This can be seen from the value of the posttest which is greater than the pretest.

In addition, the genre-based approach helps students develop their writing skills. This approach offers three practical steps: (1) text modeling, (2) joint construction, and (3) independent construction of the text (Dirgeyasa, 2016). These steps allow students to reflect on their writing, discuss with their groups, and write on their own. The genre-based approach consists of steps that allow students to identify texts in order to discover the general structure and linguistic features of texts.



The world of education continues to change. Many new methods are emerging to meet the needs of today's students. One approach that emerged from dissatisfaction with the teaching of language skills is the genre-based approach. Learning to write is also not the same as learning to speak because writing and speaking are very different. Because writing is a “contextualized” communication process, researchers should strive to convey their ideas in the clearest way possible so that people do not misunderstand them. A genre-based approach can also help students achieve academically. A genre-based approach, based on the principle of scaffolding, supports this. This approach involves teachers helping students reach the zone of proximal development (Lukmawardani & Ima, 2022).

In addition, the genre-based approach makes it easier for students to learn texts because the genre-based approach allows students to study sequentially and focus on a particular type of text to understand the text. This can be seen from the first step to the last step which allows students to do discovery learning so that students are independent in making narrative texts. Although the genre-based approach offers many advantages, other methods or approaches can be used to teach narrative texts, and there may be other reasons, such as student motivation, that can improve students' writing skills. This study uses a genre-based approach to improve

students' writing skills in writing narrative texts. This can be seen from the significant increase in results for both categories.

The results of the research show that the use of a genre-based approach is effective in teaching writing narrative texts in class x at MA Daar Et-Taqwa petir, kabupaten Serang, Academic Year 2023/2024. And The results from previous show that the process-genre approach influences students' writing abilities significantly. This approach is associated with the four elements of writing: organization, vocabulary, grammar, and mechanics.

Conclusion

Based on the research findings and discussion, the results of the study indicate that the use of a genre-based approach has a positive effect on students' writing skills when writing narrative texts. In this study, the pre-test and post-test were used as research tools to organize five meetings in the experimental class, while the control class was taught using traditional teaching methods. Researcher conducted an independent sample test to determine whether implementing a genre-based approach had an impact on students' writing abilities. This shows that the pvalue or sig for two lines of 0.000 is lower than 0.05. This indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it can be said that the application of a genre-based approach has an impact on



students' ability to write narrative texts. In addition, calculations using Cohen's criteria to determine the size of the effect in this study also support these results. The results showed that the study received a score of 0.577, indicating a significant effect. Therefore, it can be concluded that the application of a genre-based approach has succeeded in improving students' writing skills in writing narrative texts.

For future research is worth taking to continue the investigation. This research should provide information about genre-based methods that students can use to improve their knowledge, especially in learning English, especially in learning to write narrative texts. Other writers should use this GBA across a variety of genres and student levels.

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