IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT THROUGH GENRE BASED APPROACH

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ABSTRACT

The aim of this research is to know the process of teaching narrative text through genre-based approach improve students' ability in writing narrative text. This research was classified as action research. The design of this research used design by Kemmis and Mc Taggart that was planning, action, observation, analysis, and reflection. It was done in two cycles. This research conducted at tenth grade of SMA Negeri 1 Limboto academic year 2018/2019. The subject of this research consisted of 33 students in tenth grade of MIPA[4]. Technic of collecting the data that used is the applying the action of teaching writing narrative text included in two cycles following by final test, however observation is first. The researcher analysis students' writing in pretest, test of first cycle and test of second cycle. To evaluate of students' result in writing narrative text, the researcher used writing rubric of Jacobs et al. Cited in Huges. The result of research shows that the students' mean score in first test is 71.75 and mean score in second cycle test is 75.45. It means that there are a different between the students' writing narrative text in pretest, and after implementing genre-based approach.

Keywords: *Action Research, Writing Ability, Narrative Text, Genre Based Approach*

INTRODUCTION

Writing is one of the four language skills taught in senior high school and is important to be mastered by students, asides from reading, speaking, and listening. The aim of learning writing is to develop students' ability in expressing their ideas, feeling, and thinking in form of writing. Moreover, According to Mora-Flores (2009), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form (p.12) Furthermore, writing is an essential aspect of interaction on language teaching beside speaking and reading, in which learning writing also helps the students in practicing grammatical rules. Writing is a productive skill where students must produce language themselves, but in reality, the students who were second language learners still have problems in writing.

Based on the observation conducted in the tenth-grade students of SMA 1 State Senior High School of Limboto on 2018-2019, it was indicated that the problems faced by the students are related to writing skill. One of the most concrete problems is the students' low writing skill itself. The problems are identified as follow: students get difficulty in exploring and transferring ideas into words, they often choose inappropriate words, and are lack of vocabulary mastery. Another fact is that some of the students have negative attitude about

writing or lack of confidence in writing something.

Writing skill requires the teacher to pay attention because writing is a more difficult skill to learn and to master than others. This problem is coincided with Richards and Renandya statement (2002) as follows: "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lay not only generating and organizing ideas, but also in translating these ideas into readable text" (p. 303). Based on the statement, it was indicated that in terms of learning writing, the students as the second language learners does not only faced difficulties in arranging and getting ideas, but also, they faced difficulties in making every sentence cohesive and coherence.

Teaching English in senior high school based on 2013 curriculum (K-13) states that the students are expected to be able to communicate with English in both oral and written form. In written form, students are introduced and taught with some texts such as descriptive, recount, narrative, procedure, explanation, discussion, anecdote, information report and review. These texts have different generic structures, social functions, and language features. By introducing to the students about the models of written text, they are expected to know and understand the differences between one text to another in English. However, during the process of teaching writing text at the research site, there are indications that the student's ability in

writing is low, it is seen on the result of students' writing text at teaching and learning process. Most of the students failed to pass the minimum score of passing grade (KKM) of English subject. Based on those problem, the researcher formulates the tittle is improving students' ability in writing narrative text through genre-based approach.

Writing skill is the ability to deliver a message in a written form, consisting of sentences and paragraphs to readers. According to Hyland (2004, p. 9), writing is a way to share personal meaning. The people construct their own views on a particular topic. They will share their views may be different from other people's views. It depends on their belief. Therefore, when constructing their view (ideas), people have to make it understandable and acceptable.

Based on the above explanation, writing is a process to construct a perspective in the form of writing to share ideas, concepts, and others. In addition, people have different ideas to construct a view or idea in writing depending on their discipline.

In writing, there are two competencies that a student needs to master. Those competencies are standard competence and basic competence. In standard competence, there are some texts which are taught to the students. One of them is a narrative text. According to Kane (2000: p. 366), the narrative text is a meaningful sequence of events told in words. It is sequential in that the occasion is ordered, not merely random. The

sequence always entangles an arrangement in time (and usually other arrangements as well). A straightforward movement from the first occasion to the last denotes the simplest chronology.

According to Knap and Watkins (2005 p. 223), the narrative text consists of three generic structures namely, Orientation, it introduces the participants of the story and informs the settings. In this part, the author normally explains when the story happens and where the event is taken place. Complication, it tells the rising crises of the events. It is the climax of a narrative text and Resolution, in this part, the crisis of the text is resolved, for better or worse.

Generally, the composition of a narrative text contains elements of the text that is called the language feature. According to Knap and Watkins (2005, p. 221), the language features of narrative text comprise the following characteristics. (1) Using nouns and pronouns to identify people, animals, or things involved. For example, king, princess, she, she, etc. (2) Specific participant or specific characteristic object. For example, Malin Kundang's story, Cinderella's story. (3) Using adjectives are useful to shape the noun phrase. For example, a beautiful, white-skinned lady, etc. (4) Using time connective and conjunction words or phrases to sequence the events. For example, suddenly, then, when, etc. (5) Using adverbs and adverbial phrases to indicate places and time. For example: here, there, at home, etc.

The narrative text is also divided into some types. According to Hammond et, al. (1992 p. 57), the types of narrative text are adventure story, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, legends, fairy tales, and fables.

The word 'genre' is derived from French which means 'type' or 'kind'. In English literature, the genre has been used to denote literary categories such as types of a novel or short story. According to Chamberlain and Thompson (1998 p. 3), the genre may also refer either to the type of text or to an element within that text. It means that genre is known as text types that involve elements of text like, cohesion, coherence, rhetorical organization, and it has a communicative purpose.

The genre-based approach is a method in applying genre in teaching and learning activities. According to Hyon cited in Luu (2011, p. 123), the genre-based approach placed greatly on the relationships between text genre and their context. The genre-based approach has the following characteristics. (1) The genre-based approach emphasizes the importance of exploring the social and cultural context of language use in a piece of writing. (2) Highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted. (3) Underscores that writing is a social activity. In this case, the students collaborate with other students in the class or collaborate with the teacher. (4) The

genre-based approach concerned with teaching learner how to use language pattern to accomplish coherent and purposeful prose writing. Hyland cited in Luu (2011, p. 123) states that through this approach, the students' writings are requested to take the overall social purpose of the text into account when composing a text. (5) This approach emphasizes the important role of writer and reader interaction in a piece of writing. It means that students' writings in this approach are requested to specify or think about the intended and or potential readers when writing in order to be able to select or anticipate appropriate content, language, and level of formality. (6) The teacher's role in this approach is viewed as authoritative rather than authoritarian. It means that the teacher provides students with systematic guidance and careful support through various activities so that students ultimately gain control of written genres. (7) The genre-based approach emphasizes the explicit teaching of linguistic conventions of the genre for the second language of a novice student writer. It is argued that students cannot produce a particular text type successfully if they are not taught explicitly about the linguistic convention of text type concerning the language features and schematic structure.

In applying genre-based approach in teaching learning process, there some steps of genre-based approach. According to Hamond et al (1992 p, 17) genre-based approach has some step such as building knowledge of the field, modeling the text, join construction of text, and independent construction.

METHOD

This research is classified as action research design with the number of subject 33 students of tenth grade of MIPA[4]. The research stages consist of two cycles that cover some stages of classroom action research namely, planning, action, observation, and reflection. The data collected through test, observation checklist and essay. They were five aspects of writing to be assess, they were content, organization, vocabulary, language use and mechanic.

RESULT AND DISCUSSION

Based on the analysis of students' writing narrative text in pretest, obtained the students' learning attainment as shown in Table 1.

Table 1. Students' Classification Score of Writing Narrative Text in Pretest

No.	Classification	Score Range	Frequency	Percentage
1	Very Good	81-100	2	6.06%
2	Good	69-80	7	21.21%
3	Fair	57-68	19	57.57%
4	Poor	45-56	5	15.15%
5	Very Poor	32-44	0	0%
Amount			**33**	**99.99**

Based on the Table 1, the amount or the percentage of each classification is different from one to another. The table shows that 2 or 6.06% students achieved very good score, 7 students or 21.21% achieved good score, 19 students or 57.57% achieved fair score, 5 students or 15.15% achieved low score and no students or 0.00% achieved very low score.

Moreover, the average score of the students' pre-test of the students' achievement is 64.90%. The pre-test revealed that the students' average score did not pass the established KKM (Kriteria Ketuntasan Minimal), which is 70 and the data analysis shows low mean score.

Table 2. Students' Classification Score of Writing Narrative Text in First Cycle

No.	Classification	Score Range	Frequency	Percentage
1	Very Good	81-100	4	12.12%
2	Good	69-80	17	51.51%
3	Fair	57-68	11	33.33%
4	Poor	45-56	1	3.03%
5	Very Poor	32-44	0	0%
Amount			33	99.99

Table 2 describes the number of students getting a high score and low score in the first cycle test. From the table above, it is seen that 12.12% or four students got very good scores. As many as 51.51% or 17 students got a good score. Further, 33.33% or 11 students got moderate scores. Lastly, 3.03% or one student score poor, and no one got a very poor score. The first cycle test shows that the students' means score or average score was improved compared to pre- test. The students' achievement in writing narrative text in first cycle was 71.75.

Table 3. Students' Classification Score of Writing Narrative Text in Second Cycle

No.	Classification	Score Range	Frequency	Percentage
1	Very Good	81-100	8	24.24%
2	Good	69-80	25	75.75%
3	Fair	57-68	0	0%
4	Poor	45-56	0	0%
5	Very Poor	32-44	0	0%
Amount			33	99.99

Table 3 shows the number of students who get high and low scores after implementing the genre-based approach. There is an improvement in students' writing narrative text in the second cycle. The students' mean or average score was 75.45, indicating that the students met the minimum mastery standard. There are eight or 24.24% of students fell under the very good category, and 25 or 75.75% of students were in a good category. The finding proves that genre-based approach can improve students' writing narrative text.

CONCLUSION

The students' skills in writing narrative texts are improved. This outcome correlates

with the researcher's effort to apply four steps of the genre-based approach, namely BKOF (introducing narrative texts, the function of the texts, and the social purpose of the text), MOT (explaining the grammatical features and structures of narrative texts), JCOT (providing the opportunities to practice writing a narrative text in group), and ICOT (applying everything that the students had learned in working on individual and group tasks). From the implementation of the genre-based approach in every cycle, the approach can improve students' ability in writing as they have met the minimum mastery standard established by the school. The improvement of students' writing narrative text is seen in the students' mean score in the first cycle test (71.75) and second cycle test (75.45). The students have no issues in terms of content, organization, vocabulary, language use, and mechanic.

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