A GENRE BASED APPROACH IN IMPROVING STUDENTS' WRITING NARRATIVE TEXT

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AN ABSTRACT

This research investigates Genre-based Approach in improving the students' writing narrative text. The aims of this study were to to find out the effects of the Genre-based Approach in teaching writing narrative text. In collecting data, the writer used instrument; it is writing text (pre-test and post-test). The population of the research was the eighth grade students' of Junior High School Karangtengah Garut. The writer used a proportional random sampling, so there were 34 students as the sample (25%) of the population: 15 males and 19 females. This research a used quantitative method and the pre-experimantal design. Two variables in this research: the independent variable research was using Genre-based Approach in teaching narrative text, and dependent variable was using narrative text in improving the writing skill. The result of the research showed that $t_{observed}$ was 13.96 and $t_{critical}$ was 2.0423. The criteria of test; H_o was accepted if - $t_{critical} \leq t_{observed} \leq t_{critical}$ so that it was concluded that null hypothesis (H_O) was rejected and the alternative hypothesis (H_a) was accepted because the score was $- 2.0423 \leq 13.96 \geq 2.0423$; therefore, there was a significant effect of using Genre-based Approach in teaching writing narrative text and 76% of students writing narrative text using Genre-based Approach was improved.

Keywords *: genre based approach, writing, narrative text.*

A.   The Background of the Study

English as an international language is used in many countries as a tool of communication. English plays an important role in human life in the world of politics, business, trade, technology, diplomatic and scientific research, etc. Based on the necessity of English that is relevance with future needs in globalization era, the government of Indonesia has decided English as the first foreign language taught in any education level, from elementary to university.

The aim of the government to make English as one of materials in any school is to improve the student ability in English so that   they can communicate in writing and speaking. Writing can be an effective way of communication. Writing has become a prominent part in people's everyday life, in almost all aspects of life, for example simple notices at shopping centres, printed media such as newspapers, magazines, education and scientific sources like books, journals, etc, so people carry out their various duties with writing.

Caroline (2006:98) states that a writing is a complex process; it is not the act of picking up a pencil and forming letters. They are activities where students must be able not only to express their ideas, opinion, feelings but also to make writing easy to be understood by the readers. There are some elements needed to be considered to make a good writing. The first thing that someone has to do before making a good writing is understanding the material which is going to be developed. By mastering the material, the writer will be able to organize the ideas well. Second, the choice of diction must also fit the topic. The appropriate diction is used to show the suitable meaning in the writing. Third, the appropriate grammar is used to indicate the time of the text.

Most students in Indonesia have a problem in writing a text due to their limited vocabulary in English, so when they want to translate their

ideas, they can not do it because they are lack of vocabulary ; beside, the way of teachers in teaching is boring, so students do not pay attention to the lessons and are lazy in developing writing activities. The problems in writing can be solved to make students interested in the material using Genre-based Approach. Genre-based Approach as one way of writing methods by explaining some particular stages in a special text. In English, there are many kinds of texts which are studied. They are explanation, description, procedural, narrative, etc.. A narrative text is a text which consists of a series of logically, and chronologically related events that are caused or experienced by factors.

B. The Problem Statement

The Research Problems of the study are :

1. Does the Genre-based Approach have a positive effect on the students' writing narrative text ?

C. A Review of Related Literature

1. General Concept of Writing

Writing is a way to produce that comes from our thought. It is influenced both by personal attitudes and social experiences. It is also a process, that when we write it, will be influenced by the constraints of genre to be present in learning activities.

Writing has become a prominent part in peoples' everyday life. When students test their foreign language abilities or other skills, they often rely on the students' proficiency to measure knowledge. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Writing as one of the language skills, has given an important constrision on human works.

English is a compulsory subject in Indonesian expecially in junior and senior high schools. Passing the subject in national examination is one of requirements for students to graduate from the levels of education in Indonesia. It implies that English is considered important as a means of communication with people in the globe.

There are five types of performance in writing (Brown, 2000).

a. Imitative is intended for students to learn the conventions of the orthographic code. In intensive writing, students write down English letters, words or sentences.

b. Intensive focuses on exposing students with grammatical concepts. Students typically work on controlled grammatical exercises.

c. Self-writing In this writing performance, the activities no longer focuses on specific grammatical features and orthographic code. Students begin to write information for themselves, they themselves are the audience of their writing.

d. Display writing is a type of writing performance which is commonly found in the school curricula context. Activities in this performance include short answer exercises, essay examinations and research reports.

Real writing is reflects the genuine communication of messages to audiences in need of the messages. In this writing, students write for fulfilling the need of information from the audiences.

2. General Concept of Genre Based Approach

Genre-based Approach is a methodology which is designed to support language learning as a social process (Feez & Joyce, 1998). The process of learning with the approach includes joint construction and scaffolding in which students and the teacher work together. At the stage, students are provided with opportunities to interact with other students through activities, like discussion, and with the teacher through guidance giving. Not only do collaborations occur among students, but also between students and the teacher.

According to Fees and Joyce in Asep Setiadi (2014) there are five stages that the teacher and students go through to arrive at the objective of the learning, that is, mastery of a text type

a. Building the context: Students are introduced to the social context, explore features of the general cultural context and explore the immediate context of situation.

b. Modeling and deconstructing the text : Students investigate the structural pattern and language features of the model and compare the model with the other examples of the text type.

c. Joint contruction of the text : Students begin to contribute to the construction of the whole examples of the text type and the teacher gradually reduces the contribution to next construction while syudents move closer to being able to control the text type independently.

d. Independent construction of the text : Students work independently with the text in which their work will be used for assessment.

e. Linking to related texts : Students investigate how what they have learned in this teaching/learning process can be related to other text in the same or similar contexts and to future or past process of teaching and learning.

3. General Concept of Narrative Text

A narrative text is a text type that covers problematic events which would reach a crisis or turning point and at last arrive at a resolution (Gerot and Wignell, 1995). In this text type, the writer should supply the readers with information including what happened in chronological order, how, why, when, where, and who was involved, all in vivid description (Barrass, 2005).

The function of this text type is commonly to amuse, to entertain, and to comprise some experiences which are experienced either by readers themselves or other, in various ways (Gerot and Wignell, 1995; Emilia, 2011).

Narrative text has structure as below :

a. Orientation : introducing the participants and informing the time and the place.
b. Complication : describing the rising crises which the participants have to do with
c. Resolusion : showing the way of participants to solve the crises, better and worse.

D. The Research Methodology

The study was conducted in a quantitative method. Based on the objective that would be achieved, the writer used the pre-experimental method. According to Creswell (2009:23) in his book "Research Design", in a pre experimental design, the research studies a single group and provides an intervantion during the experiment. This reseach was a pre-experimental research to determine a specific treatment that influenced an outcome.

The research was designed in one group of pre test and post test. Pre test and post test were given to the participants in a single group so that the result of the treatment could be more accurate and be used to compare before and after the treatment.

There were two variables in this research that related to one another, namely independent and dependent variable. William G Cochran (2005:42) explains that the independent variable is the factor that is manipulated or controlled by the researcher. The dependent variable is a measure of the effect of the independent variable. In this study, the independent variable was Genre-based Approach in teaching narrative

text, and the dependent variable was narrative text in improving the writing skill.

Sugiyono (2011:80) says that :*"Populasi adalah wilayah yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya."*

From the statement above, it can be assumed that population is a set of all those things observed by the researcher that fulfill some specifications. The population of this research was the eighth grade students of SMPN 1 Karangtengah Garut. which consisted of 155 students (79 males and 76 females).

Creswell (2012:142) says that , a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The sample was taken using a proportional cluster random sampling. According to Arikunto (2003:134), if the population is less than 100, it is better to take the total population, but if the population is more than 100, the sample can take 10-15% or 20%-25 of the population; therefore, the writer took 25% of the population. There were one class (class E), consisting of 34 students as the sample (15 males and 19 females).

In this research, the writer used test for instrument. For A test gave (pre test and post test). The writer gave pre test to know the basic ability of students in writing a narrative text before the learning process while post test was to know students writing narrative text skill after the learning process. Both pre-test and post test required students to make a narrative text about 200 words, entitled ; *The Legend of Toba Lake, The Story of Cinderella, The Story of Bawang Putih Bawang Merah, Maling Kundang,* and *Snow White.*

In this research, some technique were applied to collect the data they were research research instruments as well as research library and browsing the internet research. The score of the writing test were derived as follow :

TABLE OF THE WRITING SCORES

No.	Aspect	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanics	5
	Total Score	100

Source : *ESL Composition Profile* (Jacobs, et al.,1981).

The writer use liliefors test examine whether the data was normal distributed or not. Liliefore test was done because the normality distribution of data was a requirment to determine what type of statisticds used in next analysis. The criteria of normality data If $L_{maks} < L_{table}$, so the data normal distributed.

To test whether there is an significant effect of using genre based approach in teaching writing narrative text or not, the t-test was used with the following steps:

a. Formulating null hypothesis(Ho) and alternative hypothesis (Ha)

   1) Ho = there is no significant effect of using genre based approach in teaching writing narrative text.

   2) Ha = there is an significant effect of using genre based approach in teaching writing narrative text.

b. Finding out the score of differences from each subject(d_i)

c. Measuring average ($\bar{x}$) and standard deviation (S) from (d_i)

$$\bar{x}di = \frac{\sum xi}{n}$$

and

$$Sdi = \frac{\sqrt{n\sum x_i^2 - (\sum x_1)^2}}{n(n-1)}$$

d. Determining the $t_{observed}$

$$t_{observed} = \frac{xdi}{Sdi/\sqrt{n}}$$

e. Determining $t_{critical}$

$$t_{critical} = t\,\alpha(\,dk = n-1)$$

f. Testing the hypotesis

   1) If $t_{observed} \leq t_{critical} \leq t_{observed}$, thus Ho is accepted and Ha is rejected.

   2) If $t_{observed} \geq t_{critical} \geq t_{observed}$, thus Ho is rejected and Ha is accepted.

The next step normalized gain data was used by the writer to know the improvement of students' result. The formula of normalized gain test was as follow :

$$Ng = \frac{post\ test\ scores - pretest\ scores}{ideal\ score - pre\ test\ scores}$$

In this research, the writer had taken the folllowing procedures to finish the research. There were several steps which were implemented on collecting data, as follow :

1. Asking a permission to the headmaster of SMPN 1 Karangtengah
2. Trying out the research instrument
3. Giving a pre-test

4. Teaching writing using Genre Based Approach. Before teaching, the writer did some steps such as :
   a. Selecting the learning materials
   b. Making RPP with genre based approach method
   c. Preparing source learning
   d. Teaching writing narrative text using genre based approach
5. Giving a post-test.
6. Giving scores for students' writing, both in pre-test and post-test. It was conducted to point out the students' improvement in writing.
7. Computing and analyzing the result of the research.
8. Drawing conclusion about the research's result.

E. FINDINGS

1. The Result of Pre-Test and Post-test

The writer got the students' writing test (pre-test and post-test) scores. The total score of this test was 1775 for pre-test and 2489 for post test. The lowest score of pre-test was 36, and the higest score of pre-test was 69. Then, the lowest score of post-test was 54, and the higest score of post-test was 94. The average for every test was 52.21 (pre-test) and 73.21 (post-test) while then the standard deviation was 8.51 for pre-test and 10.41 for post-test.

2. The Normality Data

In this section, the writer used lilliefors test to analyze the normality distribution test with the significance level 5% (0.05). It means that the writer determined the level of trust for (1 - 0.05) = 0.95 or 95%. Both table (pre-test and post test) data were normal distributes because $L_{max} = 0.1014 < L_{table} = 0.1540$ (pre-test) and $L_{max} = 0.0932 < L_{table} = 0.1540$ (post-test).

The writer got the result of normalizations data and concluded the types of statistic that are used in the next analyzed. In this sections t-test was used by the writer to test significant effects of Genre-based Approach in teaching writing narrative text.

3. T-test

The writer got the diversity of mean which was 21.00 and standart deviasi which was 8.77.

a. Determinig the $t_{observed}$

$$t_{observed} = \frac{xdi}{Sdi/\sqrt{n}}$$

$$t_{observed} = \frac{21.00}{8.77/\sqrt{34}} = 13.96$$

b. Determining $t_{critical}$
    $t_{critical} = t\, \alpha \quad (\, dk = n\text{-}1)$
    $t_{critical} = 0.05(\, dk = 34\text{-}1) = 2.0423$
c. Testing the hypotesis
    1) If $t_{observed} \leq t_{critical} \leq t_{observed}$, thus Ho is accepted and Ha is rejected.
    2) If $t_{observed} \geq t_{critical} \geq t_{observed}$, thus Ho is rejected and Ha is accepted.
    The hypothesis of this study :
    1) Ho = there is no significant effect of using genre based approach in teaching writing narrative text.
    2) Ha = there is an significant effect of using genre based approach in teaching writing narrative text.
    The writer got $t_{observed}$ 13.96 ≥ $t_{critical}$ 2.0423. The $t_{observed}$ 13.96 in the area of accepted of Ha. It can be concluded that Ha is accepted otherwise Ho is rejected. There was a significant effect of using Genre-based Approach in teaching writing narrative text.

4. Normalized gain data

Normalized gain data was used to test how far the improvement of students' writing narrative text. It refers to how many percent (%) of students' result after the treatment was conducted. The formula of normalized gain test was

The result of calculating normalized gain on students test with ideal score 100 was

$$Ng = \frac{70 - 56}{100 - 56} = 0.32$$

Each item had been analyzed with the same formula.

TABLE INTERPRETATION OF NORMALIZED GAIN

Criteria	Students	%
Decreased	0	0%
Not improved	0	0%
Low	8	24%
Sufficient	21	62%
High	5	14%
Total	34	100

Based on the result of percentage above, The writer got there was in the low criteria. It means that the students scores change less than the normalized gain scores. Then there was 62% in the suffucient criteria. Lot of students improved their writing ability. In the criteria, the students' score was surpassed the gain scores.

The writer concluded Genre-based Approach improved the students' writing narrative text.

F. CONCLUSIONS

The objectives of this research are first to find out the effect of the genre based approach in teaching writing narrative. The writer used writing test (pre-test and post test). The result of the data is $t_{observed}$ = 13.96 and $t_{critical}$ = 2.0423. By testing hypothesis, it is proved that the null hypothesi (H_O) is rejected and (H_a) is accepted because the scored is $t_{observed}$ -13.96 ≤ 2.0423 ≤ 13.96. It means that there is significant effect of using Genre-based Approach in teaching writing narrative text, and 76% of students writing narrative text using Genre-based Approach was improved.

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APPENDIX

1. TEST

2. ANALYSIS OF TEST

PRE TEST

NAME :

CLASS :

       Choose one theme below, and write down narrative paraghraps at least 200 words

Theme :

1. The Legend of Toba Lake
2. The Story of Cinderella
3. The Story of Bawang Putih Bawang Merah
4. Maling Kundang
5. Snow White

POST TEST

NAME :

CLASS :

Choose one theme below, and write down narrative paraghraps at least 200 words

Theme :

1. The Legend of Toba Lake
2. The Story of Cinderella
3. The Story of Bawang Putih Bawang Merah
4. Maling Kundang
5. Snow White