THE USE OF GENRE-BASED APPROACH TO IMPROVE WRITING SKILL IN NARRATIVE TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA ETHIKA PALEMBANG

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Abstract

Objective of this research was to find out significant difference of reading achievement between students The objective of this study was to find out whether or not there was a significant improvement in students' skill in writing narrative texts after they were taught by using Genre-Based Approach. The method of this study was experimental design. The experimental group received a genre-based approach while the control group received the conventional method. The population was the eleventh-grade students of SMA Ethika Palembang. The sample was 60 students which was selected by cluster random technique . The data collection was a writing test. The data were analyzed by using paired sample t-test and independent sample t-test. It indicated that there was a significant difference in writing skill between the students who were taught using GBA and those who were not. Based on the result of data, it was interpreted that all aspects of writing are increased after taught by using GBA Approach. The best-achieved writing aspect was style and quality expression. It assumed the use of words: phrases, sentences, and paragraphs in expressing the ideas were clear and effective in writing style. Further, the study provided evidence for the effectiveness of using the genre-based approach in improving the students' writing skill in narrative text.

Keywords: narrative text, writing skill, genre-based approach

Introduction

Writing as a skill for learning English must be required for academic and workplace text. The learners could use acceptable grammar, conventions, and lexical choices to form ideas and thoughts in English as a foreign language into an intelligible text. According to Harmer (2004), through writing students are able to express their ideas, thought and feeling into written symbols. In fact, the learners encountered some problems in writing some genres of text. Perhaps, their mistakes were a completely inadequate essay, disorganized of their composition, unintelligible sentence structure, disregard for English writing conventions, and inappropriate use of vocabulary. However, writing is considered the most difficult skill to be taught and learned.

According to Tuan (2011), and Anggaira (2012), Genre-Based Approach can be as an effective approach to enhance students' writing performance and perhaps to solve writing problems. Richards and Schmidt (2002) added that genre is a type of discourse that occurs in a particular setting, that has distinctive in recognizable patterns, norms of the organization, structure, and distinctive communicative functions. One of the unique characteristics of GBA is that gives the explicit knowledge (communicative purpose, rhetorical structure, and grammatical patterns) to be learned by students in writing. Richards and Schmidt (2002) added that genre is a type of discourse that occurs in a particular setting, that has distinctive in recognizable patterns, norms of the organization, structure, and distinctive communicative functions. Further, the

study highlighted the effectiveness using the genre-based approach in increasing the students' writing skills in narrative text.

Writing Skill

In secondary school, process writing would be implemented as a process of discovery. The process of writing is engaging in planning, pre-writing, and revision to improve their texts, producing and working on multiple drafts, and the use of writing conferences (Elashri, 2013). Holmes (2004) confirmed that the process-oriented approach is to assist the foreign students to plan and produce the stages of writing and identify some features of this approach and to some suggestions to develop activities in order to humanize and make a more positive and effective experience from writing.

Narrative Text

Narrative text is a type of text that propose to amuse or entertain the reader, that deals with actual and vicarious experience in different ways, the narrative also deals with problematic events which lead to a crisis or turning points of some kinds, which in turn find a resolution. According to Pardiyono (2007, p. 93-113), the following points should be considered in writing narrative text :

1. Communicative purpose
   The communicative purpose is to amuse or entertain and give a good lesson the readers.

2. Rhetorical structures
   The rhetorical structure of narrative text focuses on a series of stages that propose to build a story. The stages include orientation (the introduction of the characters who involve in the story, time, and the place where the story takes place), sequence of events which are problematic the kinds to conflict-climax, resolution (the ending of the story containing the problem solution) and coda (moral lesson).

3. Grammatical pattern
   Writing narrative text using the past tense to tell about past activities or events in the past.
   The nature of the sentence. A sentence is a group of words that contains a subject and a verb to express a complete thought, which begins with a capital letter and ended with a period. A sentence can be formed from one or two clauses that joined with conjunctions or relative connectors. Example: *"Once upon a time in Batakland lived a fisherman named Bhatara Guru Sahala."*

4. Elements of sentences. A sentence consists of several related elements in it: subject, predicate, object, an adverb**.** Subject must be a noun, the predicate must be a verb and object must be a noun. Either subject or object can take the form of a word, a phrase or a clause, while predicate can only take the form of a word and a phrase. Most adverbs are in the form of phrases, which are formed by using prepositions. Therefore, each proposition is usually in the adverbial phrase. Example: *they were happily married, and got two beautiful smart daughters."*

5. Adverbs play important in its role of contributing for better clarity of the message conveyed in the sentence. It can express the information about time, place, reason, purpose, status, and frequency. Lots of adverbs are marked with the use of prepositions; in, at, for, after, as, too, as, etc. An adverb can be in the form of 'word' or phrase'. Example: *Once upon a time, One day, As soon as, etc.*

Genre-Based approach

Genre-Based Approach (GBA) is an approach which guides students to understand the social purpose,

organization, and language features on every kind of text. Tuan (2011 p.1) states that "each of texts has the social purpose that reflects its schematic structure or text organization and language features, namely grammar, vocabulary, connectors, etc. According to Derewianka (2000) and Gibbons (2009), there are four stages in the teaching writing using Genre-Based Approach (GBA).

1. The first stage in GBA is Building Knowledge of the field (BkoF). This stage aims to develop students' knowledge about the topic will be written. In this stage, the teacher can apply progressive brainstorming in order to recall students' prior knowledge and the students are allowed to use the first language. The students are in a group. They write some information that they know about the topic by using a particular color-pen. Next, in a few minutes, the students leave their works and move to the next group. They add some information to their friends' paper with their color-pen and move to the other groups until they are back to their previous position. After that, they report to the classroom about what they have in their paper now. For other activities, some pictures and some kinds of text related to the topic are shown and become the student's guidance. The students discuss the vocabulary, phrases, expressions which are used to tell about something or someone introduce to the students.

2. The second stage is the Modelling of Text (MoT). This stage aims to guide students to gain knowledge about a particular genre. Students are introduced to be familiar with the purpose, organizations, and language features of a particular genre. The teacher explains about grammar and text organizations. Then, several models of the particular genre will be distributed to the students. They will compare the models and focus on the language features of the narrative text.

3. The third stage in GBA is Joint Construction of Text (JCoT). At this stage, the teacher and students work together to compose the text. The topic at this stage is not exactly the same as the one will be written for independent writing. the teacher becomes the scribe in front of the class. Each of the students delivers his /her idea to tell about something or someone. Students will be guided to be in line with the genre of narrative text in the context of grammar, text organization, and language features.

4. The fourth stages in GBA Independent Construction of Text (ICoT). At this stage, students already have the knowledge and skill to write independently. Before coming to this stage, the teacher makes sure that students have already gotten the competencies, the students are asked to composed narrative text individually. They draft, revise, and submit their work to the teacher. Further, they get feedback from the teacher about their writing.

Methodology

Quantitative research was composed of a quasi-experimental group by means of a pretest and a post-test. The experimental group was treated by using Genre-Based Approach, while the control group was given the treatment by using conventional method. Determining these both groups which had similar class criteria, cluster random sampling technique was implemented. Each of

groups (experimental (X.1) and control (X.2) groups) consisted of 30 students of the eleventh grade of SMA Ethika Palembang in the academic year 2015/2016. The both of these groups were treated by different strategies to investigate whether there was a significant difference between GBA and conventional method in improving the students' writing skill of narrative paragraph. The treatment for experimental group and control groups was given for 12 meetings including pretest and post-test. The teaching and learning materials were taken from Mumpuni, et al (2008).

The Technique of Data Collection

The instruments for collecting the data were tests, (pretest and posttest) content validity, and reliability of the tests. The test (pretest and posttest) adapted from Mumpuni et al (2008) was a subjective test to obtain the students' writing scores. The test was distributed to the sample after validated by the two validators to judge the difficulty and appropriateness with standard and basic competencies. The reliability of the test was implemented to determine whether the results of the test were reliable or not. The judgment of reliability of this instrument was analyzed by the two raters who had experiences in teaching English for more than five years at Senior High School. The test considered reliable since the results were consistent and dependable (Brown, 2004). Inter-rater reliability used to measure reliability of test. Based on the results of data, it indicated that the score of students writing skill in the experimental group was reliable. The reliability of pretest achieved *p*-output 0.857, while the result of post-test was *p*-output 0.903 with the significance value of 0.000. Moreover, the results of the pretest were reliable that can be seen in the pretest was *p*-output 0.938 and

the post-test was *p*-output 0.874 with the significance 0.000. The test would be reliable if the result of the data measurement was higher than 0.70.

The results of data were analyzed by applying two forms of statistical analysis in terms of descriptive statistical analysis and inferential analysis. The descriptive statistical analysis was implemented to measure mean, median, modus, standard deviation. The results of the students' writing skill were measured in accordance with a writing rubric containing the following domains of evaluation: Organization, Logical development of ideas, Grammar, Mechanics (spelling, punctuation), and Style and Quality expression. However, before analyzing the data, there were some requirements were needed to be fulfilled. There is a normality of the data which aims to find out whether or not the data normally distributed. Based on the result of the normality testing by using the Shapiro - Wilk analysis, the data of the group in this research was higher than 0.05. In this case, it can be concluded that all of the group data in this research were normally distributed.

After the data are proven to be normal, paired sample t-test was administered to measure the improvement of the students' writing skill before and after the treatment. Independent sample t-test would be conducted to measure the differential effect between the means of the students' writing skill of the students who were taught using GBA and those who were taught using the conventional method.

Result and Discussion
Descriptive statistical Analysis

The data of writing achievement recapitulation of mean, median, modus, a standard deviation that can be seen in table 1.

Table 1. Writing score recapitulation

Variables Data Statistics	Experimental Group		Control Group	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Mean (χ)	57.90	74.60	49.03	62.87
Std. Deviation	3.294	3.576	8.884	4.377
Min.Score (χ_{min})	51	67	32	54
Max.Score(χ_{max})	66	84	69	73

The data of post-test of students' writing skill who were taught through GBA shows minimum score = 67, maximum score = 84, mean score 74.60, the standard deviation of 3.576. Meanwhile, the data of post-test students' writing skill who were taught through conventional method shows minimum score = 54, maximum score = 73, mean score 62.87, standard deviation 4.377. As shown in table 1, it can be inferred that the group of students who were taught through GBA shows better achievement than the group of students who were taught through conventional method.

The Inferential Statistical Analysis

The hypotheses testing in this research was conducted using a t-test. All analyses were administrated by using SPSS 16.0.Homogeneity testing is administrated to make sure that the samples of this research have homogeneous or similar. Related to the results, it showed that the data of pretest from both groups was 0.146, while the data of postest was 0.248. Based on the result of Levene's Test of Equality of Error Variances, the entire of analysis of the data shows that the significance level was > 0.05, then it could be concluded that the variances data of the group were entirely homogeneous.

The normality test was done to know whether or not the data obtained were normally distributed. In achieving that objective, the Shapiro-Wilk statistic was used to investigate the normality of the data. Based on the result of the normality testing by using Shapiro Wilk analysis, the data of the experimental group was 0.891 for pretest and 0.788 for posttest. While the data of the control group was 0.788 for pretest and 0.320 for posttest. These data could be categorized as normally distributed.

After completing the requirements of the homogeneity testing and the normality testing, Paired sample statistical analysis was administrated to answer the hypotheses. The results of the paired sample t-test are shown in table 2.

Table 2. Paired sample t-test

Variable		Mean	Std. Deviation	Std.Error Mean	t_{obtain}	df	Sig (2-tailed)
Experimental Group	Pretest-posttest	16.700	4.442	0.811	20.590	29	0.000
Control Group	Pretest-posttest	13.833	7.106	1.297	10.663	29	0.000

Table 2 showed that the mean difference between pre-test and post-test in the experimental group was 16.700. The standard deviation was 4.442, standard error mean was 0.811. The value of t-$_{obtained}$ (20.590) at the significance value 0.05 (2-tailed) with the degree of freedom (df) was 29, and the critical value of t-$_{table}$ 2.042. Since 0.000 (sig. 2-tailed) was lower than alpha value 0.05. Since t-$_{obtained}$ 10.662 was higher than t-$_{table}$ 1.699. It could be inferred that the students who are taught through Genre-Based Approach were

significant to improve the students' writing skill. The table showed that the mean difference between pre-test and post-test in the control group was 13.833. The standard deviation was 7.106, standard error mean was 1.297. The value of t-obtained (10.000) at the significance value 0.05 (2-tailed) with a degree of freedom (df) was 29, and the critical value of t-table 1.699. Since 0.000 (sig. 2-tailed) was lower than alpha value 0.05. Since t-obtained 10.663 was higher than 1.699. It was inferred that the students who are taught through conventional approach were significant

Table. 3. The score distribution of writing post-test in comparing writing aspects for both groups

Writing Aspects	Variable	N	Mean	Std. Deviation	Std. Error mean	t-test for equality of means		
						t	df	Sig. (2-tailed)
Organization	Exp	30	14.70	0.952	0.174	7.059	58	0.000
	Control	30	12.78	1.142	0.209			
Logical	Exp	30	14.73	0.944	0.172	8.810	58	0.000
	Control	30	12.68	0.855	0.156			
Grammar	Exp	30	14.56	1.031	0.188	9.089	58	0.000
	Control	30	12.11	1.056	0.192			
Mechanics	Exp	30	15.33	0.791	0.144	10.161	58	0.000
	Control	30	12.91	1.034	0.188			
Style & quality	Exp	30	15.15	15.15	0.696	10.977	58	0.000
	Control	30	12.80	12.80	0.934			

As shown in table 3, the students had increased their writing aspects after taught GBA. The estimated t-value showed *Organization*(7.059), *Logical development of ideas* (8.810), *Grammar* (9.089). *Mechanics* (10.161), and *the style and quality of expression* (10.977). This indicated that there were statistically significant differences between the experimental group and control group on the writing post-test in accordance with *organization*, *logical development of ideas, Grammar, Mechanics, and style and quality of expression*) in favor experimental group. Further, this result showed that *style and quality expression* is the best achieved of experimental group scores.

In order to determine whether or not there was a significant difference in writing skill between the experimental group and control group, independent sample t-test was applied to compare the results of the posttest in the experimental group with those in the control group. It is displayed in table 4.

Table 4. The results of Independent sample t-test

Variable	Mean difference	obtain	df	Sig. (2-tailed)
Post-test (Experimental-Control)	11.733	11.143	58	0.000

The result of independent sample t-test showed that the value of t-obtained was 11.143 and the value of t-table was 2.001. At the sig (2-tailed) was 0.00 < 0.05. The result of the analysis of the research shows the value of t-obtain is higher (11.143) than the value of t-table (2.001). The table also showed that the *p*-output of students' skill in writing a narrative paragraph in both groups was lower than the level of significant 0.05. It means that there was a difference in both groups. It claims that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that there

was a significant difference on students' skills between students who were taught by using Genre-Based Approach and students who were taught by using Conventional approach to the eleventh-grade students of SMA Ethika Palembang.

Discussion

Related to the findings of this study, the results of this study indicate that Genre-Based Approach is effective to improve the students writing skills and there is a significant difference between GBA and conventional method in improving the students' writing skill. Based on the distribution of the pretest and the posttest for the experimental group, it can be shown that there was a significant improvement after implementing GBA. All aspects of writing skill are increased.

The first significant increased is *style and quality of expression.* The student stored the stocks of words after the teachers gave the model of narrative text to response the content of text by answering the questions given and then they memorize some of the words in the text. Furher, the students were more active in the discussion to look for the appropriate word and term words in writing narrative text, such as *once upon a time, a prince, a princess, witch, etc.* It is proven by Setiadi's study (2014). He found that the students were interactive in the purposeful social activities begin to understand and use the meaning of words in a particular context.

Writing aspect increased by the students is mechanics. The students make the mistakes of mechanic in the text are minimized occurred by providing the examples of text. The students are instructed to begin to comprehend the use of writing conventions, such as capitals, punctuation, and spelling.

Ungrammaratical sentences are infrequently found in their tasks. They also learned about the past tense that was dominant in the narrative text. It is in line with Oematan (2008). Based on his research findings in SMA Negeri 1 Surakarta, the students could increase their language proficiency after using GBA. They were able to write a simple text using correct grammar and vocabulary by imitating the model of text given after reading the text type which is concerned on the context of the situation and the context of culture from different sources (magazines, newspapers, related books, internet).

The students' a logical division of ideas are increased. By providing the model, the students were more comprehend the genre of text. According to Ahn (2012, p. 8), Joint Negotiation Phase is the collaboration work between the students and the teachers to construct the text. This stage is aimed to lessen the social and communicative purposes of specific genres to emphasize effective ways of composing the kind of information needed to produce the target text successfully.

By implementing a genre-based approach as a guide, the students minimize their difficulties in ordering and reordering of the text. Indeed, GBA has beneficial in fostering the students' writing skill. Each of GBA stages had been activated the students in improving their words and exploring the ideas. The students can organize the paragraph by following instructional frameworks for presenting genre in the classroom. It is supported by Hidayat, et al (2018). Based on their study, GBA is an approach that helps the teacher to present the materials with an explicit and systematic explanation including how texts are grammatically patterned, the text organization, and the linguistic form. It can help the students to have enough background knowledge to write

a particular text. Furthermore, through GBA, students have the chance to increase all of their language skills. The teacher could implement various task in BKoF stages, such as reading or listening. Besides, the teacher can build students' self-confidence before they start to write individually. Through JCoT stage, the teacher could give time to the students to work in a pair or in a small group. Thus, they can learn from others and foster their knowledge as much as possible.

Conclusion

Related to the findings of this study, it could be concluded that GBA is effective to increase the students writing skills. The aspects of writing skill are shown that their score of each them is increased after implementing this approach. It is also shown that there is a significant difference between GBA approach and conventional method in improving the students writing. GBA is a more effective approach in teaching and learning in writing class because GBA had some stages for assisting the students in increasing their writing as follows: BKoF has forced the students to become participants more active in their learning. They were required to recall their prior knowledge to write some information by guiding the pictures and the phrases or expression which are used to write a particular paragraph. By applying MoT, it also helped the students to know the organization of the narrative text and language features of the narrative text. The stage of JcoT as a guide to facilitate the students each of step in composing the text which is appropriate with a particular genre and language features of the narrative text. It is beneficial for the students to motivate to write better. ICoT stage is helpful for the students to become more confident in writing individually and to increase their competencies in writing skills.

This study suggests that GBA is to be used to become the students respond positively to a supportive atmosphere. It is proven by Elashri (2013). He states that genre can be used as pedagogical tool whatever particular pedagogy is used to improve the students' writing proficiency. In addition, the teacher may provide the materials that adopted from cultural contexts to motivate the students aware of their own culture. According to Ahn (2012), the genre approach can be applied in L2 teaching without empowering English language culture in a way that it eclipses the student's own culture.

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