

The Use of Genre based Approach to Improve students' Writing Skill on Narrative Text For Tenth Grader in the Academic Year of 2023 / 2024

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ABSTRAK

Penelitian ini mengeksplorasi penggunaan GBA untuk meningkatkan prestasi siswa. Keterampilan menulis karangan siswa kelas X SMA Negeri 1 Maumere tahun pelajaran 2023/2024. Metode penelitian yang digunakan Kemmis dan Mc Taggart merancang penelitian kerja kelas, empat tahap: perencanaan, tindakan, observasi dan refleksi, dan alat penelitian ini adalah observasi, wawancara dan tes. Penelitian ini dilaksanakan dalam dua siklus yang setiap siklusnya terdapat dua kali pertemuan. Penelitian ini mengambil kelas X dengan jumlah peserta 32 orang. Hasil pre-test sebelum menggunakan GBA sebesar 28,12% dan rasio kelas sebesar 6,96%. Setelah menggunakan GBA, kemampuan menulis level X meningkat. Hal ini terlihat dari semakin banyaknya kiriman siswa. Keterampilan menulis pada siklus I dan II. Rasio siklus I sebesar 56,25% dan rata-rata kelas sebesar 73,90 %. Pada Siklus II persentasenya sebesar 87,25% dan persentase kelasnya sebesar 84,53. Dari penelitian ini dapat disimpulkan bahwa GBA dapat meningkatkan kemampuan belajar siswa. Keterampilan menulis esai. GBA dapat digunakan sebagai alat baru untuk mengajar menulis di kelas.

Kata Kunci: Games-Based Learning (GBA), Keterampilan Menulis Karangan, Prestasi Siswa.

ABSTRACT

This study explores the use of GBA to improve student achievement. Essay writing skills for class X students of SMA Negeri 1 Maumere for the academic year 2023/2024. The research method used was Kemmis and Mc Taggart designed a classroom work study, four stages: planning, action, observation and reflection, and the tools of this research are observation, interview and test. This study was conducted in two cycles in each cycle there was two meetings. The study took class X with 32 participants. The pre-test results before using the GBA were 28.12% and the class ratio was 6.96%. After using the GBA, the level X writing ability improved. This can be seen in the increasing number of student submissions. Writing skills in cycles I and II. The first cycle ratio is 56,25% and the class average is 73,90 %. In Cycle II, the percentage was 87.25 % and the class percentage was 84,53. From this study, it can be concluded that GBA can improve students' learning ability. Essay writing skills. The GBA can be used as a new tool for teaching writing in the classroom.

Keywords: Games-Based Learning (GBA), Essay Writing Skills, Student Achievement.

INTRODUCTION

English is the language of the world and is in high demand these days. English is the most spoken language in the world. Learning English cannot be separated from reading and writing skills. These two skills are closely related to mastery of the English language. English is taught in Senior High School to enable students to communicate effectively in English in their daily lives and assist students in understanding and applying English in many contexts (Harahap & Rambe, 2019). There are four essential abilities in teaching and studying English namely listening, reading, speaking, and writing. They are receptive (listening and reading) and productive (writing and speaking). Writing is a critical skill in EFL (English as a Foreign Language) (Brown & Abeywickrama, 2010). It stimulates thinking and learning, encourages communication, and makes thought available for reflection. Ideas can be reviewed, evaluated, added to, reorganized, and modified when written (Brown, 2007).

The four skills are an important part of the approval process and the expenses that occur in the language process. The four language skills are closely related to each other. Writing can be defined as the ability to express through writing the thoughts, knowledge, ideas and experiences of the author's world. To write clearly and persuasively, writers should always write in a way that is easy to read, straightforward, and easy for others to understand. Writing skills are the language skills used to communicate in writing. For this, a good writer must have a good understanding of the writing process. The act of writing is not just picking up a pencil and producing letters due to while expressing their feelings and thoughts, students must also write in a way that is easy to read and comprehend (Sabat & Slamet, 2019). This writing skill does not come naturally, it requires hard work and regular practice. Writing is the act of creating a composition or personal work that captures thoughts, feelings, and ideas through writing or media. (Linawati and friends, 2020). Therefore, it is clear that the message conveyed in the text must be clear so that the reader can understand the ideas presented in the text. Therefore, the author tries to easily find learning problems with students and solve the problems that occur when learning English through writing. The researcher decided to use the same type. Genre-based approaches focus on understanding and writing genre-specific texts in teaching and learning.

The Genre Based Approach is a learning method that focuses on teaching and learning language based on type of text. This approach aims to help students develop effective speaking skills in a variety of language situations, and genre-based language learning is one of the teaching methods used in classes, especially in general English classes. A Genre-Based Approach (GBA) is one in which the teacher not only teaches the structure and grammatical features of spoken and written language but also allows for the development of language skills in relation to the genre through the use of various stages (Taufik & Hafrizon, 2019). The genre-based approach (GBA) is a literary learning approach that combines product and process approaches (Prakoso et al., 2021). This helps students create a model State of knowledge and skills. Based on the findings of the previous researches, Genre based Approach will organize various kinds of text by looking at the needs of students. Genre is a technical term for a text type (Namaziandost et al.,2020;Yusuf et al.,2021; Zein et al.,2019.The This approach is very commonly Used in writing ,but not limiting its use in other skills The Genre Based Approach is an attempt to communicate with readers to get better understanding the language patterns used .It is because genre- based learning helps students to be more critical and increase their awareness(Namaziandost et al.,2020), for example,the way of learning conveyed by Gonzalez (2021).teachers contextualize the situation of the text such as who author is, what is the purpose of the text.Then, students will analyze and arrange the text and relate it to the acquired knowledge

from textbooks and contexts. Based on the observations of the author, students still have problems to understand some ways of writing a text and distinguish one way of writing a text from another in any text writing exercise, especially when writing as a converted text. Therefore, students' writing results do not show the proper sequence of paragraphs, students don't know how to start their writing, students could not place and develop ideas properly in one paragraph, writing results deviate from the topic, the lack of vocabulary make students use google translate to finish their work. Furthermore, when appropriate language structures are used in the text, there are still differences between the language features that should be present and the language features that students use. Narrative text should be written in the simple past tense, but many writings are still seen in the simple present tense.

Research related to the use of Genre based Approach to improve writing skills has been conducted (Jamila Harap & Sojuangon rambe, 2019) the results of this studied show that there is a significant improvement on students' writing ability by using genrebased approach. In addition, in Writing class, genrebased approach is effectively implemented. The students' ability to write could be improv (Sari,2019.). It is recommended that English teachers use the GBA since it has been shown to improve students' ability to write texts that are appropriate for their respective genres. Genre Based Approach can make students enjoy to study English has been conducted (Wicaksono; Sulistyaningsih & Syukur,2022). The results of other studies show that the GBA approach has a significant effect on students' writing abilities. This can be seen from the increasing student scores, showed significant improvement. (Prayuda, Pangaribuan, Lynia ,2023). In addition use Genre Based Approach that the students are more active in the teaching and learning process than before using the Genre-Based Approach. Most of the students passed the minimum completeness criteria (KKM). After applying the Genre-Based Approach, students better understand the teaching and learning process. (Dinar, Laily, Sulistyowati, 2023).

Based on the Research done by some researcher before, the author argues that writing is a skill that must be acquired. The goal is to improve the teaching of writing skills and knowledge so that Students will understand each material in order to perform well in specific situations. The course was not very good and it was difficult to understand the subject. Perhaps the quiet and boring nature of the study made it difficult for students to understand. Here, researchers are trying to find remedies that can help students learn to write and improve their skills. In this study, a genrebased approach using writing skills in learning is sought. Teaching English has many general and specific aspects of English literature. This is the beginning, middle and end of the learning process when learning English. The teacher's role is to develop and improve students. Master English writing based on instructional methods using the GBA learning model. Therefore, the author follows a style-based approach to help students understand what they have learned in a simple and enjoyable way. It is expected that the learning ability of the students will increase. Develop and inspire your writing skills in a genre-based way. Students can write their thoughts and express them on paper using language structures and features.

The reason why the author chose this study is because through this study the researcher realized that many students are not good in English or they don't want to learn how to write in English. Researches want learning to be fun, not boring. Based on the above information, the author intends to conduct research using various methods to improve students' ability. Grade X and Advanced Paper Writing Techniques by SMA Negeri I Maumere.

Writing is a very important skill in learning English. Writing is an English skill that students should learn because it can improve thinking skills and develop other language skills (Fatmawati, 2023). Consequently, writing plays an important role in promoting

language acquisition. Writing as an effective language skill involves various aspects of language such as writing words, sentences and more to communicate. Asiah, Ardian and Amri (2020) argue that improving writing skills is important because it allows students to express their feelings, knowledge and thoughts in a clear way. Writing is an activity in which students express their thoughts and knowledge through writing. Students can express their ideas, express their ideas in good sentences and write information. Also, students can improve their thinking and reasoning skills by writing (A.D. Jayanti, 2019). Therefore, students should stimulate their writing skills through appropriate writing activities. There are two things in the text. First, the content of the text describes what the author wants to convey. Second, style, the mechanical parts of an essay, such as writing, words, sentences, and paragraphs.

Teaching writing as an effective skill requires teachers to guide students to express themselves through writing and requires more skill areas than speaking, such as using the right words, the right sentences, and the right spelling. The genre-based approach has four main components that can be used in the field of study: Domain Knowledge (BKoF), Text Modeling (MoT), Text Construction (JCoT) and Special Text Construction (ICoT).

METHOD

Academic Action Research (CAR), a collaboration with English teacher Maria Goreti Alexa, S.Pd., aims to develop teaching strategies or methods to help students easy in learn English. This study focuses on the ability to write Count Text of students attending class X at SMA Negeri I Maumere in the academic session 2023/2024 and improve it by implementing the type-dependent approach. The subjects of this study are the students of SMA Negeri I Maumere. The author choose class XF with total of 32 students, consisting of 22 Female students and 10 Male students. In the classroom, the author encountered the problem that students could not produce an essay. To overcome this problem, the authors use action research in the classroom because the problems can be found in the classroom and use various methods to solve these problems in the classroom. Action research is reflective research conducted by participants in social contexts to enhance understanding of the relevance and appropriateness of actions, those actions, and the contexts in which they take place (Carr & Kemmis, 2003).

This study was carried out in two cycles, the first cycle and the second cycle, and each cycle consisted of a series of close-ups. The process of the second cycle continues and changes again from the first cycle. There are two meetings per cycle. The procedure used in this study is based on Kemmis and McTaggart's design, which consists of four stages, which are planning, action, observation and reflection. At this stage, the researcher implemented the teaching and learning according to the lesson plan with a genre-based approach. The teaching phase follows a genre-based approach consisting of BKoF, MoT, JCoT and ICoT. First, in building domain knowledge (BKoF phase), the author use Video then gained students to watched a video dealing with the topic which taught by the researcher. After that, students tell about what they got from the video and tell to their friends. Then, the author presents the narrative text to the students and explains its meaning, purpose, general structure and linguistic features. Second, in text modeling (MOT), the teacher gives examples of rewritten texts and asks students to find difficult words in their groups and answer questions. Students read and understand a narrative text and then answer questions based on the text. Third, in Joint Construction of Text (JCoT), action. The author divides the students into groups of six students, and the researcher asks the students to discuss the topic together in groups. Finally, in the activities of the private scene, construction, including construction review your individual plan. Writing the first draft, by

made the topic and supporting sentences in chronological order text, communication with teachers; looking for it teacher comments , draft review/writing, editing, proof reading and publishing.

RESULTS AND DISCUSSION

FINDINGS

PRE-CYCLE

The author held a pre-cycle to writing narrative texts. At this stage, the researcher gave a written test. This test was carried out on Wednesday, November 18 2023. There were 32 students in class XF who took part in this pre-test activity. This pre-test was carried out for 45 minutes. In this activity the author ,observed students'interest in learning English. Author also interviewed the English teacher and and several students after following the English learning activities in class. From the observations and interviews, it is known that students in class XF don't know how to start their writing and building their knowledge when they write.

Table 1. Students' learning outcomes in the pre-cycle

Statistics	Score
Highest Value	75
Lowest Value	65
Minimum Completeness Criteria	75
Average	66
Passing Grade	9
Not Passing Grade	23

It can be figured out in the following histogram :

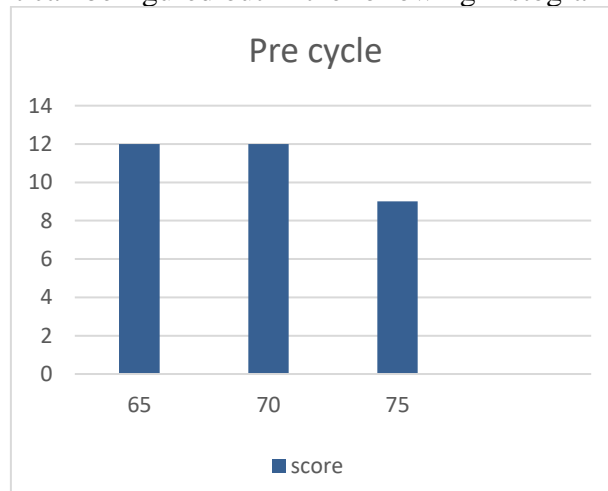


Figure 1. Students' learning outcomes in the pre-cycle

From the data on the written test results above ,of the 32 students who took the test student scored above could not reach the minimum completeness criteria with the percentage is being 28,12 %. This means that only a small proportion of students are able to reach the minimum completeness criteria. After seeing the result conducted by students ,the author planned to conduct cycle 1 by applying Genre Based Approach , the author planned to conduct cycle I by applying the Genre based Approach to attract students learning. Cycle I was held on November 22 , with total of 32 students. The authors expert and practice the writing test.

CYCLE I

Based on the results of the writing, it can be seen that the number of students who have not reached the minimum completeness criteria on the writing test is very low. Concerning that, the author applies Genre Based Approach as one of the methods in cycle I. In this cycle, the researcher used the same material about narrative text legends that carried the contextual theme of the local environment. After watching a video about the Legend, students were asked to retell what they had heard. The author will give the example of Narrative text and explain to the students about generic structure, language feature, and social function of the text. After that, the author divides students into groups. Each group consists of four students. There are eight groups in the class. The students make an outline about the story which they want to write. In their group, they work individually to elaborate their main and supporting sentences. Students are also given the opportunity to write the text according to the generic structure of the narrative text. Cycle I was held on November 22, 2023 with a total of 32 students.

Table 2. Students' learning outcomes in the cycle I

Statistics	Score
Highest Value	80
Lowest Value	70
Minimum Completeness Criteria	75
Average	73
Passing Grade	17
Not Passing Grade	15

It can be figured out in the following histogram:

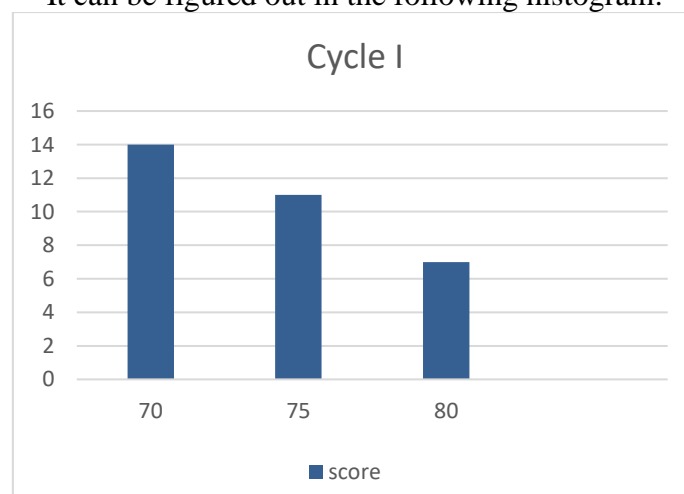


Figure 2. Students' learning outcomes in the Cycle I

Based on the results of cycle I, 18 students had successfully passed the Minimum completeness criteria and people had not reached the minimum completeness criteria, with the percentage being 56,25%. This means that only a small proportion of students are able to reach the minimum completeness criteria. As a form of self-reflection, first the author must provide a good perception as an opening learning activity to attract students' interest. Second the author asks students not to use Google Translate. Third, the author's position should not only be at the front of the class but should be balanced, in the middle and at the back, covering the whole class. Fourth is to divide the group based on the ability to catch up. Fifth, added three minutes to student work time. Last is reduce explanation time, explain only the important things. Therefore, based on the students' average scores and the results of observation during the cycle I, the author realizes that this research must be

continued to cycle II.

CYCLE II

In this second cycle, the implementation of the Genre-based Approach went very well. The second cycle occurred on November 24, 2023 with a total of 32 students. The activity started with a good perception so that students could follow the lesson well. The author placed one student with more ability in each group. This made students able to ask each other questions and express opinions among each other. The author also does not only stand in front of the class, but stands covering the entire contents of the class, so that students can be controlled not to use google translate. The working time was increased from five minutes to eight minutes. Students are able to write a writing text with their own sentences, according to the generic structure of a narrative text.

The author and teacher are happy that the effort to improve writing skills through Genre-based Approach was successful.

Table 3. Students' learning outcomes in the cycle II

Statistics	Score
Highest Value	90
Lowest Value	70
Minimum Completeness Criteria	75
Average	85
Passing Grade	28
Not Passing Grade	4

It can be figured out in the following histogram:

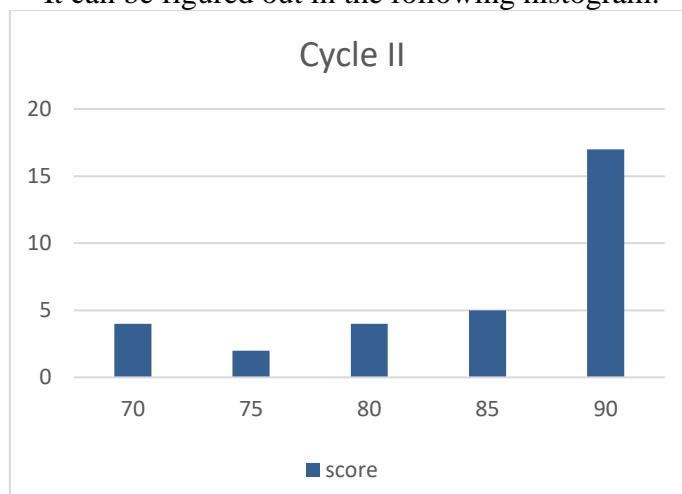


Figure 3. Students' learning outcomes in the Cycle II

The author and the English teacher were satisfied that their efforts in improving writing skills through the Genre Based Approach could be realized. The test results showed that out of 32 students who took the test, 28(87,5) students successfully reached the minimum completeness criteria although 4 students(12,5 %) students did not reach the kkm. In addition, observation sheets, interviews, and questionnaires proved that students were active, enthusiastic, and collaborative during the learning process through the Genre Based Approach. Therefore, the second cycle has met the minimum completeness criteria by looking at the research instruments provided.

DISCUSSION

The results showed that this study met the author's criteria in two cycles. Based on the results of the post-test, only nine students passed with a percentage of 21,28 % percent.

Therefore, the author gives a good perception beginning of the activity, so that the class atmosphere works well, with the help of the teacher, of course, so that the students can study English well, joint with their group and do their task. By providing observations, students are more active during the learning process, in addition, students better understand the steps of the Genre Based Approach so that there are no obstacles during the learning process in the class. After implementation of this Genre Based Approach, the author is satisfied because the efforts of the students and ; vocabulary is completed. 53,12% in cycle I, 87,53% in cycle II, which successfully exceeded the minimum completeness criteria. All the students showed great enthusiasm during the learning process. This shows that through the Genre Based Approach, the students understood all the instructions and actively participated. Therefore, Genre Based Approach can be considered as a good method for students in writing skills.

Results The study provides insight into the effectiveness of the genre based approach among students ; writing skill. GBA has shown promising results in improving writing narrative text. This finding suggests that incorporating interactive and immersive activities such as GBA into language learning can be a beneficial approach for students. Students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose. Genre Based Approach allows students to become more flexible in their thinking and eventually to realize how authors organize their writings.

When students are actively engaged, they are more focused, attentive and motivated to understand and absorb the content being taught. This increased level of engagement often leads to better understanding, retention and application of knowledge and skills (Ginting, 2021). Considering the productive functions of each cycle, the author can discover some of the best practices following the application of the Genre Based Approach in the context that the author is facing. To improve students writing skills', students usually depend on the teacher and effective teaching method or stick to books so that students and learning disability is delayed. In addition, this study also emphasizes the importance of continuous reflection and improvement of teaching practices. This is one of the characteristics of teachers of the 21st century. Teachers should regularly evaluate their methods, identify areas for improvement and adjust their approach accordingly (Ginting , 2018). By constantly looking for ways to improve teaching techniques, teachers can optimize the learning experience for their students. Reflection provides an opportunity for teachers to critically review their teaching methods, strategies, and outcomes and make necessary changes to improve student learning. In addition, this pedagogical practice offers teachers an opportunity for personal and professional growth. By reflecting on their teaching practices, teachers can identify their strengths and developmental needs. This self-awareness helps teachers gain a deeper understanding of their teaching style, pedagogical approaches, and their impact on student learning. In conclusion, reflective practice allows teachers to hone their skills, expand their knowledge, and continually develop into effective educators.

Regarding the teaching work and the progress of learning, teachers have done their best with the help of technologies that enable students to progress. Each instrument is evaluated and discussed, allowing students to improve their language skills, especially vocabulary in reading and listening. Everything done in each cycle ends with students feeling one step closer to their goals. Teachers also create opportunities to test students and progressing through exercises, exercises and tests that will inevitably be carried out after the end of this study.

CONCLUSION

After implementing the Genre Based Approach in English-learning activities in Class XF of SMA Negeri I Maumere, the authors found that the students' reading and writing skill on narrative text can be improved. During the English learning with GBA, the atmosphere in the classroom became more fun, which made the students more excited to learn. With great enthusiasm for learning, students will acquire better management vocabulary. Genre Based Approach can improve not only in vocabulary but also, fluency, make students know how to start their writing with topic and supporting sentence. This is demonstrated by the increase in the proportion of students who achieved a passing grade from only 28,12% to 82.53%. In addition, the authors were greatly helped by the teacher and help in the research process, such as helping to guide, providing support and advice, so that the classroom atmosphere during the research became more favorable and coordinated.

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