

Enhancing Narrative Writing by Using Genre-Based Approach For 8 Graders

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Abstract

Narrative text is one of text genres which is learned at primary schools, and, based on the writer's experience as a teacher, found difficult by students. Yet, the skill to narrate in both spoken and written way is necessary to be mastered by students to have communicative skills in English. Thus, this study focuses on the approach being used by teacher in teaching narrative text for 8 graders of SMPIT Bina Insani Kediri. Genre based approach is chosen to improve students' skill in composing narrative text by following these steps, namely Building Knowledge of Field (BKoF), Modelling of Text (MoT), Joint Construction (JCot) and Independent Construction (ICot). The study was conducted by using qualitative approach by doing 3-time observations, documents consisting of 27 pieces of students' works with scores, also interviews to teacher and students. After analysing the data, a conclusion was drawn that students' narrative writing are improved after being taught by using Genre Based Approach.

Key words: genre-based approach, narrative, teaching writing

Introduction

Teaching writing as a productive skill is often found challenging by English teachers. Moreover, in non-English speaking country like Indonesia where English is considered as a foreign language as well as mandatory subject at primary schools, the challenge is getting higher. Since the students are mostly not well-equipped with sufficient basic skills in English and having low exposures in the target language in daily setting, so an appropriate approach should be carefully chosen to achieve learning goals.

In the realm of educational pedagogy, the quest to enhance students' narrative writing skills stands as a pivotal objective, particularly in the formative years of eighth grade. This pursuit is underpinned by a growing recognition of the significance of narrative competence in fostering both academic proficiency and personal expression among learners. One promising method gaining traction in educational circles is the genre-based approach to teaching writing. This approach strategically utilizes genre analysis and immersion in diverse narrative forms to empower students with the tools necessary to craft compelling and cohesive narratives.

At its core, the genre-based approach acknowledges the diverse textual landscapes students encounter daily—from literature to digital media—and leverages these varied contexts to scaffold learning. By immersing eighth graders in the conventions and structures of different narrative genres, educators can

cultivate a nuanced understanding of storytelling techniques. This method not only cultivates technical proficiency in narrative construction but also nurtures creativity and critical thinking skills essential for effective communication in both academic and real-world settings.

Moreover, the genre-based approach aligns closely with contemporary educational frameworks that emphasize student engagement through practical application of learning. By bridging theoretical knowledge with practical skills, educators can effectively cater to the cognitive and developmental needs of eighth graders, thereby fostering a more holistic and meaningful learning experience.

This study sets the stage for exploring how the genre-based approach can be employed to enrich students' narrative writing abilities in eighth grade, highlighting its implementation and difficulties.

Methods

This study used descriptive qualitative approach. The data was collected from 27 students of eighth grade from SMP Islam Terpadu Bina Insani Kediri.

To collect the data, the writer used 3-time observations which were conducted during teaching learning process. Then documents of students' narrative writing and the scores were taken to complete the data. Furthermore, interviews to 5 students were applied to accomplish the study.

Results and Discussion

The observations were done once a week on 8th to 22nd of May 2024. It was done every Wednesday when English was taught in the class. Based on these observations, I was found that genre-based approach was applied. In the first meeting the teacher implemented stage 1 which was called Building Knowledge of Field (BKoF). He did a warm up activity by presenting slides which was showing iconic scenes of popular folktales from Indonesia and abroad namely picture of mousedeer from *Si Kancil dan Pak Tani*, *Cinderella*, *Snow White*, and *Ande Ande Lumut*. While showing these pictures, he performed question and answer with the students to elicit their answers connected with the materials which was about to be delivered, namely narrative text. The questions were described as follows:

Teacher (T): What is this picture?

T: Who knows the story related to this picture?

T: When did this story happen?

T: What message do you get from this story?

BKoF stage is intended to gain students prior knowledge of the materials as well as get them ready and 'switch' into the lesson.

Then he continued to explain what narrative text was which was followed by showing them a model text of narrative entitled *Sangkuriang and Dayang Sumbi*. It was a Sundanese popular folktale. He invited the students to identify the parts of the text by doing matching parts of the text with its generic structure, such as orientation, complication, resolution, and re-orientation. This stage is commonly known as Modelling of Text (MoT). It functions to provide students with exact visual examples of the text being taught.

In the next step, the students were asked to make a group of 3 to 4. By the teacher's guidance, they identified the language features being used in the narrative text given. It was not long since they had got the supporting materials like the simple past previously, so the teacher only needed to strengthen parts of sentence connectors and sequence.

In their groups, the students worked to develop an imaginative story by doing an activity called continuing story. An incomplete sentence which indicated a narrative was given on a piece of paper and distributed to each group. The paper was also completed with blank spaces which were divided into generic structures of narrative. They were to continue the story with their version. While they were working, the teacher mingled around them to monitor and help whenever they needed assistance. When they finished the discussion and wrote the full story, the teacher asked them to exchange their works

and did a peer review. At the teacher's lead, the students reviewed their work.

This stage is named as Joint Construction (JCot). This activity promotes students' social interaction, where there is interaction both *S to S*, from students to students, and *T to S*, teacher to students. Besides, it also gives students chance to have preparation by sharing their thoughts within a group before starting to write individually.

The last stage was Independent Construction (ICot). In this stage, students were asked to write and develop narrative text individually. It was expected that the students could write well-constructed narrative text because it had previously been preceded by group work. The students were to write their narrative text based on their personal experiences.

The ICot stage is the last stage of the genre-based approach is also functioning as a measurement of how well students receive, understand, implement, and then apply the knowledge and example through previous stages.

The narrative text written by students was submitted and assessed by the teacher. Based on an interview with the teacher and students, it was told that there was an improvement of students' scores being recorded. Their group work got lower scores compared to their individual work. The documents of students' narrative writing and their scores recorded by the teacher were aligned with this explanation.

How the genre-based approach helps students in improving their writing are also stated by some previous researchers. One of them is Hervi, et al (2023) through his classroom action research, it was proven that students' writing on recount text was improved with a high percentage both in writing skill and scores. It was 50% to 91,1 % for percentage in writing skill, and from 70,4% to 84,9% in writing scores.

Yet, the students still experienced difficulties in writing narrative text. This conclusion was taken after analyzing the data collected from students' narrative text and interview results gained from both teachers and students. It is said that students still have difficulties in applying past form of the verbs, especially in putting appropriate regular and irregular forms of them. Then having lack of vocabulary hinders for students from developing their narrative writing. Otherwise, in the context of narrative text organization and content the students got well understanding which had already shown in their writings.

The findings of this study are supported by previous researches which focus on the similar concerns. It was stated by Muhammad (2023) that students experienced difficulties on

unfamiliar vocabulary during procedure text construction when they had been taught by genre-based approach.

Another finding was told by Auliya (2023) through her research that obstacles found by the teacher in teaching narrative writing by using a genre-based approach were students' lack of vocabulary and lack of confidence in their writing. This is aligned with this study's findings.

Conclusion

Based on the data being analyzed then a conclusion is drawn that teaching narrative text by using genre-based approach is able to enhance students' narrative writing ability and scores. Although difficulties in the area of vocabulary and grammar were still exist, however, it was good in the context of narrative text organization and content.

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