

## THE USE OF GENRE BASED ( GBA) TO IMPROVE STUDENTS' WRITING SKILL ON NARRATIVE TEXT FOR TENTH GRADE

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### *Abstract*

*This study explores the use of GBA to improve the students' achievement in writing skill on Narrative text for tenth grade students of SMA Negeri 1 Maumere In the academic year 2023/2024. The research method was used Classroom Action Research designed by Kemmis and Mc Taggart which covers planning, action, observation, and reflection. The instruments of this research are observation sheet, interview guideline and test. This study was conducted in two cycles in which cycle has two meetings. The study was held in tenth grade with 32 participants. The pre-test results before using the GBA the mean score is 6,87 and the class percentage is 28,12%. After using the GBA, the students writing ability is improved. This can be seen in The first cycle the mean score is 56,25 and the class percentage is 7,70 %. In Cycle II, the mean score is 87,5 and the class percentage is 8,20 %. From this study, it can be concluded that GBA can improve students' writing ability. The GBA method can be used as a new tool for teaching writing in the classroom.*

**Keywords:** Classroom Action Research (CAR), Genre Based Approach (GBA), minimum achievement criteria

### *Abstrak*

Penelitian ini mengeksplorasi penggunaan GBA untuk meningkatkan prestasi siswa dalam keterampilan menulis pada teks Narasi untuk siswa kelas sepuluh SMA Negeri 1 Maumere Pada tahun ajaran 2023/2024. Metode penelitian yang digunakan Penelitian Tindakan Kelas dirancang oleh Kemmis dan Mc Taggart yang meliputi perencanaan, tindakan, observasi, dan refleksi. Instrumen penelitian ini adalah lembar observasi, pedoman wawancara dan tes. Penelitian ini dilakukan dalam dua siklus di mana siklus memiliki dua pertemuan. Penelitian ini diadakan di kelas sepuluh dengan 32 peserta. Hasil pre-test sebelum menggunakan GBA skor rata-rata 6,87 dan persentase kelas 28,12%. Setelah menggunakan GBA, kemampuan menulis siswa ditingkatkan. Hal ini dapat dilihat pada siklus I skor rata-rata adalah 56,25 dan persentase kelas adalah 7,70%. Pada Siklus II, skor rata-rata adalah 87,5 dan persentase kelas adalah 8,20%. Dari penelitian ini dapat disimpulkan bahwa GBA dapat meningkatkan kemampuan menulis siswa. Metode GBA dapat digunakan sebagai alat baru untuk mengajar menulis di kelas.

**Kata Kunci:** Penelitian Tindakan Kelas (CAR), Pendekatan Berbasis Genre (GBA), kriteria pencapaian minimum

## A. 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 easier to read, straight forward 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). 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 researcher tried to easily find learning problems with students and solve the problems that occur when learning English through writing. The researcher decided to use Genre-based approaches (GBA) focuses 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 the types of texts. 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. 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 researcher, students still had 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 did not show the proper sequence of paragraphs, students

didn't know how to start their writing, they could not place and develop ideas properly in one paragraph, their writing results deviate from the topic. They had the lack of vocabulary which makes them 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 by (Jamila & Rambe, 2019). The results of this study show that there is a significant improvement on students' writing ability by using genre based approach. In addition, in Writing class, genre based approach is effectively implemented. The students' ability to write could be improved (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 enjoy to study English. It has been conducted by (Wicaksono et al., 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 score, show significant improvement. (Prayuda et al., 2023). In addition using Genre Based Approach make 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 achievement criteria (KKM). After applying Genre-Based Approach, students better understanding the teaching and learning process. (Dinar et al., 2023).

Based on the research done by some researcher before, the researcher 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 genre based approach using writing skills in learning is ought. 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. Mastering English writing based on instructional methods using the methods GBA learning model. Therefore, the researcher based on the 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 researcher chose this study is because through this study the researcher realized that many students are not good in writing Narrative text and they want to learn how to start their writing. Researches want learning to be fun, not boring. Based on the above information, the researcher intends to conduct research using the methods to improve the students' ability.

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 et al., 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. Students can express their ideas, express their ideas in good sentences and write information. 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).

A script is a form of writing that tells a story based on an event or experience. A story involves problems that lead to a problem or a turning point that leads to a solution. Narrative writing is one way a writer can tell a story. This can include actual events presented in real time or fictional events presented in a timeline created by the creator. Writing a story helps keep readers interested and puts real experiences into words. Joyce and Feez (2004) stated that "a narrative text is a type of text that tells a story where people are faced with a problem or crisis that they must overcome..." (cited in Emilia, 2010, p.167). In this study, narrative genre refers to narrative texts commonly used in Indonesian English class, such as Legend, Fable, Folklore. The general structure of a narrative text is direction, complexity, resolution and code. An introduction is the beginning of a story, usually starting by telling the readers who the characters are, where the story takes place, and when it takes place. Characters in a narrative text are usually people, animals or creatures that people in the area would know. In this study, the researcher took a contextual story from our place, for example Legend Of Koliheret, Legend of Kelimutu Lake. This hints at the problem the characters are facing. The nature of narrative text is complexity; it's about the reasons why the story is being told. It usually lets the readers know where the characters are in trouble and something unexpected has happened to the characters. Resolution tells us how the problems are resolved, whether a happy ending or a tragic ending. A coda is the last note of a song and is optional. The code consists of a moral lesson, the author's advice and lessons. The common features of language in narrative genres are use past chronological and time interval signals by combining: once, use action verbs, use thinking verbs, use descriptive language to describe people and things.

Language-based learning is a learning method that is applied throughout the classroom, especially in English classes. Genre-based approach (GBA) is a literary learning approach that combines product and process approaches. Provide effective learning opportunities for students to develop their knowledge and skills. The genre-based approach is a strategy for approaching writing instruction that combines product and process approaches. A genre or text is an act of communication or use of language that occurs in a given context. Include all methods or ends. He works on communication projects as part of his job. Each type has a different purpose or meaning, so the structure, content and use of language are unique. The genre-based approach has four main components that can be used in the field of study: Construction of Knowledge for the Field (BKoF), Modeling of Text (MoT), Construction of Text (JCoT) and Independent Construction of Text (ICoT). Through the steps in this strategy, students should spend more time writing drafts and revising their writing. Hayland (2004) sees the advantages of aGBA instruction that can be summarized as follows: (1) Improve the students' writing ability, (2) enhance students' sentences building, (3) improve students' control over certain texts linguistic features with particular communicative purpose, and (4) heightened students' motivation.

## **B. METHOD**

Class Action Research (CAR), a collaboration with English teacher which aims to develop teaching strategies or methods to help the students are easy in learn English. This study focuses on the ability to write Narrative Text of students attending tenth grade at SMA Negeri I Maumere in the academic year of 2023/2024 and improve it by implementing the approach. The

subjects of this study are the students of SMA Negeri I Maumere. The researcher chose one of tenth grade which class XF with total of 32 students, consisting of 22 Female students and 10 Male students. In the classroom, the researcher encountered the problems that students could not produce writing text. To overcome this problem, the researcher used action research in the classroom because the problems where found 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.

### C. FINDING AND DISCUSSION

#### Findings

##### Pre-Test

The researcher held a pre- test to writing narrative texts. At this stage, the researcher gave a written test. This test was carried out on November 18th 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 researcher, observed students' interest in learning English. The researcher also interviewed the English teacher and several students after following the English learning activities in the class. From the observations and interviews, it is known that students in class XF didn't know how to start their writing and building their knowledge when they write. Mostly students in class XF like to use google translate when they try to finishing their work. The result of pre- test can be seen from this figure below:

Table 1. Students' writing score in Pre- test

No	Name	Criterio					Total	Score
		C	O	G	V	M		
1	PK	2	2	1	2	2	9	60
2	FNT	2	2	2	2	1	9	60
3	MAP	2	1	2	2	1	8	54
4	SDM	3	2	2	2	1	12	<b>80</b>
5	KRA	2	2	2	2	2	10	67
6	MDL	2	2	2	2	2	10	67
7	SVRP	3	2	2	3	2	12	<b>80</b>
8	GYGR	2	2	2	2	2	10	67
9	CFM	3	2	3	2	2	12	<b>80</b>
10	YFR	3	3	2	2	2	11	74
11	MLM	3	3	2	2	2	12	<b>80</b>
12	TY	2	2	2	2	1	9	60
13	MGL	2	2	2	2	2	10	67
14	CCLB	3	3	2	2	2	12	<b>80</b>
15	MFMK	2	2	2	2	2	10	67
16	MAP	2	2	2	2	2	10	67
17	MEB	2	2	3	2	2	10	67
18	HYE	2	2	1	2	1	8	54
19	VSY	3	3	2	2	2	12	<b>80</b>
20	WYK	3	2	2	1	1	9	60
21	KS	3	2	2	1	1	9	60
22	NMW	3	2	3	2	2	12	<b>80</b>
23	YLN	2	2	2	2	2	10	67
24	FAB	2	1	2	1	2	8	54

No	Name	Criterio					Total	Score
		C	O	G	V	M		
25	YCA	2	3	3	2	2	12	<b>80</b>
26	WMB	2	1	2	2	2	9	60
27	YGM	2	1	2	2	2	9	60
28	YTN	3	2	2	3	2	12	80
29	YBR	2	2	2	2	1	9	60
30	YW	2	1	2	2	2	9	60
31	TNG	2	2	1	2	2	9	60
32	MEB	3	2	3	2	2	12	<b>80</b>
<b>Mean score</b>								28,12
<b>Class Percentage</b>								6,87 %

From the data on the written test results above, from 32 students who took the test could not reach the minimum achievement criteria with the mean score is 28,12. The class percentage is 6,87%. This means that only 9 students were able to reach the minimum achievement criterion. After seeing the result conducted by students, the researcher planned to conduct cycle 1 by applying Genre Based Approach, to attract students learning.

## **CYCLE I**

### **Planning**

Based on the results of the writing, it can be seen that the number of students who did not reach the minimum completeness criteria on the writing test is very low. Concerning that, the author applied Genre Based Approach as one of method in cycle. There are four main step consists of Planning, acting, observing, and reflection done by the researcher in this cycle. Researcher and English teacher prepared for making teaching module which refers to the Learning Objective Flow. The teaching module is in accordance with the learning material, namely Narrative text. In this teaching module contains learning objectives, learning outcomes, learning models, pemantic questions for learning materials, profiles of Pancasila students as learning resources, learning reflections, assessments. The researcher prepared materials related to narrative text. As a preparation, the researcher makes a video containing story of Fables. The author also prepares other learning media such as LCD, terminal cables, and other equipment that supports the continuity of the teaching and learning process in class.

### **Acting**

The researcher took action on November 22nd, 2023, and was joined by 32 students. By applying the GBA method in class. In this phase, the researcher carried out acting phase based on teaching module which prepared in planning phase. The researcher acts as the English teacher who taught writing by using GBA method and collaborator acts as the observer. The researcher begins the activity by gave greetings, asked how the students are, invited students to pray and checked student attendance. The author informs the objectives and learning outcomes that will be achieved at that meeting. For BKOF, the researcher provided an opportunity for students to watch a video about Fable. The teacher asked and students were got the opportunity to answered the questions related to the video that has been watched. Furthermore, at the Modeling Of the Text (MOT) stage, the teacher provided an example of a narrative text in the form of a story displayed on the LCD Projector. The teacher gave an explanation related to the narrative text material. Understanding and structure of narrative text, social functions, examples of other narrative texts. The teacher guides students to write narrative texts by determining topic sentences and creating supporting sentences. Students are divided into eight groups, and each group consists of four students at the Joint Construction Of the text (JCOT) stage. They are

given a text and analyze the text. Finally at the independent construction Of the Text (ICOT) students were able to write a Narrative text independently. The last, the researcher asked students to make conclusion about the material. Finally, the researcher gave feedback. The researcher and students ended the lesson with prayer.

### Observing

The researcher observed the teaching and learning process in the class by using Genre Based Approach (GBA) method by made Field note. Based on the researchers' observation the students are enthusiasm to give and answer the questions about the topic which given by researcher. There was a brief explanation about the purpose of the study and materials so the students be more active than before. In this cycle students can shared their opinion about writing narrative text with their friend. There are still 3 students tried to disturb their friend and it made they could not focused on their writing task. At that moment, researcher can handle it the teaching and learning process was running well.

The result of the post-test score in cycle one can be seen as follow:

Tabel 2. Students' Writing Scores of Post-Test in Cycle One

No	Name	Criterio					Total	Score
		C	O	G	V	M		
1	PK	3	2	2	3	2	12	<b>80</b>
2	FNT	3	2	2	3	2	12	<b>80</b>
3	MAP	3	2	2	2	3	12	<b>80</b>
4	SDM	3	2	2	2	2	11	74
5	KRA	2	2	2	3	2	11	74
6	MDL	2	2	2	2	2	10	67
7	SVRP	3	2	2	3	2	12	<b>80</b>
8	GYGR	3	2	2	2	2	11	74
9	CFM	3	2	3	2	2	12	<b>80</b>
10	YFR	3	3	2	2	2	12	<b>80</b>
11	MLM	3	3	2	2	1	11	74
12	TY	3	3	2	2	2	12	<b>80</b>
13	MGL	2	2	2	2	2	10	67
14	CCLB	2	2	2	2	2	10	67
15	MFMK	3	2	2	3	2	12	<b>80</b>
16	MAP	2	2	2	2	2	10	67
17	MEB	2	2	2	3	2	11	74
18	HYE	3	2	2	2	2	11	74
19	VSY	3	3	1	2	2	11	74
20	WYK	3	3	2	2	3	13	<b>86</b>
21	KS	2	3	2	2	3	12	<b>80</b>
22	NMW	3	2	3	2	2	12	<b>80</b>
23	YLN	3	3	2	2	3	13	<b>86</b>
24	FAB	3	3	2	3	2	13	<b>86</b>
25	YCA	3	3	2	2	2	12	<b>80</b>
26	WMB	2	2	2	2	2	10	67
27	YGM	2	2	2	2	2	10	67
28	YTN	3	2	2	3	2	12	<b>80</b>
29	YBR	2	3	2	2	3	12	<b>80</b>
30	YW	3	3	2	2	3	13	<b>86</b>

No	Name	Criterio					Total	Score
		C	O	G	V	M		
31	TNG	3	2	2	2	2	11	74
32	MEB	3	3	2	2	3	13	<b>86</b>
<b>Mean score</b>								56,25
<b>Class Percentage</b>								7,70 %

Based on the results of cycle I, 18 students had successfully passed the Minimum achievement criteria and 14 students had not reached the minimum completeness criterion, with the class percentage being 7,70%. The mean score of cycle I is 56,25. This means that only 18 students are able to reach the minimum achievement criteria and 14 students were not able to reach the achievement criteria. As a form of self-reflection, first the researcher must provide a good perception as an opening learning activity to attract the students interest. Second the researcher asks students not to use google translate. Third, The researcher'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 divided the group based on the ability . Fifth added three minutes to student work time. Last is reduced explanation time, only explain only the important things. Therefore, based on the students' average scores and the results of observation during the cycle I , the researcher realize that this research had to be continued to cycle II.

### **Reflecting**

Based on the result of observation and post-test in cycle one using Genre Based Approach as an approach, the researcher found some progress of the students. In the observation, there were 18 students that increased while in the post-test cycle one there were 18 students who scored 75 – 86 which were included in the category of students who passed the minimum criterion. In addition, 14 students got scores between 67-74 but they were still under the minimum achievement criterion. It can be concluded that there were improvements in students writing skills by using Genre Based Approach as an approach although not all the students achieved the minimum mastery criterion. As a form of reflection , first the researcher must provide a good perception as an opening learning activity to attract the students interest. Second the researcher asks students not to use google translate. Third, The researchers' 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 divided the group based on the ability . Fifth added three minutes to student work time. Last is reduced explanation time, only explain only the important things. Therefore, based on the students' average scores and the results of observation during the cycle I , the researcher realize that this research had to be continued to cycle II.

## **CYCLE II**

### **Planning**

In this phase, the researcher revised the lesson plan. Thus, the researcher prepared the material and instruments for the teaching and learning process. The material was the same about the narrative text, but the researcher used different topic about fable. For instruction and the rule, the researcher explained again more slowly and clearly until each student understood and each student payed attention to the instruction and explanation by the researcher. The researcher prepared the observation sheet to observe students' responses to the teaching and learning process.

### **Acting**

In this phase was done on November 24th 2023. Acting phase was conducted in two meetings. The first meeting was conducted on November, 24th 2023 in the morning. In this meeting, the researcher started the lesson by greeting the students, asking them to pray, and



checked the students' attendance. After having the students' attendance list, the researcher started the teaching and learning process. The researcher reviewed the material that has been taught in the last meeting about narrative text. Then, the researcher applied Genre Based Approach based on narrative text material about fable. The researcher explained more about the material and the example to make them understand well. The aim of this material was to attract students' attention and motivation. Then, the researcher asked students to make a conclusion about the material. Finally, the researcher gave feedback. The researcher and students ended the lesson with prayer. The second meeting was conducted on November 24th 2023 in the afternoon. In this meeting, the researcher prepared the students' condition to join the class with greetings and checking students' attendance. As an aperception and motivation, the researcher asked the students some questions about the previous material. Since the researcher re-explained the material about narrative text. Afterward, the researcher gave a chance to students to ask. Students divided into four groups. Then, the researcher gave a test. In this test, the researcher asked students to write down about fable. The researcher placed one student with more ability in each group. This made students were able to ask each other questions and express opinions among each other. The researcher did not only stand in front of the class, but also stand 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 were able to write a writing text with their own sentences, according to the generic structure of a narrative text. The researcher and teacher are happy that the effort to improve writing skills through Genre-based Approach was successful.

### Observing

In this cycle, students' response to the Genre Based Approach in teaching and learning writing was better than the previous cycle. Students become more active than before. They can answer teachers' questions briefly and join in their group for their writing task. During the learning process in the class, the students' asking the difficult words when they wrote. From what the researcher observed in class, students are interested in creating their writing.

The result of the post-test score in cycle two can be seen as follows:

Table 3. Students' Writing Scores of Post-Test in Cycle Two

No	Name	Criterio					Total	Score
		C	O	G	V	M		
1	PK	3	2	3	3	3	14	<b>94</b>
2	FNT	3	3	3	3	2	14	<b>94</b>
3	MAP	3	2	2	2	3	14	<b>94</b>
4	SDM	3	2	3	3	3	14	<b>94</b>
5	KRA	3	3	2	3	2	13	<b>86</b>
6	MDL	3	3	3	2	2	13	<b>86</b>
7	SVRP	3	3	3	3	2	14	<b>94</b>
8	GYGR	3	3	3	2	3	14	<b>94</b>
9	CFM	3	2	3	2	2	12	<b>80</b>
10	YFR	3	3	3	2	3	14	<b>94</b>
11	MLM	3	3	2	3	3	14	<b>94</b>
12	TY	3	3	3	2	3	14	<b>94</b>
13	MGL	3	3	3	2	3	14	<b>94</b>
14	CCLB	3	3	3	2	3	14	<b>94</b>
15	MFMK	3	3	3	2	3	14	<b>94</b>
16	MAP	3	3	3	2	3	13	<b>86</b>

No	Name	Criterio					Total	Score
		C	O	G	V	M		
17	MEB	2	2	2	3	2	11	74
18	HYE	3	2	2	2	2	11	74
19	VSY	3	3	1	2	2	11	74
20	WYK	3	3	2	2	2	12	80
21	KS	2	3	2	2	3	12	80
22	NMW	3	2	3	2	2	12	80
23	YLN	3	3	2	2	2	12	80
24	FAB	3	3	2	2	2	12	80
25	YCA	3	3	3	2	3	14	94
26	WMB	3	2	2	2	2	11	74
27	YGM	3	2	2	2	2	11	74
28	YTN	3	3	2	3	3	14	94
h29	YBR	3	3	3	2	3	14	94
30	YW	3	3	3	2	3	14	94
31	TNG	3	2	3	2	3	13	86
32	MEB	3	3	2	2	3	14	94
<b>Mean score</b>								87,5
<b>Class Percentage</b>								8,20 %

The researcher 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 students (8,20 %) students successfully reached the minimum achievement criteria although 4 students (12,5 %) students did not reach the minimum achievements criteria. The mean score of cycle II is 87,5 and the class percentage is 8,20% In addition, observation sheets, interview guidelines, 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 achievements criteria by looking at the research instruments provided.

### **Reflecting**

The phase was carried out after the result of the test. In this reflection, the researcher was satisfied because her effort from the result of observation and test showed improvement. In observation, the students respond well to all the statements and enjoyed learning English writing skills using Genre Based Approach in narrative text material. While in the test, there was a significant improvement in students' writing skill using Genre Based Approach. The class situation was good and the students were happy to attend the lesson and they became more active in the teaching and learning process using Genre Based Approach.

### **Discussion**

#### **Process of Teaching Narrative Text Using Genre Based Approach**

The research on applying Genre Based Approach was carried out on 22th to 24th 2023. Every cycles was conducted in two meetings. It was done by extending the time for 90 minutes. In this procedure, the researcher applying Genre Based Approach to support the students' activities in writing. In teaching writing Genre Based Approach, the researcher prepared some steps in the class. Then, the researcher prepared narrative text material about fable on Genre

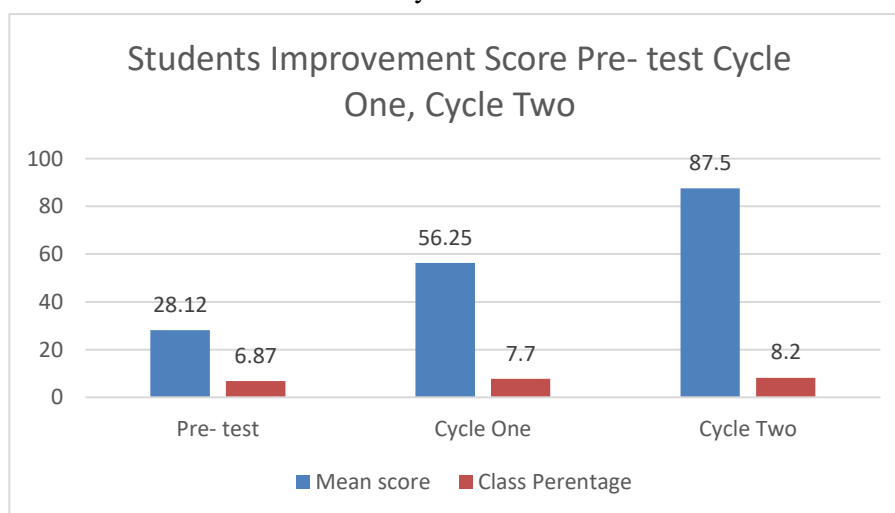
Based Approach. The teaching phases follow the Genre Based Approach which consisted of BKO, MoT, JCoT, and ICoT.

First, Building Knowledge of the Field (BKO). In this phase, the researcher prepared the students to get into the new topic by asking their experience in the past. Then, the students identify the topic related to narrative text based on the text given by researchers. Next, the researcher introduced narrative text for the students, explain to the students about the definition, purpose, generic structure, and language features. Second, Modelling of the Text (MoT). In this phase, the researcher gave an example of a recount text and asked the students to find some difficult words and answer the questions. Third, Join Construction of the Text (JCoT). In this phase, the researcher will be divided students into groups which consists of six students, and the researcher asked to students' discussion together and answered the question with their group about the topic was given, then discussion together. Last, Independent Construction of the Text (ICoT). In this phase, the researcher gave exercises for students in order to increase their knowledge of the material given.

### **The Improvement of Students' Writing Skill on Recount Text Using Genre Based Approach**

As a result, it can be concluded that there were significant improvements in students writing skills on the narrative texts by using Genre Based Approach in tenth graders of SMA Negeri 1 Maumere. The pre-cycle showed that there were only 9 students who reached the criterion. The mean score was 28,12 and the class percentage was 6,87%. Cycle one showed that after using Genre Based Approach there were 18 students who passed the minimum mastery criterion. The mean score of the test in cycle one was 56,25 and the class percentage was 7,70%. So it needed to move to the next cycle to know the students' improvements in writing skill. While in cycle two, there were 28 students who passed the minimum mastery criterion but 4 students did not pass the criterion. The mean score of the test in cycle two was 87,5 and the class percentage was 8,20%. Hence, the researcher concluded as a good criterion. In this cycle, the researcher drew the chart about the result of the students' percentage test.

Chart 1 The Mean Score Comparison among the Results of Pre test and Post Test in Cycle One and Cycle Two



Based on the result above, it can be concluded that the implementation of Genre Based Approach is effective and make the students' writing narrative text. Therefore, the researcher that using Genre Based Approach can facilitates students' opportunity to write and thus students are able to improve their English writing skills. Finally, the students' test result has completed the criterion of the action succeeded based on the school agreement, the cycle of

the action would be stopped. 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. Genre Based Approach allows students to become more flexible in their thinking and eventually to realize how authors organize their writings. When the 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. Regarding the teaching work and the progress of learning, teachers have done their best that students were enabled to progress.

#### **D. CONCLUSION**

Based on the result of the research, the researcher concluded that students activity in teaching learning process in pre test, cycle one, and cycle two have been improved and the students in writing especially in narrative text. The students more active in teaching and learning process rather than before using Genre Based Approach. Most of the students passed the minimum achievement criterion . It means the students reached the minimum achievement criterion and the score in cycle two shows an improvement. This is demonstrated by the increase in the proportion of students who achieved a passing grade from only 6,87% in the pre-cycle to 7,70% in the cycle I and 8,20% for cycle II as the Succeeded result of this GBA method From the result in pre test, cycle one, cycle two, the researcher conclude that Genre Based Approach be developed to improve students' ability in writing narrative text of the tenth Grade students of SMA Negeri 1 Maumere. Genre Based Approach could help the teacher and the students' more active after applied Genre Based Approach, the students' more understand in teaching and learning process. In addition, the authors were greatly helped by the English 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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