



**THE IMPLEMENTATION OF GENRE BASED APPROACH TO IMPROVE  
STUDENTS' WRITING SKILL ON NARRATIVE TEXT AT SECOND  
GRADE OF SENIOR HIGH SCHOOL**

**A SKRIPSI**

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic  
University of North Sumatera Medan as Partial Fulfillment of the Requirements  
for S-1 Program*

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**2019**



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Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya ,  
terhadap skripsi mahasiswa :

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam  
sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih

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## ABSTRACT

**Zukhrufy, Dyafitri. Registration Number: 34153043. The Implementation of Genre-Based Approach to Improve Students' Writing Skill on Narrative Text at Second Grade of Senior High School. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2019**

This was an action research study which consisted of two cycles. The procedures of the research were planning, action and observation, and reflection. The researcher collaborated with the English teacher. The subjects of the research were XI MIA-A students of MAS Al-Washliyah 22 Tembung in the academic year of 2019/2020. The class consisted of 40 students. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, giving tests, and taking pictures. The instruments used in this research were observation checklist, interview guidelines, and scoring rubrics. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the pre-cycle test, Cycle I, and Cycle 2 were analyzed by comparing the mean score of the students' writing scores. The result showed that the students' writing ability especially in narrative text could be improved through the implementation of the Genre based approach. The students' attitude toward learning English was also improved in a positive way proven by the improvement of their classroom participation. Scores of the students' writing performance also indicate an improvement in the students' writing skill. The students' mean scores gradually increased from 52.35 in the pre-cycle test to 69.75 by the end of Cycle I and to 82.15 by the end of Cycle II

Keywords: *Genre-based approach, Writing skill, Narrative text*

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Medan, September 2019

**DYAFITRI ZUKHRUFY**  
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## TABLE OF CONTENTS

<b>ABSTRACT .</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .</b>	<b>ii</b>
<b>TABLE OF CONTENTS .</b>	<b>v</b>
<b>LIST OF APPENDICES.</b>	<b>viii</b>
<b>LIST OF FIGURES .</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Identification of Study .....	3
C. The Limitation of Study .....	4
D. The Formulation of Study .....	4
E. The Objective of Study.....	4
F. The Significance of Study .....	5
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Framework .....	6
A.1 Writing as EFL Skill .....	6
A.1.1 Writing Class in Indonesia .....	9
A.2 Different Approaches for Teaching and Learning Writing .....	13
A.2.1 Genre Based Approach.....	13
A.2.2 The process of Teaching and Learning through Genre Approach.....	14
A.2.3 The Advantages and The Disadvantages of The Genre Based Approach to Teaching Writing .....	17
A.3 Narrative Text as Genre of Writing .....	19
A.3.1 Generic Structure in Narrative Text.....	21
A.3.2 Language Feature in Narrative Text .....	22



B. Related Study .....	22
C. Conceptual Framework .....	23
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>25</b>
A. Research Design .....	25
B. Subject and Location of Research .....	26
C. Research Procedure .....	26
D. Technique of Collecting Data .....	33
E. Technique of Analyzing Data .....	35
F. Criteria of Success .....	35
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>38</b>
A. Research Findings .....	38
A.1 Preliminary Data .....	38
A.2 Report of Cycle I.....	39
A.3 Report of Cycle II .....	45
B. Discussion .....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>53</b>
A. Conclusion.....	53
B. Suggestion .....	54
<b>REFERENCES .....</b>	<b>55</b>

## LIST OF APPENDICES

Appendix A <b>Lesson Plan</b> .....	58
Appendix B <b>Test</b> .....	81
Appendix C <b>Observation Sheet</b> .....	84
Appendix D <b>Interview</b> .....	92
Appendix E <b>Diary Notes</b> .....	101
Appendix F <b>Students' Score</b> .....	104
Appendix G <b>Documentation</b> .....	106

## LIST OF TABLE

Table 3.1 The criteria of success.....	36
Table 4.1 The comparison of students' writing performance between pre cycle and cycle 1 .....	47
Table 4.2 The comparison of students' writing performance between pre- cycle until cycle 2 .....	55

## LIST OF FIGURES

Figure 1. The Hyland's Model of genre teaching and learning cycle .....	17
Figure 2. The Cycle of Classroom Action Research By Arikunto .....	27

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

English is an International language that is very important to learn. In Indonesia, English is taught as foreign language (EFL), it has been included in the Curriculum of Schools in Indonesia.<sup>1</sup> English is often used in writing science books, journals, or articles about knowledge and technology, so English was very important to learn for Indonesian students from junior high school until universities in order to develop science and technology and also to make us easier doing conversation with people in another countries.

“When learning English, Indonesian students focus of the mastery of four skills namely listening, speaking, reading, and writing. Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas.”<sup>2</sup>In addition there are some reasons that writing is absolutely important. First, writing is one of the communication ways to communicate with other people in the world. Second, writing ability is required in almost in part of jobs.<sup>3</sup>

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<sup>1</sup> Tien Rafida, The Influence Of Using Vaklearning Model On The Students' Achievement In Writing Short Story Text. (*VVISION: Journal of Language, Literature & Education* ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

<sup>2</sup>Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018, p.1.

<sup>3</sup>Shubhada, Deshpande, Teaching Writing Skills in English, *Internasional Journal of English Language Teaching*, Vol.3, No.1, March 2014, p.68.

According to the basic competence in the junior high school curriculum, “The students are expected to be able to write some kind of text such as descriptive, narrative, recount or greeting cards”.<sup>4</sup> Narrative text is the most common text that we found in Junior High School’s English book, so they are expected that they can make a good narrative text with a good content and coherence, but based on the preliminary data during Practical Teaching Practice conducted by the researcher, Students did not have any ideas to write and didn’t know the right tenses to write narrative text also the generic structure. In other words, they had blank minds when they were asked to write a narrative text.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and not used in daily conversations. Method and approach are important thing to attract the students’ attention and motivation that can help them develop their creativity and imagination in expressing their idea. It means that teachers must have a good preparation before teaching that make the students easy to study and understand all of the material that is given by the teacher.<sup>5</sup> Among the reasons related to the condition of EFL writing instruction in Indonesia are students’ perception of English writing as one of the most difficult skills to master and

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<sup>4</sup>Depdiknas. . *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*. (Jakarta: Depdiknas. 2006). p.287

<sup>5</sup>Sarinten. *Improving Students’ Skill In Writing Narrative Text Through Picture Series*, (Surakarta : Univeristas Sebelas Maret. 2010). p.24

the use of traditional approach to teaching writing that views students' writing as a product instead of a process.<sup>6</sup>

Related to the description above, Derewianka explain that in a genre-based approach, teacher does not only teach structure and grammatical features of spoken and written language but also allows for developing of language skills in relation to genre through certain stages. The approach may not only contribute to help in developing students' ability in grammar and vocabulary but also facilitates the development of reading, speaking, listening, and writing. Thus, the focus to teach genre through certain stages in the approach, in particular, might help in developing students' competence in writing and also significant to reduce their anxiety during the learning process.<sup>7</sup>

In order to measure the effectiveness of GBA, many researchers have conducted research. One of the first was Surya Sagiro Batubara (2013) he admitted that the genre-based approach implementation is significant to improve students' ability in English writing. The researcher noticed that building knowledge of field and modeling support students' knowledge in vocabulary, grammar, and text features. Retno Susanty (2008) also proved that genre-based approach implementation is significant to improve students' ability in English writing, the mean score of the students improved from 50,93 to 80,83 and the students little by little could enjoy writing narrative text without their friends help and they felt easy to produce their own narrative text.

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<sup>6</sup> Fithriani.R, Dewi.U, Daulay.S.H, Salmiah.M and Fransiska.W, "Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective" in *The Second Annual International Conference on Language and Literature*, (KnE Social Sciences. DOI 10.18502/kss.v3i19.4892. 2019) p. 635–636.

<sup>7</sup>Surya Sagiro Batubara. *The Implementation Of A Genre-Based Approach: A Case Study In Teaching A Narrative Text To Second Grade Junior High School Students*. (English Education Vol. 1 No. 2. July 2013). p.140

The purpose of the implementation of Genre-based Approach in teaching English at MAS Al-Washliyah 22 Tembung is to improve students ability in writing narrative text and make the students interested in the material, and they could get new ideas about the material. Moreover, to give more chances for students understand in English text, and participate in teaching materials.

Based on the background above, the researcher would like to take a research study on reading under the title: **“The Implementation of Genre-Based Approach to Improve Students’ Writing Skill on Narrative Text at Second Grade of Senior High School”**.

#### **B. The Identification of Study**

Based on the result of preliminary data collected during the Practical Teaching Practice conducted by the researcher in MAS Al-Washliyah 22 Tembung on September-November 27th, 2018, there were problems faced by Grade IX MIA A students in learning writing.

1. Students have low ability in English, particularly in writing. They also mastered limited vocabularies and grammatical features. Students found it difficult to express their idea in writing.
2. Students were passive during the lesson. They tended to sit and listen to the teacher and let the teacher dominant in the classroom.
3. Students did not pay attention to the teacher. They preferred to make themselves busy doing other things which were not related to the lesson like chit-chatting with their mates.



#### **4. The Limitation of Study**

The writer focused to improve students' writing skill on narrative text by the implementing of Genre-Based Approach in the eleventh grade of MAS Al-Washliyah 22 Tembung in the academic year of 2019/2020.

#### **5. The Formulation of Study**

This research was conducted at class XI/MIA A of MAS Al-Washliyah 22 Tembung and is aim to answer the question: how can students' writing skill in narrative text be improved through the implementation of the genre-based approach?

#### **6. The Objective of Study**

The objective of the research was to improve the writing ability of grade class XI/MIA A of AS Al-Washliyah 22 Tembung through the implementation of the genre-based approach.

#### **7. The Significance of Study**

Theoretically, the significance of this research is to give redundance input to theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

Practically, this research will give understanding dealing with the implementation and its influence, and the effectiveness of GBA. Hopefully, it will become a reflection to the teachers in the process of teaching and learning activities, for the researcher who is also an English teacher, she will have a direct experience and understanding of the use or the implementation of GBA in the teaching of English.

For the policy makers, especially in English subject matter in the senior high schools, the result of this research will become an important thing to enhance the students' interest in learning English, and they will be motivated in studying English as a foreign-language.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

Theoretical framework is presented in order to give some clearer concept being applied in this study that is the students' ability in writing narrative text. To support the ideas of this research, some theories and some information will be included to help the writer design this research. In this chapter the researcher describes concept of theories, and this chapter also describes a related research on the teaching of English using GBA. The descriptions of theories written here are not as hypotheses, but as principles to understand concepts used in this research.

#### A.1 Writing as an EFL Skill

Language is an important part of human existence and social process that has many functions to perform the life of human beings. Language includes four basic skills, they are: listening skill, speaking skill, reading skill, and writing skill.<sup>8</sup>

Writing is a very important language skill in addition to three other language skills. Writing is an effective way to communicate and express thoughts, feelings, and opinion to others. In the process of language learning, there are four language skills that must be mastered by the language learners, they are listening, speaking, reading and

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<sup>8</sup>Farida Repelitawaty Br. Kembaren. *Improving Students Reading Comprehension Achievement in Narrative Text Through Experience Text Relationship Method* . (VISION: Journal of Language, Literature & Education ISSN: 2086-4213, Vol.14, No. 14 Juli-Desember 2018). p.2

writing.<sup>9</sup> According to Siahaan, writing is the last stage that students have to learn after they are able to listen, speak, and read. Siahaan also states writing is a piece of a written text about a topic in a writer in a context. Writing is an important skill that helps students to communicate in the form of writing.<sup>10</sup>

As stated by Brown, education (including numeracy and literacy) is desirable for the whole population, not only for the efficient running of society, but also for fulfillment and advancement of individuals. Because of this reason, it is important for students to have a good writing ability.<sup>11</sup> However, writing is not as simple as writing symbols and words but writing is a more complex activity. Writing is different from speaking which can be naturally acquired as it gets a lot of exposure.

From the definitions above, it can be concluded that writing is a complex process to explore thoughts and ideas as representation of language in a textual medium. We can say that skill is defined as the ability to do something well. To conclude, writing skill can be defined as the ability to explore thoughts and ideas into written form as representation of language in a textual medium by using appropriate conventions including content, organization, vocabulary, language use (grammar), and mechanism. Writing is the process of developing ideas' someone and the record of an idea

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<sup>9</sup>Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu Press, 2008), p. 185.

<sup>10</sup> *Ibid.*, p.186

<sup>11</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education. 2001, 2nd Ed). p.3

developing. In this statement is supported by Hadits our prophet Muhammad (peace be upon him).<sup>12</sup>

نَا فَآكْتُبُهُ وَلَوْ فِي ثَنَا وَكَيْعٍ، عَنْ أَبِي كِيرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ،  
قَالَ: " إِذَا سَمِعْتَ شَيْءَ الْحَائِطِ "

The meaning: Have told us Wakii, from Abu Kiiran, he said: I heard Asy-Sya'biy said: "When you hear something (knowledge), record or write it even though in the walls". [Narrated from Abu Khaitamah in Al-'Ilmu number.146; shahih].

Based on the Hadits above explained that writing is so important for us as a human because humans are the creatures that are easy to forget. So we must be spirit of remembering or memorizing what we have learned, either by rote or by writing. If we were not eager to repeat the lessons that we have got, the science has achieved could be lost in vain or we will forget it.

In Islam, the importance of writing is also stated in holy Qur'an on first verse of surah AlQolam:

نَ ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ (1)

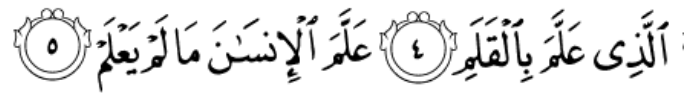
"Nun. By the pen and what they inscribe (therewith)" (QS. Al-Qalam :1)

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<sup>12</sup>Abul Jauzaa. 2011. *Salaf Antara Mencatat dan Tak Mencatat Ilmu*. (<http://abul-jauzaa.blogspot.co.id/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html?m=1>) Accessed on January 30<sup>th</sup> 2019, 03.21 pm

Qolam in this verse means as a pen which is used to write the knowledge. It means that everyone who write, will make the process of thinking to create ideas in writing to understand its meaning and purpose.

According to Al- Qur'an<sup>13</sup>, writing also an important skill that should be learned and there is verse that states the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq:4-5 :



The meaning : *who taught by the pen (writing). Who taught man what he did not know.*<sup>14</sup>

From the verse above, it can be concluded that should study to get knowledge. Pen in not a creature. But by pen, people can write many things that get add people knowledge and information.

The process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. Text interpretation is the process of creating internal representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphic

<sup>13</sup> Latief Awaluddin, (2010), *Al-Qur'an dan Terjemahan untuk Wanita*, Jakarta: WALI, p. 597

<sup>14</sup>M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 428

output are produced from the internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.<sup>15</sup>

Based on the theories of writing above, it can be concluded that writing is a productive skill which is an activity of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

### A.1.1 Writing Class in Indonesia

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence.<sup>16</sup>

Realizing the roles of English as International language and language of science, the Indonesian government has decreed that English is one of the compulsory subjects from Junior high school to University. English has become the only foreign language mandatorily taught from secondary up to university level and has even been extended during the last few years to a number of primary schools in capital cities in Indonesia.”<sup>17</sup> Despite the fact that English is the only mandatory foreign language subject for Indonesian students from secondary up to university level, the teaching of writing has not yet a priority in English classrooms in this country. English writing itself has been considered among the most difficult skills to master for EFL (English as a foreign

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<sup>15</sup>Weigle, Sara. C. *Assessing Writing*. (Edinburg: Cambridge University Press, 2002). p.25-26

<sup>16</sup>Aisyah. M Song batumis. *Challenges in Teaching English Faced by English Teachers at MTsN Taliwang*, Indonesia. (Journal Of Foreign Language Teaching & Learning Vol.2 No. 2 July 2017). p. 55

<sup>17</sup>Rahmah Fithriani, *Indonesia students' perceptions of written feedback in second language writing*. (Doctoral Dissertation),University of New Mexico 2017,p.27

language) learners in Indonesia as it deploys different patterns than those in Indonesian composition.<sup>18</sup>

As a foreign language, English is rarely used outside the classroom context. Beyond the classroom, the Indonesian students speak Indonesia language or their local language instead. This condition affects the Indonesia students' English mastery in writing and speaking. The Indonesian students' mastery of English tends to be unsatisfactory. After they are graduated from university, most of them do not acquire good command of English.<sup>19</sup>

Studies revealed some characteristics of Indonesian learners. Indonesian students are culturally passive, silent and shy in the class. They do not participate in the class activities although they are asked by the teacher to participate. In this respect, a question may be raised whether these behaviours are culturally-embedded characteristics or only the impacts of lack of English language proficiency.<sup>20</sup> According to Didik Santoso, there is another factor that made English skill is low, it comes from internal and external factors that is age, skill, motivation, attitude, cognitive style, and learning style.<sup>21</sup>

Related to students' difficulties in writing, the findings of students' errors are in line with the difficulties encountered by students. In regard with coherence problem, the students' biggest problem is on thesis statement. In this case, the students should rely on

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<sup>18</sup> Fithriani.R, Rafida.T, Siahaan, A, Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, UNNES International Conference on English Language Teaching, Literature, and Translation (ELTTL). Vol.188. 2019. p. 87

<sup>19</sup>Suryanto, *Issues In Teaching English In A Cultural Context:A Case Of Indonesia*, (Yogyakarta: Universitas Muhammadiyah, 2012), p.76

<sup>20</sup>Ibid.,p.76

<sup>21</sup>Didik Santoso,*Ketrampilan Berbicara Bahasa Inggris*, (Medan: Duta Azhar, 2017, ed.2).p.7



thesis statement in forming every topic sentence on body paragraphs, but the matter of fact, they did not put it on their introductory paragraph so that the ideas exist in all paragraphs were not connected each other.

Instead of having major problems of grammar and coherence and cohesion, the students also encountered three minor difficulties; paragraph organization, diction, and vocabulary misspelling. Related to paragraph organization, most of the students did not start a paragraph with indented line. In addition, the length of paragraphs they wrote was inappropriate since many students wrote too many sentences that makes the paragraph too long and not readable<sup>22</sup>.

Based on the difficulties faced by the students, the students need advance guidance especially in drafting process where the lecturer distributes the essays to be revised by the students. This writing need makes sense because the students use the feedback from the lecturer as a platform or basis to make improvement in their essay. In addition, from the lecturer's feedback, the students can obtain revision from the lecturer regarding with what should they add and reduce in their essay content as well as what should they revise about their grammar, cohesion, coherence, and paragraph organization. Intensive feedback is considered to be in the top priority in the process of students' essay because it will increase their motivation and they will commit to finish the revision because the lecturer keeps an eye on their writing progress. Hence, by doing this technique,

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<sup>22</sup>A. Ariyanti and Rinda Fitriana. EFL Students' Difficulties and Needs in Essay Writing. (*Advances in Social Science, Education and Humanities Research (ASSEHR)*, vol. 158. 2017). p. 117-118

students' confidence to write an English essay will be increased and their writing anxiety will be decreased <sup>23</sup>.

## A.2 Different Approaches for Teaching and Learning Writing

Writing for EFL students is not an easy matter, especially when the students' English competence is not very well developed. There are four approaches for teaching and learning writing: the "product-focused approach," and the "process -focused approach" the genre-based approach to teaching writing, process and genre based approach to teaching writing.<sup>24</sup>

The product approach is a traditional approach to teaching writing in which students typically are provided by the teacher with a model and encouraged to mimic it in order to produce a similar product. The process approach focuses more on using techniques such as brainstorming, exploring ideas, peer editing, and rewriting. A genre-based approach depends on the type of the texts that the students write.<sup>25</sup> Martin explained that Genre-based approach is the belief that, in order to master the written genres, students need direct instruction; genre forms should therefore be explicitly

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<sup>23</sup>A. K. A. Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach," (*J. Educ. Pract.*, vol. 6, no. 13, 2015), p. 131–141.

<sup>24</sup> Ismail Ibrahim Elshirbini Abd-ElFatah Elashri. *The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and their attitudes towards writing*. (Mansoura: Mansoura University, 2013). p. 3-4

<sup>25</sup>*Ibid.*, p. 4

taught through the analytic study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars.<sup>26</sup>

So, from that explanation it can be concluded that genre-based approach is the best approach to teach written genres.

### A.2.1 Genre Based Approach

Genre-based approach is an approach which is also known as text based instruction. It is an approach that uses texts as a means of learning language. Richards (2006) says that genre-based approach sees communicative competence as involving the mastery of different types of text. It means that someone is considered to have communicative competence when he can create different text types. It is because language must occur within texts and language is spoken in the form of texts. Learners should master different types of texts since every type has its own purpose which is specifically different from others.

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

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<sup>26</sup>Ibid., p. 8

Genre-based approach is developed based on three assumptions on language learning (Feez & Joyce, 1998). They are:

1. Learning language is a social activity.
2. Learning occurs more effectively if teachers are explicit about what is expected of students.
3. The process of learning language is a series of scaffolded developmental steps which address different aspects of language

It is proposed that learning is collaboration between teacher and student that must involve language in the form of a dialogue between teacher and student. In this case, Bruner used the term *scaffolding* to describe the teacher's role in the learning collaboration.<sup>27</sup>

#### **A.2.2 The process of Teaching and Learning through Genre Approach**

Regarding to the genre as a model of teaching and learning, Firkins, Forey, and Sengupta (2007) elaborates in detail and more comprehensive way how it is done. They use the term 'cyclic strategic' to define and stages of teaching and learning writing through genre-based approach. They also propose three stages which must be followed and implemented during the teaching and learning process. The three stages are a) modeling a text, b) joint construction of a text, and c) independent construction of a text. They then, explain each stage having some practical steps to follow systematically.

##### **1) Modeling a text**

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<sup>27</sup>Asep Setiadi. *Improving Students' Writing Skill Through The Genre-Based Approach* (Yogyakarta: State University of Yogyakarta. 2014) p. 26-29

In modeling a text, there are four practical steps which must be implemented during the teaching and learning process. The four practical steps are:

- a. The teacher chooses a certain type of genre writing in order to develop the classroom activities. In this case, type of genre must match with the students' needs and market needs where they will work later on.
- b. The teacher and the students discuss the text genre by modeling and deconstruction or even manipulating the text.
- c. The students are directed and situated in order to know and understand the function of the text, the communicative purpose of the text. Take for example the genre procedure writing-the function of procedure and the purpose of writing procedure.
- d. The students then, study the vocabulary usages of a certain genre procedure, grammatical or structural patterns of procedure, and then the students practice the procedure if necessary.

## 2) **Joint construction**

In joint construction stage, the students start to do something more practical and operational dealing with writing. However, their work of genre writing is not writing at all because they modify and manipulate the text given. The students are still guided and helped by the teacher before they become really independent writer of a certain genre taught and learned. As a matter of fact, there are three practical steps how joint construction stage is developed and implemented.

- a. The students reconstruct the certain genre writing given. In this case, the student may revise and paraphrase the vocabulary usage, the grammatical patterns, and textual devices if necessary by their own words.
- b. The teacher continuously guides the students to discuss and order the students to remember so that they really understand well about the genre type given.
- c. Before going forward to stage three, the independent construction of a text, stage modeling text and joint construction are important to review.

### **A.1.2 Independent construction of a text**

By having prior understanding and experiences of stage one and stage two, the students are ordered to write a certain type of genre as what they have learned before. The student write a given genre type independently. In this case, the teacher must be sure that the students really understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns usage, relevant vocabulary usage, and textual devices as well. In order to have a vivid pictorial flow chart of cyclic teaching and learning of writing through genre based approach, Hyland draws as it is shown by figure 2 below.

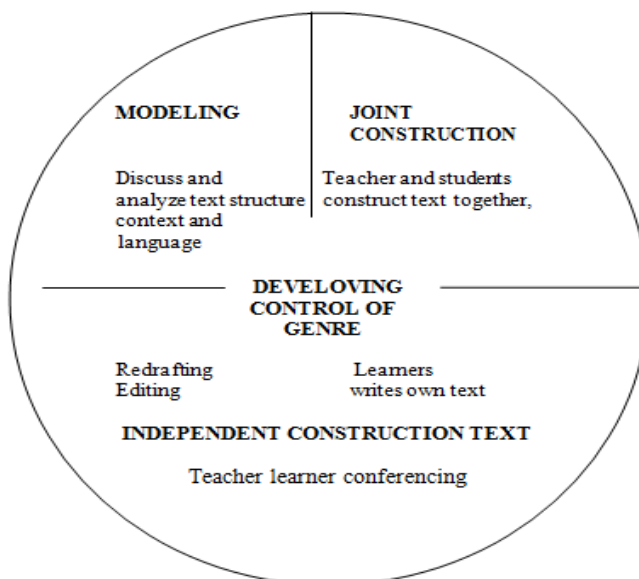


Figure 1. The Hyland's Model of genre teaching and learning cycle (I Wy. Dirgeyasa, 2016:49)

### A.2.3 The Advantages and The Disadvantages of The Genre Based Approach to Teaching Writing

#### a) Advantages Genre Based Approach to Teaching Writing

There several advantages and disadvantages of the genre-based approach. First, as for the advantages, 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.. In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.

Hayland (2004) sees the advantages of a genre based writing instruction that can be summarized as follows:<sup>28</sup>

1. **Explicit.** Makes clear what is to be learned to facilitate the acquisition of writing skills
2. **Systematic.** Provides a coherent framework for focusing on both language and contexts
3. **Needs-based.** Ensures that course objectives and content are derived from students needs
4. **Supportive.** Gives teacher a central role in scaffolding student learning and creativity
5. **Empowering.** Provides access to the patterns and possibilities of variation in valued texts
6. **Critical.** Provides the resources for students to understand and challenge valued discourses
7. **Consciousness raising.** Increases teacher awareness of texts and confidently advise students on their writing.

b) **Disadvantages of the Genre-Based Approach**

Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be

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<sup>28</sup>Hayland, K. . *Genre and Second Language Writing*. (Ann Arbor: The university of Michigan Press. 2004). p. 10-11



approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.<sup>29</sup>

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency . The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre<sup>30</sup>

### A.3 Narrative Text as Genre of Writing

Genre in writing is a part of genre in language use. Thoreau states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose.<sup>31</sup> Referring to Thoreau's statement, it could be said that genre covers three main aspects namely writing style, readers, and goal (goal oriented). There are many kinds of genre which are taught to the students. It can be seen as follows: narrative, news, Anecdote, Recount. Procedure, Explanation, Report, Exposition.<sup>32</sup>

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<sup>29</sup>Ismail Ibrahim Elshirbini Abd-ElFatah Elashri ., op.cit. p.13

<sup>30</sup>Byram. *Genre and genre-based teaching*. (London: The Routledge, 2004). p.236

<sup>31</sup>Mary Thoreau. *Write on Track: A Guide to Academic Writing*. ( New Zealand: Pearson Education New Zealand, 2006). p. 45

<sup>32</sup>Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), p.224

One of these kinds genre is narrative text. Narrative is telling a story. It sets out to entertain and amuse listeners and readers. According to Anderson, a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.<sup>33</sup> Accordingly, the purpose of narrative text based on Anderson statement above is to present a view of the world that entertains or informs the reader or listener. Thus, the purpose of narration is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and a definite ending.<sup>34</sup>

Puspitasari states that most narratives have the characteristics the following:<sup>35</sup>

1. It tells story of an event or events.
2. The events are usually arranged in a chronological order, in the order in which they occurred in time.

Narration is telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events engaged in the order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals:

1. It is unified, with all the action developing a central idea.

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<sup>33</sup> Anderson, Mark. *Text Types in English*. (Australia: MacMillan, vol 2, 2003). p.8

<sup>34</sup>Ibid., p.6

<sup>35</sup> R. A. M. Puspitasari, *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Text*, (Semarang: Unpublished S1 Final Project, 2007), p. 19.

2. It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.
3. It introduces the four W of a setting-who, what, where and when-within the context of the action.
4. It is coherent; transitions indicate changes in time, location and characters.
5. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order-with events happening in a time sequence.
6. It builds toward a climax. This is the moment of most tension or surprise-a time when the ending is revealed or the importance of events become clear.<sup>36</sup>

### A.3.1 Generic Structure of a Narrative Text

Derewianka, states that the steps for constructing a narrative are<sup>37</sup>:

#### 1. Orientation,

This is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens (can be a paragraph, a picture or opening chapter)

#### 2. Complication,

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main

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<sup>36</sup> Alan Meyers, Gateways to Academic Writing: Effective Sentences, Paragraph and Essays, (New York: Longman, Inc., 2005), p. 52

<sup>37</sup> Beverly Derewianka, Exploring How Text Work, (Australia: Primary English Teaching Association, 2004), p. 32

character(s). Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

### 3. Resolution,

In a “satisfying” narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is). To sum up, the generic structure of narrative text can be shortened as: orientation, complication, and resolution.

#### A.3.2 Language Feature of Narrative text

Anderson, states that the language feature usually found in narrative are:<sup>38</sup>

1. Specific characters;
2. Time words that connect to tell when they occur;
3. Verbs to show the actions that occur in the story;
4. Descriptive words to portray the characters and setting.

Meanwhile, Derewianka, states several common grammatical patterns, they are: specific, often individual participants with defined identities; major participants are human, or sometimes animal with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speakers’ or writers’ time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns.<sup>39</sup>

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<sup>38</sup>Mark Anderson, op, cit, p. 8.

<sup>39</sup> Beverly Derewianka, op,cit. p.33

## B. Related Studies

Researchers have proved that using genre-based approach to improve students' writing skill on narrative text is increase and effective to get students attention to learn. They made less noise in teaching learning process, all of the students focused in doing the task and asked the difficulties they found.

1. A research by Surya Sagiro Batubara (2013) entitled The Implementation of a Genre-Based Approach:A Case Study in Teaching a Narrative Text to Second Grade Junior High School Students.from this research, the researcher found that the genre-based approach implementation is significant to improve students' ability in English writing. The researcher found that teaching stages in the genre-based are parallel with stages in teaching writing. The researcher noticed that building knowledge of field and modeling support students' knowledge in vocabulary, grammar, and text features.
2. A research by Retno Susanty (2008) entitled Improving Students' Narrative Writing Through Genre Based Approach. The researcher found that the genre-based approach implementation is significant to improve students' ability in English writing. We could see from the mean score of the students improved from 50,93 to 80,83 and the students little by little could enjoy writing narrative text without their friends help and they felt easy to produce their own narrative text.
3. A research by Mustika (2016) entitled The Implementation Of Genre-Based Approach To Improve The Writing Skill Of The Seventh Grade Students Of Smp Institut Indonesia. The researcher found that the students' writing skill was

improved, improvements could also be seen in students' behavior towards English as they were more and more willing to participate in classroom activities in general. The students' mean scores also improved from 17,56 in the pre-test to 25,67 by the end of Cycle I and to 27,15 by the end of Cycle II. This demonstrates that the implementation of the genre-based was able to improve the students' writing skill.

4. A research by Asep Setiadi (2014) entitled *Improving Students' Writing Skill Through The Genre-Based Approach In Grade Xi/S3 Of Sman 1 Pleret*. The resercher found that The students' mean scores improved from 55.53 in the pre-conditional test to 58.68 in Cycle I and to 61.53 in Cycle II. This demonstrates that the implementation of the genre-based was able to improve the students' writing skill.
5. A research by Getreda Yosmi Oematan (2008) entitled *The implementation of genre-based approach in the teaching of english at SMA Negeri 1 Surakarta (a naturalistic study)*. The researcher found that The use of GBA in the teaching of English provides the development of the teachers' teaching competency, the students' language proficiency. As the students learn the content of the text, their language skills are developed and the mastery of vocabulary and grammar also increased. The development of language skills and the mastery of vocabulary and language grammar influence the ability to communicate.

### C. **Conceptual Framework**

The learning of English in the classroom should be interactive. Language is a means of communication so that in learning a language, there should be interactions in the process. Students should be actively involved so that they can really experience learning. In this case, the classroom needs to be designed to provide students with vast opportunities to improve their ability in English, particularly in writing.

The formula of providing students with opportunities can be achieved by applying an appropriate method or approach to language learning to the classroom. In this case, genre-based approach is a choice. There are principles, within the approach, that allow students to work on their own with the guidance from the teacher which is diminished as the next stage going further – that is, the process of learning language is a series of scaffolded developmental steps which address different aspects of language. The approach enables learners to be active and guided step by step by the teacher until finally it comes to their turn to work independently without the teacher's guidance.

The genre-based approach is an appropriate method to be implemented in class XI/MIA A MAS Al-Washliyah 22 Tembung, with the implementation of genre-based approach to the XI/MIA A MAS Al-Washliyah 22 Tembung, it is expect that they can experience a real learning of English. They are expect to be more engaged to the classroom instruction and at last their writing skill can be improved.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

In order to get deep understanding about the implementation of GBA in the teaching of English and how this approach influences the students's proficiency, the researcher uses Classroom Action Research (CAR). Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, analyze what they have learned, and write about their findings. Observations, interviews, surveys and journals are typical data methods that participants use to investigate their questions.<sup>40</sup>

Based on the explanation above, action research was qualified to be used in order to see the improvement of students' narrative writing through Genre Based Approach.<sup>41</sup> It was expected by using action research, the improvement of students' narrative writing would be achieved. To improve the students' writing ability, the researcher used the action research model developed by Arikunto this model consists of four main steps in each cycle : 1) planning; 2) acting; 3) observing and 4) reflecting.

#### **B. Subject of Research**

The Subject of this research was the second grade (X1) of MIA A class of MAS Al-Washliyah 22 Tembung academic year 2019-2020. I selected the second grade because the second grade was the best class for the research, the first grade

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<sup>40</sup>Siti Khasinah. Classroom Action Research . (Jurnal Pionir, Volume 1, Nomor 1, July-Desember 2013 ). p.108

<sup>41</sup>Ibid., p. 78-79.



were still in the process of adaptation toward the school, and the third grade, they were in preparation for the National Examination.

### **B. Time and Location of Research**

The research was conducted at MAS Al-Washliyah 22 Tembung which is located in Jl. Besar Tembung No. 78, Percut Sei Tuan, Deli Serdang. The researcher choose this school because she did her Practical Teaching Practice in this school, so it helps the researcher do her research.

### **C. Research Procedures**

In this classroom action research, the cycles depend on the indicators, whether the indicators have already been achieved or not. They can be achieve in one cycle or more. The first cycle was conducted based on the problem faced by the students in writing narrative text. Each cycle consisted of:

- 1) Planning.
- 2) Action.
- 3) Observation and Interpretation.
- 4) Analysis and Reflection.

The cycle in the classroom action research happened repeatedly. If the indicators of the research will not fulfilled in the second cycle, the third cycle will be conduct to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. It is like a spiral. The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:

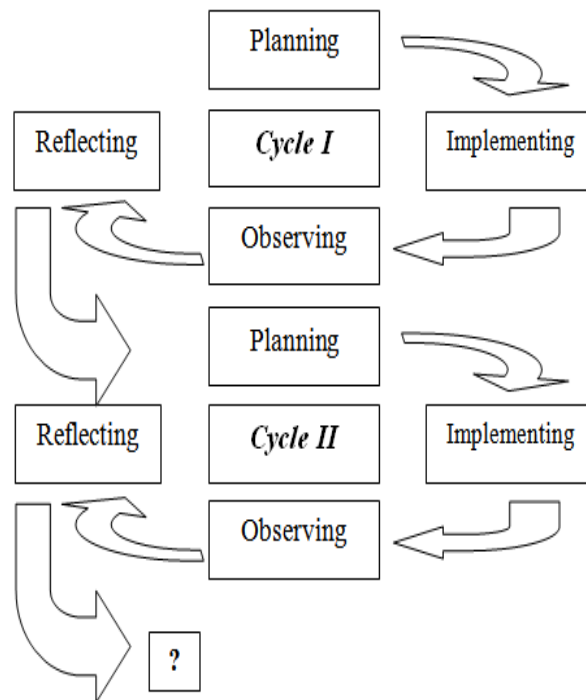


Figure 2. The Cycle of Classroom Action Research (Arikunto, 2006: 16)

The initial media refers to a state of situation one wishes to change or to improve on. In this research the initial idea is thought that there will be a change on the writing by narrative text.

## 1. First Cycle

### a. Planning

Planning is followed up for identifying the text to find out solution for problems.

This research was intended to find out:

1. The students' response during learning process.
2. The students' improvement of writing by narrative text.

3. The writer was conducted two cycles of research to know the improvement of writing by narrative text. To know students' ability in producing the narrative text, the writer asked to the students to produce narrative text.

b. **Action**

Implementing is the performing of planned action. Based the model above, the researcher can change the plans after conducting one cycle when they are needed. In this step the researcher and the collaborator worked in collaboration to implement the GBA. This study in each cycle was conducted in the three meetings. If the first cycle success, so this research would stop and make a report. But if not success in the first cycle, the second cycle would be continuing.

a) **Modeling of the Text**

In the first activities of Modeling of the Text, the writer will introduce the narrative text to the students. The title of the text is "Snow White ". The theme of the story is about a beautiful girl named Snow White who was left by her Uncle and Aunt to America. Then the writer will distribute the reading text to the students. The students are grouped into several groups consists two students based. Ask them to understand the content of the story and discuss it to the writer.

The summary of the story is: "Once upon a time, there lived a beautiful girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they did not have enough money to take her. So Snow White decided to run away. One day, when her Aunt and Uncle were

having breakfast, she ran away. She went to the woods. In the woods she met the seven dwarfs. The seven dwarfs offered her to live with them. Snow White decided to live with them in the woods. Finally, they lived happily ever after.

In the second activities of Modeling of the Text, the writer will ask the students to understand the generic structure of the text first. The both the writer and the students will discuss the generic structure of the text. The generic structures of narrative texts are orientation/exposition, complication/rising action, Sequence of event/climax, resolution/felling action, and resolution.

In the third activities of Modeling of the Text, the writer will explain about simple past tense. Then the researcher will ask to the students to make sentences using simple past tense as exercises before making the true narrative text.

#### b) Join Construction of the Text

In the first activity of Join Construction of the Text, the writer asked to the students to make a planning to write narrative text in a group. It was based on the text that had been given before. In this case, the students should try to explore their idea and then they should arrange the main idea every paragraph.

In the second activity of Join Construction of the Text, the writer asked to the students to arrange the first draft of narrative based on the text given and pay attention to the generic structure of the text and consult the work to the teacher or writer and friends. The writer or teacher gave suggestion.

In the third activity, the writer asked to the students to discuss the suggestion given by writer or teacher and friends. then giving the suggestion to the friends need. They may be able to use dictionary if they have difficulties in vocabulary.

In the fourth activity, the students should arrange the second draft based on the suggestion given by the writer or teacher and friends. After arranging the second draft, the students will read once more carefully. They should pay attention to the generic structure o the text, grammar, spelling, vocabulary, punctuation, etc. if there are many mistakes, they have to revise it. Then they will make the final copy.

c) Independent Construction of the Text

In first the activity of Independent Construction of the Text, the writer asked to the students to make planning to write narrative text individually. It was based on the text given before. In this case, the students should try to explore their ideas and arrange it in a paragraph.

In the second activity, the writer asked to the students to arrange the first draft of narrative text based on the text given and consult the work to the writer or their teacher.

In the third activity, the writer asked to the students to arrange the second draft based on the suggestion given by the writer or their teacher. They may be able to use dictionary if they have many difficulties in vocabulary.

In the fourth activities, the students should read the text once more carefully before making the final copy. The students should pay attention to the grammar, spelling, vocabulary, punctuation, etc. if there were many mistakes, they must revise the draft and finally they arranged the final copy of the text.

In the fifth activity, the writer made interview to students to know about the difficulties they have in producing narrative text.

c. **Observation**

Observation is direct observation of the learning process that takes place in the classroom. Observation had done during teaching and learning process. The writer take notes in the teacher's journal to write the teaching and learning activities<sup>42</sup> and the students' ability on writing the text especially in narrative text. While the result of the exercises and tests were written to know the students' writing ability on narrative text.

d. **Reflection**

Reflection will very significant for the enchantment of the second cycle. The feedback give by the students will obtain from some informal interviews .The result of the observation had indicated the progress in teaching and learning process and some weakness will find in the first cycle. The second cycle should be conducted to gain better result and handle the weakness in the previous cycle.

## 2. **Second Cycle and more**

In the next cycle, the writer divided the activities into 2 parts. The first is to do Modeling of the text where there will be three activities. The second part is to Independent Construction of the Text. Cycle two will conduct to observe the effectiveness of teaching English by using Genre-Based Approach in improving students' writing skill on narrative text for the second year students. The following are the phases in cycle two:

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<sup>42</sup>Rusydi Ananda. Penelitian Tindakan Kelas. (Bandung: Citapustaka Media, 2015). P.79

a. **Revised Planning**

The action had done based on the result of the observation in the first cycle.

b. **Action**

In the action of cycle two, the writer delivered the new materials by using Genre-Based Approach.

a) **Modeling of the Text**

In the first activities of Modeling of the text, the writer discussed about narrative text entitle "Cinderella". The theme of the story is about a beautiful whose name is Cinderella who treated badly by her step mother and steps sisters. But finally, when she met a prince she got married with him and lived happily ever after. Then the writer will distribute the reading text to the students and then discussing the content of the story together.

The second activities, the writer and the students discussed about the generic structure of the text. Then, the writer will recall the lesson about past tense to make sure that the students have known about the tense that will be used in narrative text. In the third activities the writer gave an opportunity to the students to ask about everything that relate to the narrative text before they are given assignment to produce narrative text individually.

b) **Independent Construction of the Text**

In first the activity of Independent Construction of the Text, the writer asked to the students to make planning to write narrative text individually. It was based on the text given before. In this case, the students should try to explore their ideas and arrange

it in a paragraph. In the second activity, the writer asked to the students to arrange the first draft of narrative text based on the text given and consult the work to the writer or their teacher. In the third activity, the writer asked to the students to arrange the second draft based on the suggestion given by the writer or their teacher. They may be able to use dictionary if they have many difficulties in vocabulary. In the fourth activities, the students should read the text once more carefully before making the final copy. The students should pay attention to the grammar, spelling, vocabulary, punctuation, etc. if there are many mistakes, they must revise the draft and finally they arrange the final copy of the text.

c. **Observation**

The writer observed the action of cycle two and take notes during the observation to write the teaching and learning activities and tests gave to obtain their opinions toward the treatment used.

c. **Reflection**

The data obtained from the teachers' journal, informal interviews and questionnaire which is analyzed to get the effectiveness of the treatment. The result of the exercises and test will also record. They can help the English teacher to improve the strategy in teaching English.

**D. The Technique of Data Collection**

The data collected in the form of qualitative data and quantitative data. The qualitative data are in the form of interview transcripts, photographs, and videos got from the observation. The quantitative data will in the form of the Cycle I, cycle 2



and post test scores. The process of collecting the qualitative data will be explained as follows:

### **1. Tests**

The quantitative data was obtained through tests. Tests were used to know the students' improvement in learning English especially writing. The researcher gave a pre-test and a post-test to the students. The tests given were to know the students' writing ability before and after the actions implemented. The scores gotten from the tests then be analysed by her. The assessment was based on the writing rubric that consisted of content, organization, grammar, vocabulary, and mechanics.

### **2. Observations**

Observations was done to gather the information about the situation during the teaching and learning process. The first observation in order to know the students' difficulties and the process of the English teaching and learning before the actions. The researcher observe the condition of the teaching and learning process and the students' behaviour during the class. During the observation, the researcher will gain data in the form of photographs, and videos. The researcher will collaborate with the English teacher and the researcher's colleagues to gain the data.

### **3. Interviews**

The interview is instrument of collecting data aimed for direct communication between researcher and research subject.<sup>43</sup> It was done in the reconnaissance step to gather information about the problems existed in the English teaching and learning

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<sup>43</sup> Rusdy ananda dkk, Penelitian Tindakan Kelas. (Bandung: Citapustaka Media, 2015). P.88

process. It also helped the researcher to identify the problem. Interviews also conducted by the researcher at the end of every meeting to know the students' and the collaborator's responses about the actions implemented. The data gained from the interview helped her to reflect on the weaknesses of the actions.

#### **4. Diary Notes**

Diary note is one of the instrument of the research that used to record every that happens during the research and observation, which is going on. It was private note about observing, feeling, responding, mind, and explaining. So all of the things in the research was able to known.<sup>44</sup>

#### **E. Technique of Analyzing Data**

Two types of data were used in this research—qualitative and quantitative data. The qualitative data were analyzed through three steps of qualitative data analysis, i.e., data reduction, data display and drawing and verifying conclusions. After being collected, the data were selected, simplified, and transformed into field notes, and interview transcripts from which conclusions were drawn based on the data analysis.

The quantitative data were derived from the score of the students' writing performance from the score of the pre-test, post-test 1 and post-test 2. The researcher analyzed using Excel program to know the comparison of the students' mean scores before and after the actions conducted. The students' works were assessed based on a writing rubric that evaluate five criteria of writing, i.e. content, organization,

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<sup>44</sup>Kunandar. *Langka Muda Penelitian Tindakan Kelas*. (Jakarta: PT Raja Grafindo Persada. 2000). p.195

vocabulary, language use, and mechanics. Each criterion was categorized in four levels—excellent, good, average, and poor. Therefore, the maximum and minimum score for all five criteria was different. I apply the following formula of mean by M. Toha Anggoro, to know is there improving or not in each cycle.<sup>45</sup>

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score

$\sum x$  = The total score

N = The number of the students

#### F. The Criteria of Success

Classroom Action Research (CAR) is able to be called successful if the students can achieved atleast the minimum passing grade (the number of points that must be achieved in order to successful in an exam) in English subject at that school. In this study the research will succeed when there is 75% of students could pass the assessment score  $\geq 75$ . based on the minimal mastery level criterion-Kriteria Ketuntasan Minimal (KKM) which is adapted from the school agreement (MAS AW 22 Tembung). In addition, the success of the action is not only measured with the achievement students' writing score, but also the GBA can motivate the students and they become more actively in learning process. If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this

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<sup>45</sup>Toha Anggoro. Metodologi Penelitian. (Jakarta: Universitas Terbuka.2007). p.3

condition has not been reached yet, the alternative action would be done in the next cycle.

Table 3.1 The criteria of success

Test Scores	Probable Class Performance
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

M. Toha Anggoro (2007:3)

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

The finding of the researcher concerning to the implementation of genre-based approach to improve students' writing skill at the elevenrh grade students of MAS Al-Washliyah 22 Tembung. The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and photograph. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 40 students. It was accomplished in two cycles. Each cycles consisted of four step, they are planning, action, observation and reflection. The first cycle consisted of two meetings including pre- cycle test, giving material and test in cycle I. The second cycle consisted of two meetings. They were given material and test in cycle II. The test were given to the students were pre-cycle test, test in the first cycle and test in the second cycle.

#### **A.1 Preliminary Data**

In this preliminary data, the researcher gave interview and written test. The written test is used to know the students' ability in writing narrative text. The interview was done before conducting the first cycle. It was found out that the teachers' problems in teaching writing narrative test were the un-appropriate use of teaching strategy and approach. The interview also found that the students still had difficulties to know the

Structure and grammar in writing narrative text. It is shown from the result of interview with the English teacher as follow:

“They are interest in study of English, but the students still low especially in writing. They were lack of vocabulary and grammar.”

Interview’s Transcript

From the result of the interview, it can be seen that the students got some problems in writing. Therefore, the researcher continued the preliminary data to the first cycle. (see in the appendix)

The qualitative data above was strengthened by the quantitative data taken from the result of pre-cycle test. The number of the students who took the test was 40 from the result of writing test in pre-cycle test, the total score of the students was 2094 and the mean of the students’ score 52.35. Based on the test result, it is indicated that the students’ achievement in writing narrative text was low. It can be seen from the mean score of the students was 2094 and the percentage of the students’ score of the test was 4 students who passed or got score up to 75, it was only 10%. On the other hand, 36 students failed or didn’t get score up to 75 and it was 75%. This data can be seen in the appendix.

## A.2 Reports of Cycle I

There are two kinds of data analyzed that we will describe in this cycle, they are qualitative data and quantitative data. The qualitative data was analyzed from observation sheet and interview sheet. The quantitative data was taken from the mean of the students’ score in taking test.

### **A.2.1 Qualitative Data**

The finding of the researcher concerning to the implementation of genre-based approach in improving students' writing skill on narrative text at grade XI MIA-A MAS Al-Washliyah 22 Tembung are discussed in following:

#### **a) The Implementation of Genre-Based Approach in Cycle I**

Based on the data of observation and interview which were done by the researcher, implementing genre-based approach involves three stages, they are: 1) Modeling and deconstructing the text, 2) Joint construction of the text, 3) independent construction of the text. Before the researcher started to implement genre-based approach, there were some activities which were done by the researcher, they were: The researcher greeting the students by saying "*Assalamu'alaikum*" to the students, instructing to praying before start the learning process, checking the students' attendance list, and checking the cleanness of the classroom.

The teaching learning process involves into three stages, they are: 1) Modeling and deconstructing the text, 2) Joint construction of the text, 3) independent construction of the text. The researcher teaches the students using genre-based approach to have good ability in learning English especially in writing skill. In the main activity, the plan of the implementation of the genre-based approach in the teaching and learning process was conducted in two meeting.

- **First Meeting (19 July 2019)**

In the first meeting, the researcher did two stages of genre-based approach. those were modeling of the stages and joint construction of the text. It was outlined below:

## 1. Modelling of the Text

Modeling of the text is a stage where students were required to analyze text and sentence structures. These kinds of activity require high concentration and more likely inflict boredom, so the researcher gave them full attention and made them enjoyed. The researcher give the students the story about Cinderella as the sample and then the researcher asked the students to guess what the topic:

*“What is the topic that would be learned?”* The students answered  
*“we will learn about Narrative Text, is it correct Miss?”* The researcher  
 answered *“yes, you are right, today we are going to learn about Narrative  
 Text. Ok, anyone knows what the meaning of narrative text?”*

After the students had clear ideas about the sample text, in terms of the content and the context, the class moved to the discussion of the generic structure and language characteristics of the text type being focused on. The students read a short explanation about the generic structure of the text type. The researcher then explained about the structure of narrative text and invited students to analyze the text. As the students' mood was still good because we started the class at 8.50 am, the researcher proceeded to the next activities focusing on language features used in the narrative text, such as singular and plural nouns, adjectives, prepositions of place, and past tense.

The researcher and the students work together to explore the cultural context. It is proven by the researcher statements:

*“After we read the story of “Cinderella” we can know what the purpose of narrative text is, generic structure and language features of the text. Now, I will call one by one name's of students for read and explained what is the orientation, complication, resolution and re-orientation of the text.”*



The outcome wasn't really good in term of students' participation—they learned simple things little by little, through the easy tasks but their participation aren't good no one volunteered themselves to read and explain about narrative text. The situation was illustrated in the note below.

Since no one volunteered, the researcher asked one student to read the text. In the middle of reading, she made some pronunciation mistakes. The students laughed at her and the class turned very noisy. Then, the researcher raised her right hand and the class returned quiet and conducive. . . .

*(Diary notes I, see Appendix )*

After one student finished reading his part, the researcher asked him about the orientation of the text. The researcher also asked the students for their opinion about the text. The tasks were meant to prepare them for the next task which would be more complex. Simple tasks, which most students were able to complete easily, also gave the students a sense of achievement, which in return made them more confident and eager to learn more.

## 2. Joint Construction of the Text

Joint construction of the text was started with separated the students to each group consisted of 6 persons. The researcher asked them to arranging jumbled sentences into a good paragraph in groups. Then, the researcher led the class to write a narrative text together. During this cycle of the method, the researcher's role was to manage the students and encourage them to write. She also provided helps for the students. The researcher began the stage by leading the students to brainstorm ideas for the text they

were going to write. The researcher asked them to think of the popular fairy tale that still existed in their mind .

The students were engaged to the activity that they actively gave their ideas on the topic, some of them said, “*Alladin, Beauty and the Beast, Snow White and Cinderella.*” Because there were so many story that they mentioned the researcher led them to decide which story they want to write. The discussion finally came up with Cinderella story. They began to work in the group writing their part. The researcher checked the students’ work by moving around the class. Occasionally, She stopped at a group and reminded them to pay attention on the language features of the text type. The activity ran well. After the students had finished, the researcher collected their works.

- Meetings II ( 24 July 2019)

In the second meetings, the researchers did the last stages of genre-based approach, it was independent construction of the text. The activity would explained below.

1. Independent Construction of the Text

The independent construction of the text phase was manifested in an activity where students write a text on their own. However, as some students said they were not ready, the researcher reviewed what they had learned from the first meeting and gave them time to study. The researcher also gave students opportunity to ask anything. As what they did before when they were asked to write, they waited each other to write first while there were only few students who started writing. Some even preferred to chat and play with their mates. The situation was illustrated in the note below:

As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, “*susah miss.*” The researcher replied, “*susahnya dimana?*”. “*Susah ngomongnya sama nulisnya, miss hehehehe.*” .....

(*Diary Notes 2, see Appendix*)

It was difficult to make the students work independently. Then, the researcher went around the class to encourage the students to start writing. After some minutes, all students began to write. However, some worked with reluctance that they frequently stopped working and turned to chat or play with others. Not long after that, the bell for break rang.

At the very beginning of Cycle I, in the first meeting, the researcher proposed rules of conduct to the students as an effort to manage the classroom. Generally, the implementation of the action was effective in keeping the class conducive. The action was able to control the students from making excessive noise during the teaching and learning process. The action could maintain the class focus so that the students could learn the materials conveniently. It was based on the students’ opinion on the rules of conduct as presented in the transcript below.

R: *Nurul, menurut kamu kesepakatan yang dibuat tadi biar siswanya tenang efektif gak?* (Nurul, do you think the rules of conduct agreed before, is effective?) S: *Efektif miss, tapi ya..* (I think it was effective, but . . .) R: *tapi gimana?* (But what?) S: *tapi butuh kesadaran* (but it needed awareness from the students)

(*Interview transcript*)

R: *Oiya, kesepakatan yang dibuat tadi supaya siswa tenang ketika guru mengangkat tangan menurutmu efektif gak? (Do you think the rules of conduct agreed before effective?)* S: *Efektif miss, aku jadi bisa lebih konsen belajarnya. (It was effective. I could focus better in learning.)*

*(Interview transcript)*

At 09.45, the bell rang and the students began to enter the class from the break, the researcher then asked them to continue working on their narrative text. At this time, Around twenty minutes later, some students had finished writing so the researcher collected their works. However, several students had not. The researcher then asked them to finish and submit it later after the school.

**b) The Problems Faced by The Researcher after The Implementation of Genre-Based Approach in Cycle I**

After the researcher implementing genre-based approach to improve students' writing skill on narrative text in cycle I, the researcher found that there were some problems such as:

a) Classroom management

The researcher feels difficulty in managing the class especially from the condition and time the researcher feels that the students needing more effort in mastering the material to understand and get the point of the materials. It is proven by the interview with the teacher, the statement that:

“Each student had different capability in receiving the materials. Some of the students could understand the materials easily and the other students feel difficulty in the teaching learning English especially in the learning writing skill”.

*Teachers' Interview*

There is some reason why the researcher feels difficulty in managing the class because, condition of the students not appropriate with time that given in teaching learning English because each student had different capability in receiving the materials. There are some students participate actively in writing class, but the other didn't. So the researcher repeat explained the materials for the students understand until the students got the point of the lesson.

b) Lack of pupil interest

The process of teaching learning using group for discuss about task with each group. When the researcher asked the students to join with their group, then asked them to do their task with their group, the researcher could not monitor all group at once this is because the lack pupil interest. Some students seemed not to really understand the content of the text and they did not want take parts in classroom discussions and preferred playing with others of the same desk. The situation was illustrated in the note below:

While the class was discussing the text, a student at the back row were busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and got silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave additional explanation to the two students.....

*(Diary Note I, see Appendix)*

The researcher found that is hard to monitor all of students, when the researcher monitored one group, the other groups made noisy and did not pay attention to the teacher explanation. But in the end, all of them listen to the researcher.

c. The students have less vocabulary

In the teaching learning process, the researcher found that the students so difficult to translate of the text type especially in the narrative text. This also can be seen from the interview transcript below.

R: *Tadi gimana ada yang susah ngga?* (What do you think about the previous activities? Is there any difficulty?) S: *Itu Miss, masih suka bingung nyusun kalimat-kalimatnya sama vocabnya.* (I have difficulties in arranging the sentences and vocabulary) R: *Masih kesulitan menyusun biar tulisannya runtut ya?* (So you still have difficulties to organize your sentences?) S: *Iya Miss, bingung yang mana masuk ke itu pengenalan gitu-gitu sama nyari kata kerjanya susah kalau gak ada kamus.* (I am still confused at organizing the sentences based on its generic structure and it's difficult to find the vocabulary without dictionary) R: *Oww... ya, makasih ya dek* (Ok, thank you)  
*Interview's Transcript*

It can be proven when the students trying to read the text about “Cinderella” story, they do not understand about the meaning of the story. For example in the word of “step-sister” the students do not know what is “step-sister” in the Indonesian language. So, the researcher becomes translator for the students sentence by sentence. The teacher also makes formation of vocabulary word by word for helping the students increase their vocabulary.

### A.2.2 Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevan to the topic taught and discussed in the classroom. According to the Standard Minimum Score- Kriteria Ketuntasan Minimum (KKM) for English

subject in the school was 75. The researcher apply the following formula of mean by M. Toha Anggoro, to know is there improving or not in each cycle.<sup>46</sup>

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score

$\sum x$  = The total score

N = The number of the students

The number of the students who took the test was 40 from the result of writing test in cycle I, the total score of the students was 2877 and the mean of the students' score 69.75. The result is higher than pre-cycle test. Below is the comparison between the results of students' writing performance in pre-cycle and cycle I.

Table 4.1 The comparison of students' writing performance

No	Cycle	Mean Score	The Percentage
1	Pre-cycle	52.35	10%
2	Cycle 1	69.75	50%

Based on the test result, it is indicated that the students' achievement in writing narrative text was higher than pre-cycle test. It can be seen from the mean score of the students was 2877 and the percentage of the students' score of the test was 20 students who passed or got score up to 75, it was 50%. On the other hand, 20 students failed or didn't get score up to 75 and it was 50%.

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<sup>46</sup>Toha Anggoro. Metodologi Penelitian. (Jakarta: Universitas Terbuka.2007). p.3

### A.2.3 Reflection

The implementation of the Genre-Based Approach in Cycle I was not performed without many obstruction. Therefore, the researcher reflected on the implementation of the actions. The collaborator and the researcher analyzed the data from the observations and the interviews to evaluate the actions, and to find out what worked and what did not work in the actions. All individuals were equally free to give their voices, feelings, and expectations related to the implemented actions. The implementation of the actions, however, showed that the students could be encouraged to ask questions. The most frequently asked questions were about vocabulary. The students sometime hesitate to ask me questions regarding their works while doing the task. To make sure that the students got the necessary assistance while doing classroom activity, the researcher walked around the class while they were working.

The quantitative data on the results of the students' writing performance by the end of cycle I showed that the students had some improvements, compared to the results on pre-cycle test although not all of them were passed the test. Their writings improved. However, the process of the implementation of actions needed to be evaluated as well as to see which actions were effective on the improvement and which ones were not. Based on the problems faced by the researcher in cycle I, the researcher try to find the solution to solve those problems to apply in Cycle II as follows:

- a) The teacher gave advice and motivation

There is not simple to teach all of the students, the researcher need an extra time to mastering the material after that explain step by step until the students understand about



the material. The solution to solve this problem, the researcher before began teach materials the teacher gave advice and motivation, so the students can achieve the material.

b) The teacher asked the students to bring the dictionary

Almost of the students they have lack vocabulary although they know and aware that it is important to increase writing skill. Generally, the students lose in their vocabulary when the teacher tries reading the text for knowing what the meaning of this text. Well, the teacher helps the students for give the meaning of the text, what the purpose of the text. The solution to solve this problem, the teacher asked the students to bring the dictionary to find the difficult word to improve their ability. Because without dictionary the students did not search the meaning of words and unfortunately a reader cannot understand a text without knowing what most of the word mean when they learn English or when they do exercise.

Besides, the researcher also asks the students to write down the meaning in the book. The students can consult about the meaning that they find in the dictionary, the researcher believe the solution can solve this problem.

### **A.3 Reports of Cycle II**

After having discussion about the result of Cycle I with the collaborator, the researcher planned to conduct Cycle II. Cycle II aimed at giving solutions to the weaknesses of Cycle I. The focuses of the actions in Cycle II which were planned by the collaborators and her were still the same as those in Cycle I. Before the researcher started to implement genre-based approach, there were some activities which were done

by the researcher, they were: The researcher greeting the students by saying “*Assalamu‘alaikum*” to the students, instructing to praying before start the learning process, checking the students’ attendance list, asking them to take their dictionary and giving motivation to them.

There are two kinds of data analyzed that we will describe in this cycle, they are qualitative data and quantitative data. The qualitative data was analyzed from observation sheet and interview sheet. The quantitative data was taken from the mean of the students’ score in taking test.

#### **A.3.1 Qualitative Data**

The finding of the researcher concerning to the implementation of genre-based approach in improving students’ writing skill on narrative text at grade XI MIA-A MAS Al-Washliyah 22 Tembung are discussed in following:

##### **a) The Implementation of Genre-Based Approach in Cycle II**

The actions on Cycle II were carried out in two meetings on July 26, and July 31, 2019. Each meeting lasted for 80 minutes. The actions were focused on implementing the cycles in the Genre-Based Approach and the principles of the genre-based. In executing the actions, the researcher acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of the classroom. The English teacher also took notes on how the teaching and learning process went.

The teaching learning process involves into three stages, they are: 1) Modeling and deconstructing the text, 2) Joint construction of the text, 3) independent construction of

the text. The researcher teaches the students using genre-based approach to have good ability in learning English especially in writing skill. In the main activity, the plan of the implementation of the genre-based approach in the teaching and learning process was conducted in two meetings.

The data in Cycle II were collected through classroom observations and interviews. The details of the process are presented below.

- Meetings III (26 July 2019)

In the third meetings, the researchers did one stages of genre-based approach. It was modeling of the text stages . It was outlined below:

1. Modeling of the text

Modeling of the text was done by analyzing the sample text (Snow White). The researcher asked the students if they knew what type of text that was. The students recognized that it was a narrative text, suggesting that they still remembered the last week's lesson about narrative texts. This stage was also focused on learning language features of a narrative text. The situation was illustrated in the note below:

The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the dictionary containing the list. .

(Diary notes 3, see Appendix)

The researcher moved around the class while making sure that all students read the text. The class was quiet and the students focused on the text. After some minutes, the researcher asked a boy student to read the first paragraph of the text and a girl student to read the second paragraph. Then, the researcher checked the students' comprehension of

the two paragraphs by delivering questions. The students seemed to understand the content of the text parts that had just been read as they could give relatively good responses to the researcher's questions. The class was also active that the whole class took parts in the discussion. The situation could be seen in the following note.

After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, he delivered some questions, "Well, what is the first paragraph about? *Paragraf pertama tentang apa?*". "orientation", "*memperkenalkan tentang si snow white*".....

(*Diary notes 3*, see Appendix )

Noticing students' mistakes in their works by the end of the cycle, the researcher explained again about the generic structure and grammatical features that used in narrative text. Therefore, in the grammatical feature, this stage focused on the use of was/were. The outcome was good in term of students' participation—they learned simple things little by little, through the easy tasks. As the students had clear ideas about the sample text, in terms of the content and the context and invited students to analyze the simple past sentences that most students were able to complete easily, also gave the students a sense of achievement, which in return made them more confident and eager to learn more.

- Meetings IV (31 July 2019)

In the last meetings, the researchers did the last stages of genre-based approach. It was independent construction of the text. It was outlined below:

## 1. Independent Construction of the Text

The independent construction of the text phase was manifested in an activity where students write a text on their own. However, as some students said they were not ready, the researcher reviewed what they had learned from the first meeting and gave them time to study. After the researcher said to start to produce their narrative text, they began making noise and did not listen to the researcher. The researcher tried to manage them by showing the code yet few of them paid attention while the others went on making noise. It was based on the students' opinion on the rules of conduct as presented in the transcript below:

R: *Edi, menurut kamu kesepakatan yang dibuat tadi biar siswanya tenang efektif gak?* (Nurul, do you think the rules of conduct agreed before, is effective?) S: *Efektif miss, tapi ya..* (I think it was effective, but . . . .) R: *tapi gimana?* (But what?) S: *tapi butuh kesadaran* (but it needed awareness from the students)

*(Interview transcript)*

Based on the interview, we can know that awareness is needed but some of them didn't understand about that. The researcher needed to come to the students' desk to get them silent when they made noise. After that, the researcher asked the students to get ready for independent writing, preparing the framework of their writing.

The researcher made sure that all students had their framework by visiting them table-by-table. After they were ready with it, the researcher asked the students to start writing. Some students did the researcher's instruction, however, some did not. They seemed to find it difficult to develop the framework. As what they did before when they were asked to write, they waited each other to write first while there were only few students who started writing.

But, it didn't take a long times for all of them started producing their narrative text, because they already have done it in cycle I, and they started to understand about the using of was and were. It can be seen in the interview transcript below.

R: *Kalau menulis ceritanya tadi gimana? Bingung ngga jalan ceritanya?* (Did you feel confused when writing the story?) S: *Ngga. Lumayan bisa tadi Miss soalnya boleh buka kamus jadi membantu.* (No, I can write the story because we allow to open dictionary, so it help me alot) R: *Ok, jadi tadi ngga bingung ya urutan ceritanya gimana. Tapi kalau kemampuan menulisnya sendiri udah ada sedikit perkembangan belum dek, menurut adek?* (Ok, so you are not confused to write the story, right? What do you think about your writing ability? Is there any improvement?) S: *Mmm... dikit mbak.. hehe..* (A little, Miss. Hehe)

*Interview's Transcript*

The class was more conducive than in the first cycle, At this time, Around twenty minutes later, some students had finished writing so the researcher collected their works, and it was about 35 minutes for all of them finished their works.

**b) The Problems Faced by The Researcher after The Implementation of Genre-Based Approach in Cycle II.**

After the researcher implementing genre-based approach to improve students' writing skill on narrative text in cycle II, the researcher found that there was problem such as:

**1. The students have less vocabulary**

In the teaching learning process, the researcher found that the some students still difficult to translate of the text type especially in the narrative text although they allowed to bring dictionary. This also can be seen from the interview transcript below:

R: *Tadi gimana nulisnya susah?* (What do you think about the writing activities? Is there any difficulty?) S: *Itu Miss, vocab nya susah nyariknya* (it's difficult to find the vocabulary) R: *Kamu salah satu yang gak bawa kamus yah?* (you are one of those who aren't bring dictionary, are you?) S: *Iya Miss, heheheh.* (yes miss) R: *Oww... ya, maksih ya dek* (Ok, thank you)  
*Interview's Transcript*

It can be proven when the students trying to write the text about “The boy who cried wolf” story, they do not understand about the meaning of the story. For example in the word of “The boy who cried wolf” the students do not know what is “The boy who cried wolf” in the Indonesian language. They translate it word by word and it's become “*Anak laki-laki yang menangisi serigala*”. So, the researcher becomes translator for the students sentence by sentence.

But this problem is only found by those who do not carry a dictionary, there are about 4 out of 40 who don't carry a dictionary, so they have difficulty finding the vocabulary that they want to write. So the researcher think that told them to bring dictionary is one of the solution to solve less vocabulary problems.

### A.3.2 Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom. According to the Standard Minimum Score- Kriteria Ketuntasan Minimum (KKM) for English subject in the school was 75. The researcher apply the following formula of mean by M. Toha Anggoro, to know is there improving or not in each cycle.<sup>47</sup>

$$X = \frac{\sum x}{N} \times 100\%$$

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<sup>47</sup>Toha Anggoro. *Metodologi Penelitian*. (Jakarta: Universitas Terbuka.2007). p.3

Where  $\bar{X}$  = The means of students' score

$\Sigma x$  = The total score

$N$  = The number of the students

The number of the students who took the test was 40 from the result of writing test in cycle I, the total score of the students was 3286 and the mean of the students' score 82.15. The result is higher than pre-cycle test and test in cycle I. The following is the comparison between the results of students' writing performance in pre-cycle, cycle I and cycle II.

Table 4.2 The comparison of students' writing performance

No	Cycle	Mean Score	The Percentage
1	Pre-cycle	52.35	10%
2	Cycle 1	69.75	50%
3	Cycle 2	82.15	90%

From the data above, the results show the improvement of students score in writing narrative text. In the pre-cycle test, the number of students who passed the standard minimum score was 4 out of 40 students (10%). The test in cycle I, there were 20 students of 40 students who passed the standard minimum score (50%). While in the post-test II, there were 36 of 40 students who passed the test (90%). The improvement of the students' score from pre-cycle test and test in cycle II was about 80%. While the improvement of the students' score from test in cycle I and test in cycle II was about 40%.



From the explanation above, the research could be concluded that the implementation of genre-based approach can improve the students' in writing narrative text. It could be seen from quantitative data which the students, score got better in every test.

### A.3.3 Reflection

The implementation of the Genre-Based Approach in Cycle II was not performed without many obstruction. Therefore, the researcher reflected on the implementation of the actions. The collaborator and the researcher analyzed the data from the observations and the interviews to evaluate the actions, and to find out what worked and what did not work in the actions. In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: (1) having checked the students' test, the researcher found that the students' score showed the improvement.

Based on the observation sheet, the researcher' ability in teaching writing showed the improvement too. The researcher could motivate the students' score showed the improvement. It can be seen from the mean of the students' scores that was getting increased. Most of students' score increased from the first test to the third test. It made the researcher and the collaborator felt that the cycle could be stopped because the students' ability in writing narrative text was improved by the implementation of genre-based approach.

## **B. Discussion**

The purpose of the study is to find out whether there is improvement in writing ability on narrative of grade XI students who are taught by using Genre-Based Approach. Discussions of this research were Pre-Cycle, Cycle I and Cycle II. At the pre-cycle, the writer held a writing test to know the student's writing skill. Then, at the Cycle I, the writer had done the action of using Genre-Based Approach. The writer continued to Cycle II to prove that implementing Genre-Based Approach improves the grade eleventh students writing ability on narrative. In addition, the findings of the research proved that there was an improvement in writing ability on narrative text of grade eleventh students who are taught by using Genre-Based approach eventhough there are any obstacles in implementing genre-based approach.

Related to the findings of this study about the implementation of genre-based approach. Surya Sagiro Batubara (2013) also admitted that the implementation of genre-based approach is significant to improve students' ability in English writing. The researcher noticed that modeling of the text support students' knowledge in vocabulary, grammar, and text features. Retno Susanty (2008) also proved that genre-based approach implementation is significant to improve students' ability in English writing, the mean score of the students improved from 50,93 to 80,83 and the students little by little could enjoy writing narrative text without their friends help and they felt easy to produce their own narrative text.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while

learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. Then, there was the improvement of the researcher in teaching English especially writing narrative text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of Genre-based approach can help the students in writing narrative text.

Based on quantitative data could be seen the students' achievement in writing narrative text improved and become well in the first meeting to the next meeting. The mean of the students' score in the pre-cycle test was 52.35, the mean of students' score in cycle I test was 69.75 and the mean of the students' score in Cycle II test was 82.15.

From the explanation above, the research could be concluded that the implementation of genre-based approach can improve the students' in writing narrative text. It could be seen from quantitative data which the students, score got better in every test. And also it could be showed by the qualitative data which prove that the students were active and interested in learning English and easy to in writing narrative text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, it could be concluded that teaching writing narrative text by using genre-based approach could improve the students' achievement in writing narrative text. Based on writing test of the students in narrative text by using genre-based approach could improve the students' achievement in writing narrative text. It could be seen that the higher score of writing test was 90. Before using genre-based approach the students' achievement in writing narrative text was low. It could be seen that 4 students who passed the test and 36 students failed in the test.

Because genre-based approach was effective and efficient to the students in improving their achievement in writing narrative text. The scoring of students' writing test in content, organization, vocabulary, language use and mechanics was very good to excellent and average to good. This approach was efficient because the researcher did not need many things to each narrative text and the students were enjoyable and enthusiastic in learning teaching process. It could be proven from observation sheet and interview sheet.

#### **B. Suggestion**

The result of this research showed that there is an improvement of the student's writing skill on narrative text by using Genre-Based Approach. Regarding the result of the research, the writer wants to suggest teacher as follows:

1. For the Principal

it is useful to make an instructional concept in English subject especially in teaching reading in narrative text by using GBA

2. For the english Teacher

The study showed that Genre-Based Approach had an positive effect on the student's writing skill on narrative text. Therefore, the researcher suggests that the teachers should employ Genre-Based Approach to improve the quality of the teaching and learning process especially in the teaching of writing for senior high school students.

3. For Other Researchers

The study showed that the use of Genre-Based Approach gave an improvement on the student's writing skill on narrative text. The researcher hopes that other researchers will conduct further exploration about the employment of the Genre-Based Approach in learning writing.

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## APPENDICES

### APPENDIX A

#### LESSON PLAN

##### CYCLE I

School : MAS Al-Washliyah 22 Tembung

Subject : English

Class/semester : XI/2

Skill : Writing

Time allocation : 4 x 45 minutes

Text type : Narrative Text

#### A. CORE COMPETENCE:

1. Appreciate and practice the teachings of religion.
2. Appreciate and practice the honest behavior, discipline, responsibility, caring ,cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.
3. Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural, and meta-cognitive in by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

4. Processing, reasoning, and create in the realm of the concrete and the abstract realm associated with the development of learned at school independently and act effectively and creatively, and are able to use the method according to the rules of science.

## **B. BASIC COMPETENCIES**

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of narrative text
- 4.7. Catch mean in contextual Related with function social, structured text, and linguistic elements narrative text, oral and write, Related to short story

## **C. INDICATORS**

### **Spiritual**

- Expressing gratitude every time an opportunity to learn English.

### **Social**

- Learners are responsible for the learning takes place
- Learners show a sense of caring for the learning takes place
- Learners are able to work together during the learning takes place

- Learners are able to demonstrate a sense of peace during the learning takes place

### **Knowledge**

- Learners are able to identify the social function of narrative text in the form of fairy story
- Learners are able to identify the elements of language in the narrative text in the form of a fairy story.
- Learners are able to write a narrative text in the form of a fairy story written examples that have been given. (Writing)

### **Skill**

- Learners are able to identify the generic structure of narrative text in the form of a fairy story.
- Learners are able to identify the elements of language in the narrative text in the form of a fairy story.
- Identify the main idea of the narrative.
- Knowing the meaning of words contained in the narrative text.

## **D. LEARNING OBJECTIVES**

### **Spiritual**

- At the end of the lesson, learners are grateful to have the opportunity to learn English to make a personal reflection (learning benefits narrative texts in the form of a fairy story) with the English language correctly.

**Social**

- By learning the material on narrative texts in the form of a fairy story, learners are able to responsible for the tasks assigned consistently.
- By learning the material on narrative texts in the form of a fairy story, learners are able to show a sense of care for the environment during the process of active learning.
- By learning the material on narrative texts in the form of a fairy story, learners are able to work in teams as well as with the other during the process of learning by working
- By learning the material on narrative texts in the form of a fairy story, learners are able to show a sense of peace consistently.

**Knowledge**

- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the social function in the narrative text, especially in the form of fairy story using proper English.
- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the elements of the language of the text narrative in the form of fairy story using the English language correctly and on
- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the generic structure in narrative text in the form of fairy story using the English language are true and correct.

**Skill**

- Having learned to shine in narrative text in the form of a fairy story that learners are able to make writing in the form of short narrative and simple English is good and right

**E. LEARNING METHOD**

- Genre-based approach

**F. LEARNING MATERIALS**

**Text:** narrative text

**Social Functions:**

- Leisure, entertain and teach noble values through characters

**The structure of the text:**

The main idea and detailed information

- Introducing characters, places, times, the story (orientation).
- Provide an assessment (evaluation) about the situation and condition of the story.
- Exposing the crisis of the main character (complications)
- Exposing the end of the story, where the crisis is over (resolution) with a happy or sad.
- Giving reasons or general comments (reorientation), optional.
- Some elements of language that characterizes fable, among others,
- The verb in the form Past tense: Simple, Continuous, Perfect,
- There are many direct and indirect sentence (quoted and reported),

**G. LEARNING ACTIVITIES**

<b>Phase</b>	<b>Activities</b>
Pre-teaching	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Taking the roll</li> <li>• Proposing rules of conduct to the students about.</li> </ul>
MOT (Modeling and Deconstructing of the Text)	<ul style="list-style-type: none"> <li>• Students read an explanation on the purpose and structure of a Narrative text and give them text “Snow White”.</li> <li>• Students discuss the language characteristics of each part of the text type covering connectives, and simple past sentence.</li> <li>• Students investigate the generic structure in the text.</li> <li>• Students rearrange jumbled paragraphs into a good narrative text.</li> <li>• Students read an explanation and illustration of the simple past tense.</li> </ul>
JCOT (Joint Construction of the Text)	<ul style="list-style-type: none"> <li>• The researcher leads the students to brainstorm ideas for their class text construction.</li> <li>• Students construct a framework of a narrative text together divided into several group.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students developed the framework for a complete text together with the group.</li> <li>• Students construct a framework of a hortatory exposition in group.</li> <li>• Students develop the framework for a complete text in group.</li> <li>• The researcher gives feedbacks on the students' work.</li> </ul>
ICOT (Individual or Independent Construction of the Text)	<ul style="list-style-type: none"> <li>• Students decide their topic of writing.</li> <li>• Students construct their own framework for their individual text construction.</li> <li>• Students develop the framework for a narrative text individually.</li> </ul>
Interview	<ul style="list-style-type: none"> <li>• The researcher will make interview to the students to know about the difficulties they have in producing text.</li> </ul>

### C. LEARNING MEDIA

- Narrative text
- Worksheets
- White board
- English Book

#### D. ASSESSMENT

- Assessment type: performance-based
- Assessment rubric:

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to evaluate



Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive.
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning

			not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement,

			tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscure
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing

	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate

taken from Assessing Writing (Weigle, 2009)

Medan, 19 July 2019

**Mengetahui,**

Kepala MAS.

Al-Washliyah 22 Tembung Guru Bahasa Inggris` Mahasiswa

Zuraidah S.H

NIP.

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043

## LESSON PLAN

### CYCLE II

School : MAS Al-Washliyah 22 Tembung

Subject : English

Class/semester : XI/1

Skill : Writing

Time allocation : 4 x 40 minutes

Text type : Narrative Text

#### **H. CORE COMPETENCE:**

1. KI.1 Appreciate and practice the teachings of religion.
2. KI.2 Appreciate and practice the honest behavior, discipline, responsibility, caring ,cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.
3. KI.3 Understand, apply, analyze and evaluate factual knowledge, conceptual, procedural, and meta-cognitive in by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
4. KI.4 Processing, reasoning, and create in the realm of the concrete and the abstract realm associated with the development of learned at school

independently and act effectively and creatively, and are able to use the method according to the rules of science.

## **I. BASIC COMPETENCIES**

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of narrative text
- 4.7. Catch mean in contextual Related with function social, structured text, and linguistic elements narrative text, oral and write, Related to short story

## **J. INDICATORS**

### **Spiritual**

- Expressing gratitude every time an opportunity to learn English.

### **Social**

- Learners are responsible for the learning takes place
- Learners show a sense of caring for the learning takes place
- Learners are able to work together during the learning takes place

- Learners are able to demonstrate a sense of peace during the learning takes place

### **Knowledge**

- Learners are able to identify the social function of narrative text in the form of fairy story
- Learners are able to identify the elements of language in the narrative text in the form of a fairy story.
- Learners are able to write a narrative text in the form of a fairy story written examples that have been given. (Writing)

### **Skill**

- Learners are able to identify the generic structure of narrative text in the form of a fairy story.
- Learners are able to identify the elements of language in the narrative text in the form of a fairy story.
- Identify the main idea of the narrative.
- Knowing the meaning of words contained in the narrative text.

## **K. LEARNING OBJECTIVES**

### **Spiritual**

- At the end of the lesson, learners are grateful to have the opportunity to learn English to make a personal reflection (learning benefits narrative texts in the form of a fairy story) with the English language correctly.



**Social**

- By learning the material on narrative texts in the form of a fairy story, learners are able to responsible for the tasks assigned consistently.
- By learning the material on narrative texts in the form of a fairy story, learners are able to show a sense of care for the environment during the process of active learning.
- By learning the material on narrative texts in the form of a fairy story, learners are able to work in teams as well as with the other during the process of learning by working
- By learning the material on narrative texts in the form of a fairy story, learners are able to show a sense of peace consistently.

**Knowledge**

- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the social function in the narrative text, especially in the form of fairy story using proper English.
- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the elements of the language of the text narrative in the form of fairy story using the English language correctly and on
- Having learned to shine in narrative text in the form of a fairy story, learners are able to identify the generic structure in narrative text in the form of fairy story using the English language are true and correct.

**Skill**

- Having learned to shine in narrative text in the form of a fairy story that learners are able to make writing in the form of short narrative and simple English is good and right

**L. LEARNING METHOD**

- Genre-based approach

**M. LEARNING MATERIALS**

**Text:** narrative text

**Social Functions:**

- Leisure, entertain and teach noble values through characters

**The structure of the text:**

The main idea and detailed information

- Introducing characters, places, times, the story (orientation).
- Provide an assessment (evaluation) about the situation and condition of the story.
- Exposing the crisis of the main character (complications)
- Exposing the end of the story, where the crisis is over (resolution) with a happy or sad.
- Giving reasons or general comments (reorientation), optional.
- Some elements of language that characterizes fable, among others,
- The verb in the form Past tense: Simple, Continuous, Perfect,
- There are many direct and indirect sentence (quoted and reported),

## N. LEARNING ACTIVITIES

Phase	Activities
Pre-teaching	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Taking the roll</li> <li>• Proposing rules of conduct to the students about.</li> </ul>
MOT (Modeling and Deconstructing of the Text)	<ul style="list-style-type: none"> <li>• Students read an explanation on the purpose and structure of a Narrative text and give them text “Cinderella”.</li> <li>• Students discuss the language characteristics of each part of the text type covering connectives, and simple past sentence.</li> <li>• Students investigate the generic structure in the text.</li> <li>• Students rearrange jumbled paragraphs into a good narrative text.</li> <li>• Students read an explanation and illustration of the simple past tense.</li> </ul>
ICOT (Individual or Independent Construction of the Text)	<ul style="list-style-type: none"> <li>• Students decide their topic of writing.</li> <li>• Students construct their own framework for their individual text construction.</li> <li>• Students develop the framework for a</li> </ul>

	narrative text individually.
Interview	<ul style="list-style-type: none"> <li>The researcher will make interview to the students to know about their story in producing text.</li> </ul>

#### E. LEARNING MEDIA

- Narrative text
- Worksheets
- White board
- English Book

#### F. ASSESSMENT

- Assessment type: performance-based
- Assessment rubric:

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks

			detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive.
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9 – 7	Very poor	Does not communicate, no

			organization, or not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	complex construction; few errors of agreement, tense,

			number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17 – 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscure

	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to very good	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation



			capitalization, paragraphing; handwriting illegible; or not enough to evaluate
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taken from Assessing Writing (Weigle, 2009)

Medan, 26 July 2019

**Mengetahui,**

Kepala MAS.

Al-Washliyah 22 Tembung    Guru Bahasa Inggris`                      Mahasiswa

Zuraidah S.H

NIP.

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043









**APPENDIX C****OBSERVATION SHEET****(CYCLE I)**Date : 19<sup>th</sup> July 2019

Class : XI

School : MAS Al-Washliyah 22 Tembung

Subject: English

<b>FOCUS</b>	<b>TOPIC</b>	<b>YES</b>	<b>NO</b>
The Researcher as the Teacher	<ol style="list-style-type: none"> <li>1. The teacher motivates the students.</li> <li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>3. The teacher tells the students the goal of the study.</li> <li>4. The teacher gives explanation about the topic of study.</li> <li>5. The teacher explains the material clearly.</li> <li>6. The teacher uses media of teaching.</li> <li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li> <li>8. The teacher gives test to the students.</li> </ol>	 ✓  ✓  ✓  ✓  ✓  ✓  ✓	         ✓
The Students	<ol style="list-style-type: none"> <li>1. The students are interested and enthusiastic in studying.</li> <li>2. The students participate in the learning</li> </ol>		✓

	process.	✓	
	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

**Mengetahui,**

Guru Bahasa Inggris

Mahasiswa

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043

## OBSERVATION SHEET

### (CYCLE I)

Date : 24<sup>th</sup> July 2019

Class : XI

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> <li>1. The teacher motivates the students.</li> <li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>3. The teacher tells the students the goal of the study.</li> <li>4. The teacher gives explanation about the topic of study.</li> <li>5. The teacher explains the material clearly.</li> <li>6. The teacher uses media of teaching.</li> <li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li> <li>8. The teacher gives test to the students.</li> </ol>	✓  ✓    ✓ ✓ ✓ ✓ ✓	       ✓
The Students	<ol style="list-style-type: none"> <li>1. The students are interested and enthusiastic in studying.</li> <li>2. The students participate in the learning process.</li> </ol>	  ✓	✓



	3. The students ask the teacher about material that they do not understand.		✓
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.	✓	

**Mengetahui,**

Guru Bahasa Inggris

Mahasiswa

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043

## OBSERVATION SHEET

### (CYCLE II)

Date : 26<sup>th</sup> April 2019

Class : XI

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> <li>1. The teacher motivates the students.</li> <li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>3. The teacher asks the students what they have learned before</li> <li>4. The teacher gives explanation about the topic of study.</li> <li>5. The teacher explains the material clearly.</li> <li>6. The teacher uses media of teaching.</li> <li>7. The teacher gives the students chance to ask the teacher related to the topic of study.</li> <li>8. The teacher gives test to the students.</li> </ol>	✓  ✓  ✓  ✓  ✓  ✓	     ✓  ✓   ✓
The Students	<ol style="list-style-type: none"> <li>1. The students are interested and enthusiastic in studying.</li> <li>2. The students participate in the learning process.</li> </ol>	✓  ✓	

	3. The students ask the teacher about material that they do not understand.	✓	
	4. The students answer the question which is given by the teacher.	✓	
	5. The relationship between the students and the teacher is good.	✓	
	6. The students do the test seriously.		✓

**Mengetahui,**

Guru Bahasa Inggris

Mahasiswa

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043

## OBSERVATION SHEET

### (CYCLE II)

Date : 31<sup>st</sup> July 2019

Class : XI

School : MAS Al-Washliyah 22 Tembung

Subject: English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	<ol style="list-style-type: none"> <li>1. The teacher motivates the students.</li> <li>2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li> <li>3. The teacher gives explanation about the topic of study.</li> <li>4. The teacher uses media of teaching.</li> <li>5. The teacher gives the students chance to ask the teacher related to the topic of study.</li> <li>6. The teacher gives test to the students.</li> </ol>	✓  ✓  ✓  ✓  ✓  ✓	
The Students	<ol style="list-style-type: none"> <li>1. The students are interested and enthusiastic in studying.</li> <li>2. The students participate in the learning process.</li> <li>3. The students ask the teacher about material that they do not understand.</li> <li>4. The students answer the question which is given by the teacher.</li> <li>5. The relationship between the students</li> </ol>	✓  ✓  ✓  ✓  ✓	

	and the teacher is good. 6. The students do the test seriously.	✓	
--	--	---	--

**Mengetahui,**

Guru Bahasa Inggris

Mahasiswa

Marni Rama, S.Pd

NUPTK: 7442752654300123

Dyafitri Zukhrufy

NIM: 34153043

**APPENDIX D****INTERVIEW****INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER  
BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH****Interview 1**

R : Selamat pagi, ibu.

ET : Selamat pagi, dek.

R : Sebelumnya perkenalkan ibu, saya Dyafitri Zukhrufy dari Pendidikan Bahasa Inggris UINSU. Saya di sini mau minta bantuan ibu. Kalau boleh, saya berencana melakukan penelitian untuk skripsi saya di sekolah ini.

ET : Iya, itu penelitiannya tentang apa dek?

R : Penelitiannya nanti tentang writing ibu. Jadi, penelitian saya kan Action Research, nanti harapannya penelitian ini dapat membantu meningkatkan kemampuan siswa dalam hal menulis ibu. Dalam penelitian tersebut saya mencoba mengimplementasikan ‘Genre-Based Approach ibu. Maaf sebelumnya, dalam mengajar writing apakah ibu sudah menggunakan metode tersebut? Karena metode itu memang sebenarnya dianjurkan oleh kurikulum.

ET : Sepertinya belum mas, saya biasanya pakai ‘PPP’ itu. Ya bagus itu mas, boleh karena memang saya akui kemampuan bahasa Inggris siswa masih kurang, bukan cuma writing saja.

R : Jadi ibu marni mengizinkan saya untuk penelitian disini ya bu?

ET : Ya boleh dek, kan kita saling membantu.

R : Iya ibu, nanti semoga saja bisa membawa manfaat bagi kedua belah pihak. Berarti kapan saya bisa observasi kelasnya ibu? Terus saya mau diberi kelas apa bu?

ET : Besok pagi bisa dek, kan besok ada pelajaran Bahasa Inggris di kelas XI MIA/A. Jam 8.50 sampai jam 9.45.

R : Iya ibu, insya Allah besok saya bisa. Kalau begitu saya pamit dulu ya bu, besok kesini lagi.

ET : Oh iya mas.

R : Terima kasih banyak sebelumnya ya ibu. Mari ibu.

ET : Iya, dek.

## **Interview 2**

R : Begini ibu, berkaitan dengan observasi yang saya lakukan. Ketika saya observasi, siswa terlihat pasif, apa di hari lain juga seperti itu bu?

ET : Iya, kalau siswa memang saya akui pasif-pasif dek. Tidak hanya di pelajaran Bahasa Inggris saja, tetapi di semua mata pelajaran.

R : Oh, begitu. Kalau siswa aktif itu ketika dalam kegiatan seperti apa bu?

ET : Jarang sekali dek, siswa seringkali ya pasif di dalam kelas.

R : Kelihatannya siswa juga kurang memperhatikan pelajaran ya bu, apa sering seperti itu juga?

ET : Ya seperti itu mas, anak-anaknya sering tidak memperhatikan. Jadi memang siswanya kurang termotivasi kalau belajar. Kalau disini, sudah dibilangin berkali-kali juga tetap susah.

R : Oh, begitu ya bu.

ET : Iya mas, ya memang seperti ini.

R : Kalau untuk kemampuan Bahasa Inggrisnya sendiri bagaimana bu?

ET : Kemampuannya ya Adek kan lihat sendiri tadi to. Kemampuannya memang seperti itu, orang tadi itu materinya sebenarnya sudah dibahas. Tadi kan siswa hanya ditugaskan untuk menjawab pertanyaan dan menuliskannya dan materinya itu baru saja kita bahas bareng-bareng. Tapi ya tetep siswanya kesulitan.

R : Iya bu, tadi memang terlihat seperti itu. Terus, berkaitan dengan proses pembelajarannya, kalau mengajar menggunakan metodenya apa bu?

ET : Kalau saya biasanya memakain PPP.

R : terus biasanya yang difokuskan dalam pembelajaran itu apa bu?

ET : biasanya kalau saya ya fokus skill dalam Bahasa Inggris itu, ya memang tidak semua skill pembelajarannya sama.

R : Kalau writing, speaking, dan listening bagaimana bu?

ET : Ya diajarkan juga, cuma ya proporsinya berbeda. Jadi memang lebih banyak ke grammar dan vocabulary mas, kan itu yang paling dibutuhkan biasanya. Jadi skillnya lebih ke reading, biasanya condong kesitu karena memang mempersiapkan siswa untuk tes.



R : Untuk penyampaian materinya sendiri bagaimana?

ET : Biasanya ya gurunya yang menjelaskan, kan memang siswanya sangat pasif

R : Begitu, kalau sudah pernah mencoba GBA? Kan metode itu memang disarankan dalam kurikulum.

ET : Kalau itu kadang-kadang mas, tapi lebih banyak menggunakan PPP itu.

R : Oh, . . . kalau materinya ibu, biasanya diambil dari mana?

ET : Biasanya saya pakai buku ini dek, tapi nanti kalau di kelas biasanya saya ambilkan dari buku lain juga.

R : Ya sudah ibu, Terima kasih banyak ibu.

ET : Iya dek, sama-sama.

**Interview 3**

R: Proses pembelajarannya tadi bagaimana menurut ibu?

ET: Menurut saya sudah bagus ko, siswanya jadi aktif dan mereka memperhatikan.

R: Kalau penerapan rules of conductnya ydai bagaimana bu?

ET: Itu juga bagus, siswanya jadi bisa dikontrol.

R: Tapi yang setelah istirahat itu lho bu, siswanya ko jadi berubah gitu ya, jadi tidak memperhatikan lagi.

ET: Iya memang siswanya seperti itu, biasanya juga seperti itu. Karakteristik siswa memang seperti itu. Jadi, tadi itu sudah bagus, sudah ada sedikit peningkatan dari siswa.

R : Terus kedepannya bagaimana bu?

ET : Ya dilanjutkan saja dek, itu sudah bagus ko.

R : Bagaimana kalau saya kasih siswa games bu sebelum mulai pembelajaran, harapannya siswa jadi lebih tertarik.

ET : Itu juga ide bagus, mas. Biasanya siswa senang sekali kalau dikasih game di dalam kelas.

**Interview 4**

R: Ibu, menurut ibu bagaimana penerapan actionsnya dari pertemuan sebelumnya dan tadi?

ET: Sudah bagus ko, siswanya tambah aktif dan tertarik ke pelajarannya. Penerapan gamesnya juga efektif siswanya jadi bersemangat mengikuti pelajarannya. Peningkatannya sudah lebih terlihat dalam hal kemampuan dan partisipasi siswa di dalam kelas.

R: Iya bu, saya juga terkejut ketika siswa kembali ke kelas on time setelah istirahat, tidak seperti biasanya. Cuma mungkin kemarin kendalanya kebetulan

setelah istirahat itu ada pengumuman kegiatan perlombaan untuk 17 agustus dari sekolah jadinya siswanya tidak terkontrol dengan baik.

ET: Memang gitu dek, perhatian mereka itu gampang teralihkann. Tapi udah bagus kok

R: iyah buk, makasih yah buk atas waktunya

ET: iyah dek, sama-sama

**INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE  
IMPLEMENTING CLASSROOM ACTION RESEARCH**

**Interview 1**

R : Halo, dek, namanya siapa?

S : Rizqa, Miss, ada apa miss?

R : Begini Rizqa, mau tanya-tanya soal Bahasa Inggris, boleh?

S : Boleh miss, mau tanya apa?

R : Suka pelajaran Bahasa Inggris gak?

S : Kalau aku suka miss.

R : Kenapa ko suka? Susah gak Bahasa Inggris itu?

S : Ya suka aja miss, kalau menurutku sih gak susah.

R : Kalau pelajarannya writing gimana suka gak?

S : Suka juga miss, cuma ya agak sulit kalau itu.

R : Sulitnya kenapa memang?

S : Kadang itu bingung mau gimana. Tau mau nulis apa tapi gak tau caranya yang bagus, vocabulary nya susah sama grammarnya.

R : Owh begitu, kalau Rizqa suka nulis-nulis pakai Bahasa Inggris gak?

S : Tidak pernah miss, paling kalau ada tugas aja.

R : Oh begitu, ya udah dek. Terima kasih ya,

S : Sama-sama miss

**Interview 2**

R : Edi, suka Bahasa Inggris gak?

S : Gak miss, susah sih. Bukan bahasa kita.

R : Susahnya di mana? Kalau writing?

S : Susah semuanya isas, apalagi writing gak mudeng.

## **INTERVIEW GUIDELINE WITH THE STUDENTS AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH**

### **Interview 1**

R : Dik, tadi gimana paham gak belajarnya?

S : Lumayan paham miss, dikit-dikit, tadi kan dibantu sama missnya juga, jadi lebih paham.

R : Oh, terus tadi kan ngerjain soalnya gimana menurutmu?

S : lumayan miss, karena udah pernah tau ceritanya sebelumnya, jadi tinggal mengingat aja.

### **Interview 2**

R : Kalau vocabulary listnya bagaimana tadi dik? Membantu gak?

S : Oh, ya membantu miss.

R : Membantunya bagaimana?

S : Ya jadi gak perlu repot-repot pake kamus, jadi lebih cepet nulis ceritanya mas.

### **Interview 3**

R: *Tadi gimana ada yang susah ngga?* (What do you think about the previous activities? Is there any difficulty?)

S: *Itu Miss, masih suka bingung nyusun kalimat-kalimatnya sama vocabnya.* (I have difficulties in arranging the sentences and vocabulary)

R: *Masih kesulitan menyusun biar tulisannya runtut ya?* (So you still have difficulties to organize your sentences?)

S: *Iya Miss, bingung yang mana masuk ke itu perkenalan gitu-gitu sama nyari kata kerjanya susah kalau gak ada kamus. (I am still confused at organizing the sentences based on its generic structure and it's difficult to find the vocabulary without dictionary)*

R: *Oww... ya, makasih ya dek (Ok, thank you)*

#### **Interview 4**

R: *Oiya, kesepakatan yang dibuat tadi supaya siswa tenang ketika guru mengangkat tangan menurutmu efektif gak? (Do you think the rules of conduct agreed before effective?)*

S: *Efektif miss, aku jadi bisa lebih konsen belajarnya. (It was effective. I could focus better in learning.)*

#### **Interview 5**

R: *Nurul, menurut kamu kesepakatan yang dibuat tadi biar siswanya tenang efektif gak? (Nurul, do you think the rules of conduct agreed before, is effective?)*

S: *Efektif miss, tapi ya.. (I think it was effective, but . . .)*

R: *tapi gimana? (But what?)*

S: *tapi butuh kesadaran (but it needed awareness from the students)*

#### **Interview 6**

R: *Kalau menulis ceritanya tadi gimana? Bingung ngga jalan ceritanya? (Did you feel confused when writing the story?)*

S: *Ngga. Lumayan bisa tadi Miss soalnya boleh buka kamus jadi membantu. (No, I can write the story because we allow to open dictionary, so it help me alot)*

R: *Ok, jadi tadi ngga bingung ya urutan ceritanya gimana. Tapi kalau kemampuan menulisnya sendiri udah ada sedikit perkembangan belum dek, menurut adek?* (Ok, so you are not confused to write the story, right? What do you think about your writing ability? Is there any improvement?)

S: *Mmm... dikit mbak.. hehe..* (A little, Miss. Hehe)



**APPENDIX E****DIARY NOTES****Observation (17 July 2019)**

XI/MIA-A Classroom

R : Researcher

ET : English Teacher

Ss : Student

R entered the room several minutes after ET. ET introduced R to Ss and told that R planned to do an observation. R took a seat at the back row and observed the teaching and learning process. The classroom was clean and neat. The class discussed an analytical exposition text titled “The Importance of English”, led by ET. The material came from a piece of paper distributed to each of Ss, in addition to a course book provided by ET for each table. ET started the discussion by reading the text loudly and translated it. Few students were listening and some others were busy with their own business like chatting, and doing other noisy activities. ET gave the quiz as the discussion ended. Ss should answer questions following the recently discussed text. ET told Ss that it should be submitted the end of the class, and Ss gave respond and when the bell rang and ET collected the quiz, though, some Ss had not finished. ET ended the class.

**Friday, 19<sup>th</sup> July 2019 (meeting I)**

The first meeting started at 8.50-10.30 am, it was used for pre-cycle test and modeling of the text stage. In this meeting, all students (40 students) were present. When the researcher and the teacher entered the class, the students were too noisy.

But after the teacher calmed them down, they paid attention to the researcher instruction. The researcher gave 30 minutes for them to finished the test. The students looked confuse when they were given pre-test. They seemed forget the story of cinderella although they all knew the story. Therefore, most of them difficult to write and got bad result. After the bell rang the researcher continued to the modeling of the text stages, gave them the text and explained to them about the generic structures and languages features in narrative text and asked one of them to read the text that the researcher gave to them, since no one volunteered, the researcher asked one student to read the text. In the middle of reading, she made some pronunciation mistakes.

The students laughed at her and the class turned very noisy. Then, the researcher raised her right hand and the class returned quiet and conducive after they understood, the researcher asked them to make a group and discussed it together. Most of them already understood about narrative text and discussed it with their friend make them easier to understand but some of them didn't seem interest with this activity and while the class was discussing the text, a student at the back row were busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and got silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave additional explanation to the two students.. After that the researcher asked them to make a narrative text with their group. Because the bell was rang, the researched asked them to collect it on the next day.

**Wednesday, 24<sup>th</sup> July 2019 (meeting II)**

In this meeting started at 8.50-10.30 am, the researcher told them about the resulted of their group assignment (Joint Construction of the text), and most of the group made a good narrative text and the researcher decided gave the students test in cycle I. but before that, the researcher reviewed the material that had been learn. All of the students paid attention to the explanation and did the test well. Even though they were still shy and sometimes confused and didn't know what to write, As what they did before when they were asked to write, they waited each other to write first while there were only few students who started writing. Some even preferred to chat and play with their mates.

As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, "*susah miss.*" The researcher replied, "*susahnya dimana?*". "*Susah ngomongnya sama nulisnya, miss hehehehe.*" half of them did the test well and the half didn't. The score was increase a lot than pre-test although only 50% passed the test. The researcher admitted that the joint construction of the text stages helped them to understand about narrative text.

**Friday, 26<sup>th</sup> July 2019 (meeting III)**

In this meeting started at 8.50-10.30 am, the researcher reviewed again about narrative text by implemented genre-based approach. In this meeting, the

students were asked to discuss about the new narrative text (snow white). The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the dictionary containing the list. After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, he delivered some questions, “Well, what is the first paragraph about? Paragraf pertama tentang apa?”. “orientation”, “ memperkenalkan tentang si snow white”, The students looked enjoying the learning process and also looked motivated to get better result in the next test. They were more active in asking what they did not understand and reminded new vocabularies that they got from the text and asked the researcher the meaning of the vocabulary. Same like the meetings before, the students were always paid attention when the researcher gave explanation or instruction. Even though they made noise before the researcher tried to calm them down, mostly the made noise after the break is over and started the lesson again.

#### **Wednesday, 31<sup>st</sup> July 2019 (meeting IV)**

In the last meeting started at 8.50-10.30 am, the researcher gave the post-test II to the students to get the last score for them. The researcher reviewed and gave treatment to the students to give them reinforcement. The reviewed were not taking a long time because the researcher found that they have enough knowledge for the last test. And finally they were really showed excited result. Most of them (90%) passed the test and the researcher decide to end this cycle .

**APPENDIX F****STUDENTS' SCORE**

NO	NAMA SISWA	VALUE					
		PRE- TEST	NOTE	POST- TEST 1	NOTE	POST- TEST 2	NOTE
1	A. R Z	50	Failed	75	Passed	80	Passed
2	A A	30	Failed	70	Failed	75	Passed
3	AKA	70	Failed	79	Passed	90	Passed
4	AW	45	Failed	70	Failed	85	Passed
5	ANA	77	Passed	80	Passed	87	Passed
6	AWN	70	Failed	80	Passed	85	Passed
7	DA	70	Failed	67	Failed	85	Passed
8	DRH	40	Failed	55	Failed	67	Failed
9	ERA	47	Failed	65	Failed	80	Passed
10	FM	30	Failed	80	Passed	90	Passed
11	FKA	45	Failed	70	Failed	90	Passed
12	FS	70	Failed	80	Passed	85	Passed
13	FSI	60	Failed	72	Failed	78	Passed
14	KIH	60	Failed	75	Passed	80	Passed
15	KS	75	Passed	75	Passed	88	Passed
16	MFA	65	Failed	78	Passed	78	Passed

17	MRN	65	Failed	73	Failed	78	Passed
18	NN	70	Failed	75	Passed	80	Passed
19	NAM	75	Passed	78	Passed	87	Passed
20	NS	65	Failed	75	Passed	78	Passed
21	NA	65	Failed	72	Failed	78	Passed
22	PSJ	60	Failed	68	Failed	80	Passed
23	PDA	55	Failed	65	Failed	73	Failed
24	PDS	75	Passed	75	Passed	88	Passed
25	PO	65	Failed	80	Passed	80	Passed
26	RF	70	Failed	75	Passed	90	Passed
27	RR	65	Failed	75	Passed	88	Passed
28	RM	40	Failed	60	Failed	73	Failed
29	RE	50	Failed	70	Failed	90	Passed
30	RYA	55	Failed	65	Failed	85	Passed
31	RZB	65	Failed	70	Failed	87	Passed
32	RZY	65	Failed	70	Failed	85	Passed
33	SLY	70	Failed	75	Passed	85	Passed
34	SMA	45	Failed	67	Failed	85	Passed
35	SFA	60	Failed	70	Failed	85	Passed
36	SA	70	Failed	75	Passed	78	Passed
37	SHR	45	Failed	60	Failed	72	
38	RZA	65	Failed	70	Failed	88	Passed
39	TKW	60	Failed	70	Failed	75	Passed
40	YNH	50	Failed	73	Failed	75	Passed

<b>TOTAL</b>	$\Sigma X =$ 2094 Mean= 52.35 (10%)		$\Sigma X =$ 2877 Mean= 69.75 (50%)		$\Sigma X =$ 3286 Mean= 82.15 (90%)	
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**APPENDIX G****DOCUMENTATION**

(Modeling of the text stages)

Researcher explained about narrative text, started from what is narrative text, generic structures and language features.



(Joint construction of text)

The researcher asked the students to make a group and learned about narrative text together and asked them to produce narrative text





(Independent Construction of text)

The researcher asked the student to sit in letter U and they started to produce their narrative text by themselves



The researcher walked around to know about students worked and sometimes help them if they asked about the vocabulary

## BIOGRAPHY



The writer's name is Dyafitri Zukhrufy. She was born on June 30<sup>th</sup> 1997 in Perlabian, North Sumatra. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Rufy. She is the third daughter of Mr. Saptono and Mrs. Hartini. She has a young brother his name Muhammad Saqa Dynalyva

Her formal education started from 2003-2006 in elementary school SD 112237 Kampung Rakyat, Perlabian then she moved with her parent to Medan and continued her study in elementary school, SD Negeri 067690 Medan from July 2006 -2009, North Sumatra. Then from 2009-2012 she continued her education in SMP Al-Washliyah 8 Medan, North Sumatra. After that, she finished Senior High School in SMA Swasta Eria Medan, from 2012-2015. Then, in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, September 2019

The Writer,

Dyafitri Zukhrufy  
Nim. 34153043

**FORMULIR CALON WISUDAWAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA**

<b>I DATA DIRI LULUSAN</b>		
<b>1</b>	<b>NAMA LENGKAP</b>	DYAFITRI ZUKHRUFY
<b>2</b>	<b>NIM</b>	34153043
<b>3</b>	<b>TEMPAT LAHIR</b>	Perlabian
<b>4</b>	<b>TANGGAL LAHIR</b>	30 Juni 1997
<b>5</b>	<b>JENIS KELAMIN</b>	PEREMPUAN
<b>6</b>	<b>ASAL NEGARA</b>	INDONESIA
<b>II DATA LULUSAN</b>		
<b>1</b>	<b>ASAL PENDIDIKAN SEBELUM NYA</b>	SMA SWASTA ERIA MEDAN
<b>2</b>	<b>JENJANG PENDIDIKAN</b>	STRATA – 1
<b>3</b>	<b>JURUSAN</b>	PENDIDIKAN BAHASA INGGRIS
<b>4</b>	<b>JUMLAH SKS YANG DISELESAIKAN</b>	146
<b>5</b>	<b>JUMLAH SEMESTER YANG DISELESAIKAN</b>	8
<b>6</b>	<b>IPK</b>	3,68
<b>III INFORMASI ORANG TUA LULUSAN</b>		
<b>1</b>	<b>PENGHASILAN ORANG TUA</b>	
	<b>AYAH</b>	-
	<b>IBU</b>	-
<b>2</b>	<b>PENDIDIKAN ORANG TUA</b>	
	<b>AYAH</b>	SMEA

		<b>IBU</b>	SMEA
<b>IV</b>	<b>INFORMASI SETELAH LULUS</b>		
	<b>1</b>	<b>STATUS SETELAH LULUS</b>	-
	<b>2</b>	<b>JENIS PEKERJAAN SETELAH LULUS</b>	-
	<b>3</b>	<b>STATUS DOMIDILI SETELAH LULUS</b>	-
<b>V</b>	<b>SERTIFIKAT KOMPETENSI YANG DIMILIKI</b>		
	<b>1</b>	<b>SERTIFIKAT KEAHLIAN BAHASA INGGRIS</b>	TOEFL
	<b>2</b>	<b>SERTIFIKAT KEAHLIAN BAHASA ARAB</b>	-