

STUDENTS' PERCEPTIONS ON HOW TEACHERS IMPLEMENT GENRE BASED APPROACH IN TEACHING WRITING OF NARRATIVE TEXT

Tri Utami Yulianti*

triutamiyulianti.19@gmail.com

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang

Nina Puspitaloka

nina.puspitaloka@fkip.unsika.ac.id

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang

Abstract

This study reported the findings on the implementation of Genre-Based Approach in teaching writing of narrative text. Thus, this study aimed to find out the learning process of students engaged in learning narrative writing skill through genre based approach and students' perception on how teacher implement genre based approach in teaching writing of narrative text. This study used a qualitative approach and narrative inquiry method. The participants of this study were six students at senior high school in Kuningan West Java and one English teacher. The data were collected through reflective journal, interview, and documentation. The findings of the research showed that students in teaching learning narrative text through genre based approach implemented are interested and understood. It could help and increase students' enthusiasm in learning process during quarantine Covid-19. And students' perception on how teacher implemented genre based approach in teaching narrative text although some students who still face difficulties but most students did not felt under pressure in learning process. They reported that they understood the material, enjoyed in learning and interested to teacher implemented genre based approach to teaching narrative text.

Keywords: *Students' Perception, Genre Based Approach, Teaching Writing, Narrative Text*

INTRODUCTION

Writing is a process that is not easily done by the students. It needs a process and practice to write a correct text because writing is not a natural ability. Writing activities are not an easy process carried out by students while learning to write English in class. According to Brown (2001) in (Irawansyah, 2016) stated that the most teacher role in teaching writing in the class as a facilitating the students to generate their in writing. Students' activities during the learning process of writing that students can express ideas, opinions, and feelings in the form of short sentences and can also involve the engagement between students and teachers during the writing process that can be useful and influential for the final result.

Writing skills is a difficult process that must use symbols such as (letters of the alphabet, punctuation, etc.) to communicate thoughts and ideas in the form of texts that can be read and understood. The writing process can also help someone to be able to communicate with others through writing and express ideas, feelings, and opinions. As said by Siahann (2007) in (Irawansyah, 2016) stated that writing is a part of a written text that discussed the topic in a context written by the authors. It means that the writing skills of the writer must express ideas, feelings, facts, and also opinions or others by using language that is clear and understandable to the reader.

Furthermore, in teaching writing the researcher tried to seek the best way process of teaching narrative text through

genre based approach. In this case, the researcher used an approach that is always used in teaching writing namely genre-based approach (GBA). Genre-based approach is an approach that can be used in various types of English skills, such as listening, speaking, reading, and writing through the text or genre. According to (Luu, 2011) Genre based approach is an approach guides students understand of genre the text, in each of texts has the social purpose that reflects its schematics, structure or text organization and language features, namely grammar, vocabulary, connectors, etc. The current genre based approach has been used in various countries in learning English, Indonesia included. Genre-Based Approach (GBA) guides students to understand the social purpose, organization, and language features of all text type. According to Lin (Ningsih, 2015) Genre Based Approach, teaching and learning are focused on understanding and producing selected genres of texts. There are four stages in the teaching learning cycle which virtually based on genre approach. There are Building Knowledge Of The Field (BKoF), Modelling Of The Text(MoT), Join Construction Of The Text(JCoT), and Independent Of The Text(IoT).

Based on the 2013 curriculum, English learning material contained in the syllabus is discussing a type of text, one of which is a narrative text. Students can learn to write narrative texts by paying attention to elements of text such as the meaning of texts, generic structure, language features, social function contained in a type of text. According to Anderson (1997) in (Latifah & Rahmawati, 2019) stated that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. The narrative text is an imaginative story the purposed to entertain the reader. A key to comprehending a narrative is a sense of plot, theme, characters, events, and how they related.

Based on the explanation above, the researcher chose the title “Students’ Perception on How Teachers Implement Genre Based Approach in Teaching Writing of Narrative Text” because the researcher wanted the students to focus on process understanding of writing narrative text through genre based approach with pay attention to every stages of GBA. This research aimed to find out how teachers implement GBA in teaching the writing of narrative text and to find out the students' perception on how teachers implement GBA in teaching writing of narrative text.

1. Genre-Based Approach

Genre Based Approach (GBA) is an approach which guides students to understand the social purpose, organization, and language features on every kind of text. Many experts stated that genre as an approach to teaching and learning writing shows its typical process, procedures, and steps. According to Martin (1999) stated that genre writing as a process of teaching and learning can be developed and conducted through a number of phases to follow in.

a. Building Knowledge Of The Field (BKoT)

In this stage student focuses on building up a shared experience and cultural context about the topic of text will be written. According to (Emilia, 2011; svinicki, 1993) at this BKOF Stage has the aim to build students' knowledge related to the topic to be studied, ensure that students have sufficient background knowledge about certain topics to be studied, and are able to write about topics that will be studied, is being discussed.

b. Modelling Of The Text(MoT)

In this stage discussions about the social goals of the genre being studied are followed by an example of the text. In this stage, the teacher and students also discuss

the language features used in the text. Investigate the structural pattern and language feature of the model. Compare the model with other examples of the text – type.

c. Join Construction Of The Text(JCoT)

The joint construction of text phase is carried out with the involvement of the teacher and students in making the text and followed by making other texts by the students who collaborate with other students. Students begin to contribute to the construction of whole examples of the text-type. The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

d. Independent Of The Text(IoT).

It is the final stage of learning, in which students make their own texts according to what they have learned. Students work independently with the text. Learner performances are used for achievement assessment. Students should through in every stage of genre based approach. And Feedback is delivered by both students or peers and teacher. Feedback from peers and teacher is important for the students to write their final drafts much better.

2. Writing Skill

Writing is part of English skill that has to be mastered by student. writing is the important skill that can be use to communicated with other by a number of word. Writing is the action of composing ideas in sentence. The ideas have to be well organized, so that they will be meaningful for the readers.

According to Brown (2001) stated that, “writing is the result of thinking, drafting, and revising in written product”. Writing focuses on students on how to generate ideas, how to organize them coherently, how to revise text for clearer meaning,

how to edit text for appropriate grammar, and how to produce a final product. Writing process is the processes of writing that have several stages to finish the text. According to Laksmi (2006) in Faraj (2015) said that, there are five steps in writing process such as Prewriting, Drafting, Revising, Editing, publishing.

METHOD

This study is a qualitative approach to see the natural setting and specific information in the real situation, therefore the researcher used Narrative inquiry. This research describes the lives of individuals, tells stories about their experience. According to (Clandinin & Connelly, 2000) in (Creswell, 2008) stated that in the end of the narrative combines views from the participant's life with those of the researcher's life in a collaborative narrative. The object of the research was class XI MIPA 2 at one of senior high school in Kuningan which consisted of 33 students including 11 man students and 22 woman students. According to Gay (1981) in (Ruseffendi, 1994) said that for the research, the minimum sample is 10% - 20% of the population. The researcher choose them because each student have different levels, including two high-level students, two middle-level students, and two low-level students and the researcher wanted to know how the students perception in teacher implement genre based approach in teaching writing narrative text. The instrument used for this research is done using the reflective journal, interviews, and documentation to obtain data. The process of taking the data in this study by using online learning (Daring) with applications such as google meet and WhatsApp. The technique collecting data of the research used reflective journal,interview,and documentation. Technique analyze data used triangulation. The aimed of triangulation is not to determinate the truth about the same social phenomenon, rather

than the purpose of triangulation is to increase one's understanding of what ever is being investigated. It is needed to use triangulation method to obtain the data. Because the researcher used interview ,reflective journal, dan documentation to obtain and check the validity.

In this study, the researcher used There are three ways to analysis data activities; they are data reduction, data display, and verification data / conclusion drawing. As indicated by Sugiyono (2013) in (Meiristiani, 2018) the procedures of data analysis were as follows:

1. Data Reduction

Data reduction is a process of selecting and processing data that collected through reflective journal, interviews and documentation. The aimed of the researcher is only focused on engaging students in learning narrative text writing through genre based approach and how students perception in learning narrative writing through genre based approach.

2. Data Display

After data reduction, the next step of data analysis is data display. Data display is a process to simply the data in the form of sentence, describe or table. This data display helps researchers to understanding the data that has been reduced. In displaying data, the researcher described the data that has been reduced to the sentence form from observation and interview.

3. Data verification

Data verification is the last step taken by researcher. This step the researcher made a conclusion from the results of the data analysis reduce and display to find out the results and findings.

RESULTS AND DISCUSSION

The learning process of students engaged in learning narrative writing skill

through GBA is implemented daring via Google meet and WhatsApp. Learning activities carried out 3 times a week meeting. Starting on June 22, 2020 until June 27, 2020 during quarantine pandemic covid-19. The following are the result of findings and discussion the research :

Findings

In this study, the researcher reported the result of the process of learning narrative text through genre based approach and students' Perceptions on How Teacher Implemented Genre Based Approach in Teaching Writing of Narrative Text. This chapter included the result of reflective journal, interview and documentation. The data of reflective journal and documentation were gained when researcher as teacher teaching learning at home via applications Google Meet and WhatsApp during quarantine Covid-19. Based on the data collected, the finding of this research are described in the following:

1. Implementation of Genre Based approach

In the implementation of genre-based approach, Engaging students when learning to write narrative text is very important. Because in this study the researchers focused on students process of learning narrative text through GBA and students' perceptions of teacher implemented narrative learning using GBA. The students must follow the directions of the teacher during the learning process. The implementation of genre based approach in teaching writing of narrative text, the activities of the teacher were done in four steps of the GBA cycle. There were Building Knowledge of The Field (BkoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), And Independent of Text (IoT). The following are the stages of genre based approach :

a. Building Knowledge of The Field (BkoF)



Figure 1: *Teacher introduced to students in the first meeting*

In the picture 1, it described that the teacher is doing learning activity in the first meeting. The teacher introduced himself to all of students in eleventh grade MIPA-2 at SMAN 1 Mandirancan and told

the purpose researcher do the research in their class. After that, the teacher check attendance and give a motivated to increased enthusiasm of students before learning begins.

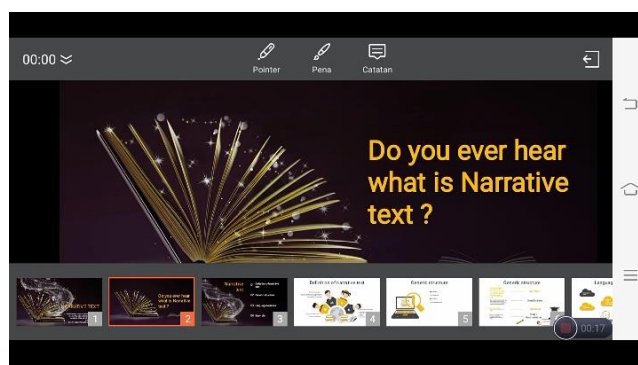


Figure 2: *Teacher asked students to reminds about the material narrative text*

In the picture 2 above, this activities teacher asked students to remind about the material narrative text. The teacher make a students to brain storming about “what do you think about when you first hear about narrative text”, “whose character in your mind when you hear some story in narrative text?”.

The first stage is the Building of the field (BKOF), at this stage the teacher open the class by greeting all students. After that, the teacher checks the attendance list of students, motivate students to create enthusiasm for learning English subjects especially in learning narrative texts, then the teacher asked about the background of students' knowledge about narrative texts, reviews and reminds about narrative texts after the teacher make students are connected to the material to be studied. At this stage the focus on building sharing experiences and cultural contexts about the topic of the text to be written.

b. Modeling of text (MoT)

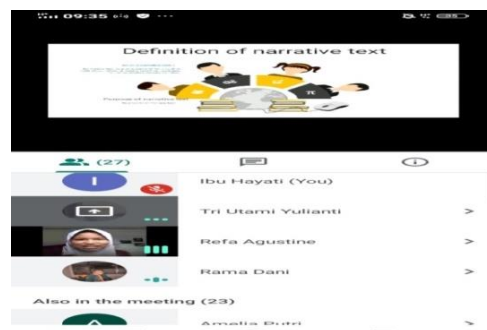


Figure 3: The teacher explained about the material

In the picture 3, it described that the teacher was doing learning activity in the first meeting. The teacher explained about the material of narrative text such as the

definition of narrative text, the purpose of narrative text, the kind of narrative text, generic structure, language picture and example.

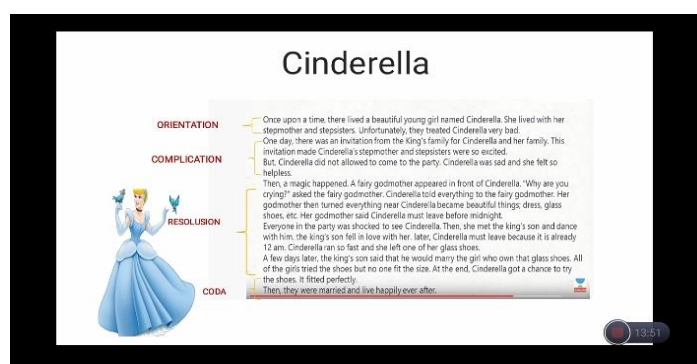


Figure 4: Teacher given an example of narrative text

In the picture 4, it described that the teacher was doing learning activity with given an example of narrative text. One of the example discuss is "Cinderella Story". This learning teacher and students discuss about this story to find out an element that contained in this story.

structure, the language features, the purpose of narrative text, and the types of narrative text. The teacher also mentioned some title of narrative text and asked the students to mention another title of narrative text. After that the teacher must gave as many as example of narrative text, so his students can fully understood about the narrative schematic structure and linguistics features.

The second stage is Modeling of Text (MoT) in this stage teacher explained the element of narrative text such as the definition of narrative text, the generic

c. Joint Construction of Text (JCoT)

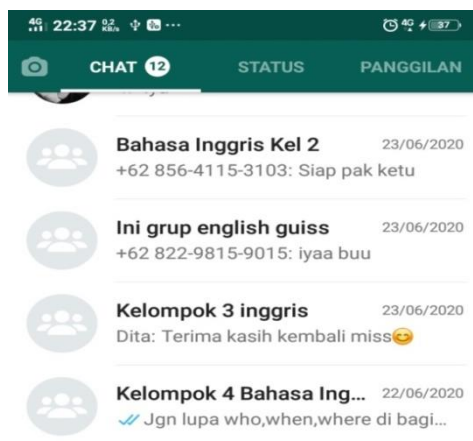


Figure 5: *Students made a group discussion*

In the picture 5, it described that the students made a group discussion to discuss about the task.



Figure 6: *Teacher showed a video to students discuss about the task*

In the picture 6 above, it described that the teacher showed a video as a task for students at home and students discuss in their group discussion.

The third stage is Joint Construction of Text (JCoT) is a collaborative between teacher and students to discuss. In this stages teacher divided the students into

several group. Each group consisted of six until seven students. Then, teacher gave each group example the title of narrative text. During this stage in joint construction, the teacher also played a movie entitled “Little Red Riding Hood”. The teacher and her students, analyzes a video in each part of the schematic

structure and focus on the linguistic features used by the characters. The teacher showed a video of narrative text and share the text, in each group must discuss about the task. After that teacher asked them to determine the generic

structure in text that they had. In the end of main activities teacher asked each group to discuss the moral value that can be learn from the text.

d. Independent of Text (IoT)

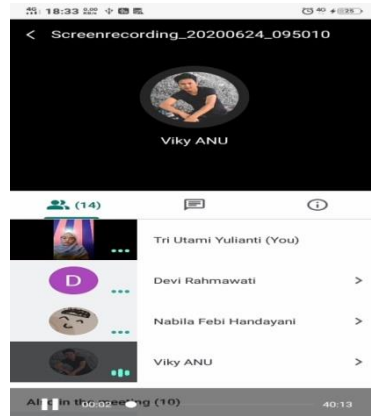


Figure 7: The students explained about their result of task

In the picture 7, it described that students explained and presentation about the result of their group discussion. And

other groups pay attention to the results of their respective group.



Figure 8: Example of students make own a narrative text about personal experience

In the picture 8 above, it described that students result of own narrative text personal experience with pay attention element of procedure narrative text.

a student in that group as a spokesman to explain orally the title of the text, generic structure of the text, then explained a brief review about the story and the moral value from the text. The last task, teacher asked students to made own narrative text about personal experience.

The last stage is Independent Construction of Text (ICT), teacher evaluated students' understanding in narrative text by asking each group to send

2. How the Students' Perception of the implementation of GBA

Based on the interview data, they indicated that the teacher has a very good teaching narrative text through genre based approach. It is showed to them how teacher implemented the GBA in teaching narrative writing. By applied this approach, the teacher is able to lead the students as their facilitator in developing and understanding the narrative text. For the students, most of them said that the implementation of the genre based approach in leaning narrative text help them to understood the material easily because GBA is introduced stage by stage. The students also has a good respond because were students felt more confident, enjoyed, and happy to express their thought and the process of learning was more interesting and helpful for them while learning process. In addition, at the end of activities, they can produce better texts as the product of the narrative text. The following is the result data from teacher and students interview:

a. Students respond about implementation of GBA

1) Participant 1 (P1)

"Menurut saya, ya saya tertarik karena di dalam suatu pembelajaran tidak semua siswa langsung mengerti apa yang gurunya jelaskan jika guru tidak memberikan contoh terlebih dahulu".

(In my opinion, yes I interested for this lesson, because in teaching learning not all of students can understood about what the teacher explained if the teacher didn't given an example first).

P1 explained that she is interested to learning narrative text through genre based approach because the teacher given an

example first that became students understood more.

2) Participant 2 (P2)

"Apa yang saya rasakan adalah saya jadi bisa lebih mengerti dalam menentukan generic stacturnya dan saya juga jadi sedikit bisa membuat naratif teks dalam personal experience. Dan juga saya pikir cara guru mengajar naratif teks menggunakan GBA itu membuat siswa jadi saling berbagi ilmu pengetahuan karena disitu diterapkan berdiskusi".

(What I feel is that I can understand better in determining the generic structure and I can also make a little example of narrative text personal experience. And also I think the way teacher teach narrative texts using GBA is quite appropriate because it makes students share knowledge because there is discussion).

P2 explained that he is interested to learning narrative text through genre based approach. Because the applied GBA with made a group discussion it's help the students to learning.

3) Participant 3 (P3)

"Pastinya saya sangat tertarik saat pembelajaran naratif teks dengan menggunakan metode GBA karna dapat membuat siswa lebih memiliki pola pikir yang luas dan mandiri,tidak hanya tergantung pada guru saja. Menurut pendapat saya cara guru mengajarkan teks naratif dengan model pembelajaran GBA ini dengan guru dapat menjelaskan terlebih dahulu apa yg dimaksud dari pembelajaran tsb,lalu guru pun bisa melatih siswanya dengan cara membuat karangan sendiri tentang

teks naratif, bisa pula membuat kelompok, jadi siswa dapat lebih memahaminya dengan teman temannya. Jadi, menurut saya cara yang digunakan guru sudah tepat untuk mengajar teks naratif melalui GBA, dan lebih menambah pola pikir siswa dalam mengidentifikasi dan memahami teks yang dibuat. dan membuat siswa menjadi mandiri”.

(Of course, I am interested to this learning narrative text by using the GBA method that can made students more have a broad and independent mindset, not only dependent on the teacher alone. In my opinion how the teacher teaches a narrative text through the GBA with the teacher explained in advance what is meant from the learning, then the teacher can train students by making their own essay about narrative text, can also create the group, so the students could better understood it with her friends. So, in my opinion the way the teacher used is appropriate for teaching narrative texts through GBA, and further added to the mindset of students in identifying and understanding the text made. And made students independent).

P3 explained that she is interested to learning narrative text through genre based approach. Because it made students could discuss with their friends and understood the material.

4) participant 4 (P4)

“Ya, Saya merasa tertarik dalam pembelajaran naratif teks menggunakan GBA karna membuat saya menjadi lebih paham tentang materi tersebut. Lalu saya merasa lebih santai dalam pembelajaran, dan saya bisa berdiskusi dengan

teman-teman. sehingga membuat saya lebih faham, tapi saya sedikit kesulitan ketika harus menganalisis dan membuat Naratif teks karna pengalaman pertama dan belum terbiasa. Berdasarkan cara guru mengajar narrative text through GBA menurut saya bagus, karna dengan model pembelajaran GBA guru langsung memberikan contoh dalam pembelajaran pada siswa, lalu ikut berdiskusi dengan siswa, sehingga memudahkan kami dalam memahami materi teks naratif”.

(Of course, I interested to learning narrative text through genre based approach. Because it made me understood more about the material. Then, I felt more relaxed in learning, and I could discuss with my friends. So that made me more understandable, but I have a little difficulty when I should to analyze and create narrative texts because it is the first experience and are not familiar. According to the way teacher teach narrative texts through GBA is good, because with the GBA learning model the teacher directly provided example in student learning, then participates in discussions with students, making it easier for us to understood narrative text material).

P4 explained that she is interested to learning narrative text through genre based approach. Because they felt more relaxed in learning process, in addition, the teacher made a group it helpful for students solve a difficulties.

5) participant 5 (P5)

“Ya saya tertarik untuk mengikuti pembelajaran narrative teks yang menggunakan model pembelajaran GBA. Pendapat saya sih, guru telah

melaksanakan tugas nya dengan baik, yang senantiasa memberikan suatu contoh yang membuat siswa lebih mengerti , meluangkan waktu untuk bisa berdiskusi dengan siswa dan bangga bisa membuat teks narrative sendiri ya walaupun masih ada kekurangan karena saya jadi mengerti maksud dan tujuan serta cara membuat narrative text”.

(Of Course, I interested to learning narrative text through genre based approach. In my opinion, the teacher has carried out her assignments well, which always provided an example that made students more understood, spend the time to be able to discuss with students, and students also felt proud to be able to made own narrative text even though there are still the lack, because it made me could understand the concepts and the purpose, and also the way to made a narrative text).

P5 explained that she is interested to learning narrative text through genre based approach. Because the teacher have been teaching well.

6) participant 6 (P6)

“Ya, saya tertarik miss karena Mudah di mengerti, dan cara guru mengajar juga tidak membosankan”

(Of course I interested miss, because it easy to understanding and the way of teaching a teacher also does not make students bored).

P6 explained that he is interested to learning narrative text through genre based approach. Because the way teacher teaching narrative text is not made students bored and easily to understood.

Based on the whole of students interview above, the researcher concluded

that students' perception in learning narrative writing skills through the Genre-based approach although there are some students who still face difficulties when writing narrative text through GBA. But, most students did not felt under pressure in learning narrative text through GBA. They reported that they understood the material, enjoyed in learning and interested to teacher implemented GBA to teaching narrative text.

Discussion

In the finding of the research above, the researcher discusses two points of research finding, there are focused on implementation of GBA to teaching writing of narrative text and focused on students' perception on how teacher implement genre based approach in narrative text. In discussion of the research, the researcher attempted to justify the description of research finding and with other relevant references. There are the explanations of the discussion:

1. Implementation of GBA to teaching writing of narrative text.

The English teacher has taught the narrative writing skills of the text by engaging students in the learning process using the right way of learning. In teaching and learning activities teachers need techniques or methods to help the deliver and explanation of the material to be understood by students. Appropriated teaching techniques can also help to increase the effectiveness of learning in the classroom. Teaching techniques such as the Genre based approach could help and increase students' enthusiasm when learning because students are involved during the learning process. The used of genre based approach techniques in

teaching narrative text writing skills can be an attractive alternative and is liked by students, with students involved in making a type of text, students can imagine about the topic or idea to be written, discuss how to greet what is in the text, and make their own text based on their understanding. Based on field fact reviewed from the results of the reflective journals and interviews, the use of GBA in teaching narrative text writing skills used by teachers with the aimed of helping students relate to their writing comprehension about narrative texts. According to Derewianka (2003) in (Sundari & Sri, 2017)). stated that in the genre-based approach, the activity of feedback is on the third and fourth stages in teaching learning cycle which virtually based on genre approach. They Are Building Knowledge Of The Field (BKoF), Modelling Of The Text(MoT), Join Construction Of The Text(JCoT), And Independent Of The Text(IoT).

2. Students' perception on how teacher implement genre based approach in narrative text.

Based on interview students, concluded that students' perception of this result is learning most students has a good respond because were students received well when teacher applied the Genre based approach in teaching narrative text. They are interested in learning method that made them directly involved during process learning. Like a discussion group it made students more active during learning and students felt more confident, enjoyed, and happy to express their thought and the process of learning was more interested and helpful for them while learning process.

CONCLUSION

1. Implementation of GBA to teaching writing of narrative text.

The process of learning narrative writing skill through genre based approach. The process was going on three meetings via application Google meet and whatsapp held on june 22 until 27,2020.

The teacher carried out the process of learning activities well and successfully. Even though, there are some obstacles such as network disruption, limited the quota and less effective to implement in the teaching via online or daring. But, the students already understood the material deliver by their teacher about narrative text.

2. Students' perception on how teacher implement genre based approach in narrative text.

Based on the data interpretation and discussion in study "Students' Perceptions on How Teachers Implement Genre Based Approach in Teaching Writing of Narrative Text". It can be concluded that the teacher has indeed successfully implemented genre based approach in his teaching narrative text. The teacher stated that genre based approach is one of the best way to teaching English skills and one of them is witing skill. And the students' perception in learning narrative writing skills through the Genre-based approach, the researcher found that students have a positive respond, because they felt interested to engage in learning narrative writing through GBA, they also felt happy, confident to write a text, enjoyable while learning process.

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