

**THE IMPLEMENTATION OF TEACHING WRITING (NARRATIVE TEXT)
USING GENRE BASE APPROACH IN THIRD GRADE AT SENIOR HIGH
SCHOOL 4 KEDIRI**

SKRIPSI

Presented as a partial Fulfillment of the Requirement to Obtain the
Bachelor Degree of Education (S. Pd) of English Department Faculty of
Teacher Training and Education University of Nusantara PGRI Kediri



By:
Dhafa Rivaldo Adhi Pratama
NPM: 2014050031

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

Skripsi By:

DHAFA RIVALDO ADHI PRATAMA

NPM 20140500031

Entitled:

**THE IMPLEMENTATION OF TEACHING WRITING (NARRATIVE TEXT)
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Approved and Accepted by the Advisor to be proposed to the English
Language Education Department Examination Committee Faculty Teacher
Training and Education of University of Nusantara PGRI Kediri

Kediri, 11 of July 2024

First Advisor



Dr. Suhartono, M.Pd
NIDN. 0714026901

Second Advisor



Mahendra Puji P. A., M.Pd
NIDN.0710049002

APPROVAL SHEET

Skripsi By:

DHAFA RIVALDO ADHI PRATAMA

NPM 2014050031

ENTITLED:

**THE IMPLEMENTATION OF TEACHING WRITING (NARRATIVE TEXT)
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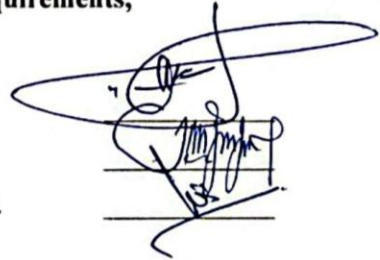
Approved and Accepted by all its qualifications by the Examination
Committee of University of Nusantara PGRI Kediri

Kediri, 11 of July 2024

And Declared to Have Fulfilled the Requirements,

Committee Examiner:

1. Chairman : Dr. Suhartono, M.Pd.
2. First Examiner : Dr. Khoiriyah, M.Pd.
3. Second Examiner : Mahendra Puji P. A, M.Pd.



The Dean of the Faculty of Teacher
Training and Education University of
Nusantara PGRI Kediri



Dr. Agus Widodo, M.Pd.
NIDN. 1969824 199403 1001

THE STATEMENT OF WRITING ORIGINALITY

The undersigned below:

Name : Dhafa Rivaldo Adhi Pratama
Sex : Male
Place/Date of Birth : Kediri, August 04th 2001
NPM : 2014050031
Faculty/Department : FKIP/S1 English Education Department

1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

Kediri, 11 of July 2024

The Writer,



DHAFA RIVALDO ADHI PRATAMA
NPM. 2014050031

MOTTO AND DEDICATION

MOTTO:

“Orang yang Bahagia Adalah Orang Yang Bisa Mengatur Waktu, Bukan di Atur Waktu”

Message:

surah Al-Anbiya ayat 87

Ingatlah pula Yunus ketika dia pergi dalam keadaan marah, lalu dia menyangka bahwa Kami tidak akan menyulitkannya. Maka, dia berdoa dalam kegelapan yang berlapis-lapis, “Tidak ada tuhan selain Engkau. Mahasuci Engkau. Sesungguhnya aku termasuk orang-orang zalim.”

DEDICATION:

- Allah SWT who always give strength and blessing during the process of Skripsi.
- My beloved parents (Mr. Bonari and Mrs. Sukarmi) for always supporting and pray for me.
- My beloved one and only brother (Reza Dwi Ravel).
- Of course, myself. For believing to reach at this moment.
- Thank you to all lecturers at English Language Education Departement UNP Kediri
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- Sepecial thanks to my friend at “TAWAR KOPI”

ABSTRACT

Dhafa Rivaldo Adhi Pratama: The Implementation of Teaching Writing (Narrative text) Using Genre Base Approach in Third Grade at Senior High School 4 Kediri, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024

Keyword: Teaching Writing, Narative Text, Genre Base Approach

Writing is an important aspect of teaching and learning, writing skills themselves can make us think critically by re-examining what we write. This study aims to make students think critically in terms of writing, where students' writing skills in this study use a genre-based approach as an alternative to senior high school education. In this study, the researcher focused on teaching writing using the Genre based aproach (GBA) method to the third grade students of SMAN 4 Kota Kediri. In this study, the material used is narrative text.

Here the researcher uses the Genre Based Approach (GBA) with students, basically learning with the Genre Based Approach (GBA) model gives students freedom in the way they learn, this makes students more active than the perspective model where only the teacher explains. In this research, researchers used experimental methods and a quantitative approach with one pre-test and post-test group. The population in this research was 27 12th grade IPS 2 students at SMAN 4 Kediri City. Here students will be given a pre-test, treatment and post-test. This research was carried out so that researchers could find out about students' learning of writing skills by applying the genre-based approach (GBA). The data in this research was obtained by calculating students' pre-test and post-test results using the SPSS 2.0 application.

This research was conducted using an experimental method using pre-test, treatment and post-test. Based on statistical analysis of data using SPSS ver.20, it was determined that the average post-test score was higher than the average pre-test score. The average pre-test score was from 61.81 to 74.00. In this research, the Ganrebased Approach learning method was successful because the results of the pre-test and post-test scores showed an increase, and also in this method it was hoped that teachers would build good relationships with students and also create a conducive classroom.

ACKNOWLEDGEMENT

Praise and gratitude we pray to the presence of Allah SWT, who has been giving blessing and mercies, so the researcher is able to finish this skripsi as a partial fulfillment of requirements for the Sarjana Degree well.

By the title of this skripsi “The Implementation of Teaching Writing (Narrative Text) Using Genre Base Approach in Third Grade at Senior High School 4 Kediri”. It is realized that this proposal still has many shortcomings, so criticism and suggestions from various parties are highly expected.

On this occasion, the researcher would like to express my sincere gratitude and appreciation to:

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2. Dr. Agus Widodo, M.Pd as Dean of the Faculty of Teacher Training and Education of UN PGRI Kediri.
3. Dr. Khoiriyah, M.Pd as the Head of English Education Department of UN PGRI Kediri.
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Kediri, 11 of July 2024

The Writer,



DHAFA RIVALDO ADHI PRATAMA
NPM. 2014050031

LIST OF CONTENT

APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION.....	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
LIST OF CONTENT	ix
LIST OF TABLE.....	xi
CHAPTER I	7
INTRODUCTION.....	7
A. Background of the Research.....	7
B. Identification of the Problem.....	10
C. Limitation of the Problem	10
D. Problem Formulation.....	10
E. purpose of the Research.....	11
F. Significance of the Research	11
G. Definition of key terms.....	12
CHAPTER II.....	14
REVIEW OF RELATED LITERATURE AND HYPOTHESIS.....	14
A. Concept of Writing.....	14
B. Narrative Text.....	19
C. Genre Base Approach.....	22
D. Review of Related Research.....	25
E. Rationale of Research.....	27
F. Hypothesis	28
CHAPTER III.....	21

RESEARCH METHODS.....	21
A. Identification of Research Variables	21
B. Research Approach and Technique	21
C. Place and Time	22
D. Population and Sample.....	24
E. Research Instruments.....	24
F. Technique of Collecting Data.....	26
G. Data Analysis Techniques	27
CHAPTER IV	30
RESEARCH AND DISCUSSION	30
A. Description of Data Variable.....	30
B. Data Analysis	33
C. Interpretation of the Data Analysis.....	35
D. Testing Hypothesis	35
E. Discution	36
CHAPTER V.....	38
CONCLUSION AND SUGGESTION	38
A. Conclusion.....	38
B. Sugestion	39
BIBLIOGRAPHY	41
APPENDIX	44

LIST OF TABLE

Table 3. 1 Frequency of pretest core	31
Table 3. 2 Frequency of posttest score	32
Table 3. 3 Paired Sample Statistic	34
Table 3. 4 Paired Sample Test.....	34

LIST OF APPENDICES

Appendix 1 Lesson Plan.....	44
Appendix 2 Students Score before and After Being Taught Using GBA	50
Appendix 3 Documentation:.....	51
Appendix 4 Skripsi Guidance Card.....	52
Appendix 5 Permission Sheet.....	53

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction those are: a) background of the research, b) identification of the research, c) limitation of the research, d) formulation of the research, e) Purpose of the research, f) significance of the research, g) definition of key terms.

A. Background of the Research

Writing is an important aspect of teaching and learning, writing skills themselves can make us think critically by re-examining what we write. This study aims to make students think critically in terms of writing, where students' writing skills in this study use a genre-based approach as an alternative to senior high school education, the issue raised in this study: is there any difficulty in implementing genres base approach to senior high school students, in this study focused on the implementation of the base learning genre in narrative texts, and how students think critically.

Writing is an activity to fill an empty space with letters so that it becomes a word and from that word it is written again to form a coherent sentence. 2006: 287. Personally, in my opinion, writing is the basis of a new insight, because by writing we can open a window of knowledge. By writing we can also make our minds calm too because it can make our brain calm and relaxed. Writing also makes us think creatively

and also we can develop some skills. Based on the description above, the writer can conclude that some of the problems students have in writing are: 1. Students lack practice so that in the writing process they experience difficulties in writing sentences and understanding punctuation. 2. Lack of motivation to learn from within students. 3. Constrained memory in the preparation of word and sentence patterns. From some of the problems above, students can develop their interest and talent in writing through several methods, one of which is the Genre Base Approach (GBA).

Genre Base Approach, a genre-based approach is a writing approach that uses processes and products at the end of the meeting, this approach is an approach that is often used in senior high school students, thus students can practice their creative thinking process by writing processes and pouring it into a written work, Then students collect their written work and present it in front of the class. In my opinion, the genre-based approach is also the most suitable approach to start step by step writing a creative paper so that the process can be monitored by the teacher.

From a previous study entitled application of genre based approach (gba) in learning english language SMPN 1 Panimbang, which was written by dwi estrin using a qualitative research method by observing the planning, implementation, and results of learning English at SMPN 1 Panimbang, Banten. In this study, the results of data analysis and reflection on learning can be concluded that (1) by applying GBA with the TLC model, students have experience gradually from providing knowledge capital (concept building), models, and a series of exercises both in groups and individually;

(2) the application of GBA is also able to accommodate 4C elements in 21st Century Learning Skills; (3) there was an increase in the level of learning completeness from 39.72% with an average of 60.28 before learning to 87.19% with an average of 81.67 after learning; (4) the two observers gave a positive assessment of the learning process by applying the GBA with the TLC Model.

Then from the second researcher with the title Application of Genre Based Approach (GBA) in Middle School English Learning, which was written by Luh Sri Narasintawati, Huraiyah, & Sri Aliyah with qualitative research methods by observing the planning, implementation, and results of learning English at SMPN 14 Mataram, Lombok. In this study, the results of data analysis and reflection on learning can be concluded that (1) with the application of GBA with the TLC model, students have experience gradually from providing knowledge capital (concept building), models, and a series of exercises both in groups and individually; (2) the application of GBA is also able to accommodate 4C elements in 21st Century Learning Skills; (3) there was an increase in the level of learning completeness from 32.14% with an average of 63.28 before learning to 85.19% with an average of 79.67 after learning; (4) the two observers gave a positive assessment of the learning process by applying the GBA with the TLC Model

From the description above, the author is interested in conduction research with the title **“The Implementation of Teaching Writing (Narrative Text) using Genre**

Base Approach in First Grade at Senior High School 4 Kediri”. This learning method intergrated teaching with focus on teaching writing narative text.

B. Identification of the Problem

Based on background on chapter I, the researchers identified the following problems:

1. lack of writing skills in students

In this problem students lack understanding about the importance of writing skills, this is evidenced by some students who are lazy to write

2. lack of student motivation in writing narrative text

In this case the students has lack in motivating themselves and looking for inspiration in writing

C. Limitation of the Problem

In this research, the researcher focused on teaching writing using the Genre based aproach (GBA) method to the third grade students of SMAN 4 Kota Kediri. In this study, the material used is narrative text, especially fable stories.

D. Problem Formulation

1. How is the implementation of teaching writing improve before being thought genre base approach at Senior High School 4 Kediri?
2. How is the implementation of teaching writing improve after being thought genre base approach at Senior High School 4 Kediri?

3. How high is the effectiveness of using genre base approach in teaching writing at SMAN 4 Kediri?

E. purpose of the Research

1. To know out the implementation of teaching writing before being thought the genre-based approach.
2. To known the implementation of teaching writing after being thought the genre base approach.
3. To known how high the effectiveness of teaching writing being thought the genre base approach.

F. Significance of the Research

In the end of research, the researcher gives some contribution to the teacher, students and other researcher:

1. Teacher

Useful to help get closer to students and help motivate them in learning to write. and can be a reference for teaching methods.

2. Student

The results of this study can increase students' motivation to learn writing and make them more inspired in creating a narrative text.

3. Other Researcher

The results of this study can support the genre base approach theory regarding how the implementation of teaching writing is. And the other researcher can use this research to make another research.

G. Definition of key terms

a. Teaching Writing

Teaching writing is a process of interaction and providing achievements and awards to students and then teaching students and teachers in the class which results in written production. Writing is an act of interaction that is presented in written form and can be read by readers (Chan, 1986). The main goal of teaching writing is to achieve linguistic, communicative, and cultural competence (Malyuga, Litvinov, & Panicheva, 2016).

b. Narrative Text

Narrative text is a story text that describes an event coherently from the beginning to the end of the story and has an interconnected structure and tells about interesting things that have the aim of entertaining readers, this text has an imaginative nature or imaginary stories, this narrative text itself has 4 structures namely: orientation, complication, resolution, and re-orientation.

c. Genre Base Approach

Genre as an approach to teaching and learning writing is a mixed approach between a process approach and a product approach. It is like a coin that has

two sides, namely genre as an approach or method or strategy in learning to teach writing and as a product of writing itself.

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