

**THE EFFECT OF A GENRE BASED – APPROACH IN
TEACHING NARRATIVE TEXTS ON MECHANICAL
ENGINEERING STUDENTS WRITING SKILLS**

THESIS

This Thesis is Submitted to fulfill the requirement for “Sarjana”
Degree in English Departement



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Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu 'alaikum Warahmatullahi wabarakatuh

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PREFACE

All praises to be Allah SWT, help and support from all of lectures, family and friends that the researcher had finally finished writing her thesis entitled “The Effect Of A Genre Based-Approach In Teaching Narrative Texts On Mechanical engineering Students writing Skills”

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of Institute for Islamic of Curup (IAIN) Curup. The writer realize that thesis is far from being perfect, therefore the researcher really appreciates any suggestion and critics for being perfect in the future.

Last but not leaset, researcher hopes this thesis will be useful to those who are interested in this field of study.

Rejang Lebong, 30 June 2025
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The researcher finished this thesis entitled **“The Effect Of A Genre Based-Approach In Teaching Narrative Texts On Mechanical Engineering Students writing Skills”**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

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10. Finally, to the simple woman who has a high desire that is sometimes difficult to understand, namely the author of this article, Fhydia Dinda Eka. A 24 year old girl who is stubborn but actually cries easily. Thank you for all the struggles, patience and perseverance that have been passed at every step full of

challenges. For myself, thank you for being here and surviving so far through the many obstacles and challenges that come. be happy whenever and wherever you are, let's always celebrate ourselves and continue to shine wherever you are.

Finally, the researcher needs constructive suggestions for being perfect in the future hopefully, the result research can give beneficial contribution to the development of education in English study program. For acknowledgement above and those are not mentioned, may Allah SWT give them best reward.

Wassalammu'alaikum Wr. Wb

Rejang Lebong, 2025

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MOTTO

“Allah does not burden a man but according to his ability”.

Q.S AL-Baqarah: 286

“Your parents at home are waiting for you to come back with proud results, don't disappoint them. Save your complaints, for your fatigue is not worth their struggle to support you”.

ABSTRACT

Fhydia Dinda Eka NIM. 19551025 “The Effect Of A Genre Based – Approach In Teaching Narrative Texts On Mechanical Engineering Students Writing Skills “

The objective of this research is to investigate the effect of using a Genre-Based Approach (GBA) in teaching narrative texts on the writing skills of Grade X Mechanical Engineering students at SMK Negeri 1 Rejang Lebong. The research employed a quantitative design using a quasi-experimental method, with two classes selected as the sample: one experimental group and one control group. The experimental group received instruction using the Genre-Based Approach, which includes four structured stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Meanwhile, the control group was taught using the Process Approach.

Data were collected through pre-tests and post-tests and analyzed using descriptive and inferential statistics. The results showed that the experimental group achieved a significantly higher average post-test score (80.00) compared to the control group (57.00). The independent samples t-test revealed a t-count greater than the t-table at a significance level of 0.05, indicating a significant difference between the two groups. These findings suggest that the Genre-Based Approach is an effective teaching approach to improve students' narrative writing skills, especially in vocational education contexts.

Keywords: Genre-Based Approach, narrative text, writing skills, quasi-experimental, vocational students.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a fundamental skill in English as a Foreign Language (EFL) education, often viewed as the most complex among the four language skills due to its high cognitive demand. For EFL learners, writing is not only about forming grammatically correct sentences but also about expressing ideas coherently and appropriately in various contexts. Despite its importance, writing remains a challenging area, especially for learners in non-linguistic disciplines who receive limited exposure to writing instruction. Students frequently struggle with organizing their ideas, using appropriate vocabulary, and following genre conventions².

However, engineering students, particularly those majoring in mechanical engineering, often struggle due to a lack of writing instruction tailored to their field. Additionally, these students generally struggle with critical thinking and structuring their ideas. This is because they are more accustomed to practical and technical learning than language and written communication. Consequently, they tend to lack confidence and motivation when required to write in English. Therefore, a structured, explicit and

¹ Hyland, K. (2016). *Teaching and researching writing* (3rd ed.). Routledge

² Yunus, M. M., & Chien, C. H. (2016). The use of information and communication technology (ICT) in the teaching of ESL writing skills. *English Language Teaching*, 9(4), 1–11

contextual teaching approach, such as the Genre-Based Approach, is needed to help them gradually and systematically develop their writing skills.

In tertiary education, the development of writing competence is essential, not only for academic success but also for future professional communication. Students are often required to produce various forms of written texts such as reports, essays, and technical documents. However, the lack of sufficient writing instruction tailored to students' disciplinary needs often leads to underdeveloped writing skills, particularly in technical fields like engineering.

In response to the complex nature of writing, the Genre-Based Approach (GBA) has emerged as an effective pedagogical framework in EFL contexts. GBA focuses on teaching students how to write different types of texts (genres) by emphasizing the structure, language features, and communicative purposes of each genre³. This approach is rooted in the Systemic Functional Linguistics (SFL) theory developed by Halliday and further adapted for educational use. GBA views language as a social semiotic system where writing is shaped by the context and purpose of communication. A typical GBA cycle includes three stages: (1) *Modeling*, where students analyze sample texts to understand their features; (2) *Joint Construction*, where teachers and students co-construct a text together; and (3) *Independent Construction*, where students apply their understanding to produce texts

³ Emilia, E. (2021). *Genre-based approach: Theory and practice in Indonesian contexts*. Bandung: Rizqi Press

independently⁴. This scaffolded approach helps learners build confidence and gradually take control of their writing.

Recent studies have confirmed the effectiveness of GBA in enhancing learners' writing performance. Widodo emphasizes that GBA enables students to understand the social purpose of writing and to produce texts with clearer structure and coherence⁵. In addition, GBA encourages critical thinking, as students must consider audience, purpose, and textual conventions in their writing.

Among the many genres taught in EFL classrooms, the narrative genre plays a foundational role in developing learners' creative and linguistic abilities. Narrative texts typically follow a clear structure: orientation, complication, and resolution. They are used to tell stories, recount experiences, or create imaginary situations, thus requiring the use of past tense verbs, action verbs, and descriptive language. Teaching narrative texts through a genre-based lens enables students to understand not only what makes a story effective but also how to use language purposefully to engage readers. As stated by Emilia, narrative writing supports the development of grammar, vocabulary, and discourse organization. In the early stages of writing instruction, narrative texts serve as a useful genre for learners to express themselves while learning the conventions of written English⁶.

⁴ Ibid P.23

⁵ Widodo, H. P. (2016). Engaging students in literature circles: A genre-based approach to teaching literature. *The Journal of Asia TEFL*, 13(1), 1–19

⁶ Emilia, E. (2021). *Genre-based approach: Theory and practice in Indonesian contexts*. Bandung: Rizqi Press

In the early stages of their vocational education, especially in Grade X, students majoring in mechanical engineering often experience difficulties when learning to write in English. This happens because their daily learning is focused more on technical subjects, such as machinery, tools, and mechanical systems. As a result, they rarely receive enough practice in using English for written communication. Their lack of exposure to writing activities makes it hard for them to organize ideas, choose the right vocabulary, or apply correct grammar. In addition, many of these students feel that writing is not important for their major, which causes low motivation and confidence. Therefore, a teaching approach that is structured, guided, and relevant to their context—such as the Genre-Based Approach—is very much needed to help them build writing skills step by step.

Research by Alharbi indicates that engineering students often struggle with organizing their thoughts in English, using appropriate academic vocabulary, and developing coherent arguments⁷. Moreover, they tend to view writing as a secondary skill, which affects their engagement in writing activities. This lack of emphasis on writing instruction can hinder students' ability to communicate their technical knowledge effectively, both in academic and professional contexts.

Given the importance of writing for engineers—such as writing reports, project documentation, and communication emails—there is a pressing need to integrate writing instruction into technical education. A genre-based approach

⁷ Alharbi, M. A. (2020). Writing for learning or writing for testing? A study of writing tasks in EFL classrooms. *English Language Teaching*, 13(5), 121–131

offers a structured and engaging method to address these needs by making writing instruction more explicit, purposeful, and relevant to students' learning context.

Implementing a genre-based approach in teaching narrative texts to mechanical engineering students serves both pedagogical and practical purposes. From a pedagogical perspective, GBA provides the scaffolding necessary for students to gradually develop writing skills, starting with more familiar and engaging genres like narrative. This step-by-step method allows students to understand the function and structure of texts, which can later be extended to other genres such as reports or procedural texts relevant to engineering fields.

From a practical standpoint, teaching narrative writing helps students enhance their ability to communicate events and ideas clearly—skills that are transferable to technical documentation. As argued by Emilia, writing narratives supports learners in developing a sense of audience, improving fluency, and organizing information logically—all of which are critical for technical writing later on⁸. Furthermore, GBA encourages collaborative learning and peer feedback, which are highly effective in increasing learners' motivation and engagement, especially in STEM education⁹. By making the learning process interactive and contextualized, students are more likely to find relevance and value in writing instruction.

⁸ Ibid P.23

⁹ Chen, J., & Zhang, L. J. (2022). Scaffolding L2 writing through the genre-based approach: Insights from a longitudinal study. *System*, 109, 102856

While the genre-based approach has been widely studied in general and language education, there is limited research on its application in technical or vocational education, particularly with students majoring in mechanical engineering. Most existing studies focus on language learners or education students, overlooking how genre pedagogy might benefit students in scientific and technical disciplines. Moreover, few studies explore how narrative texts specifically can be used as an entry point for teaching writing to engineering students. Given that narrative writing supports the development of grammar, vocabulary, and logical sequencing, it may serve as a valuable genre to begin building foundational writing skills in this context.

In light of the above issues, this study aims to investigate the effect of a genre-based approach in teaching narrative texts on the writing skills of mechanical engineering students. It is expected that using GBA will help students improve their understanding of text structure, enhance their ability to express ideas clearly, and increase their overall writing performance. The results of this research may contribute valuable insights into writing pedagogy in English for Specific Purposes (ESP) settings, particularly in technical education. This study also aims to bridge the gap in the literature by offering empirical data on the effectiveness of GBA in an underexplored student population. It is hoped that the findings will inform educators and curriculum designers about the importance of genre-based writing instruction, even in non-language majors.

Written language is increasingly important today. This language must be mastered in order to be literate. However, mechanical engineering students, especially grade X students, generally have little enthusiasm for writing, so every time there is a writing assignment, they find it difficult. In fact, they must have a strong foundation for writing skills before entering higher education. So, it is very important for them to master this skill.

There are several previous studies that support the idea of implementing the Genre Based Approach in writing. The first study was conducted by Wy. Dirgeyasa in 2016 entitled Genre-Based Approach: What and How to Teach and Learn Writing. The result of this study is that the genre-based approach to teaching and learning writing seems to be relevant for students with low competence and low motivation. This approach actually guides students to write from very simple steps or relies on independent steps. This approach also encourages and facilitates students to learn independently. The genre-based approach is not only suitable for academic environments but also for professional environments. The key point is that genres then look at writing from different perspectives and points of view.

The second study by Ibrahim Elshirbini in 2013, entitled The effect of Genre Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students Writing Skills and their attitudes towards writing. The result of this study is that the use of Genre Based Approach helped to develop a positive relationship between students' attitudes and their writing performance. Students with low attitudes towards writing showed low writing performance and vice

versa. There are several facts and researches that support the successful implementation of the Genre Based Approach in writing learning.

In vocational schools, particularly in the Mechanical Engineering department, researchers observed that most students tend to show low academic motivation, especially in learning English writing skills. Many tenth-grade students consider writing assignments to be boring and irrelevant to their technical field. As a result, their participation in writing lessons is often minimal, and their involvement tends to be passive. Additionally, their academic abilities in composing narrative texts, using proper grammar, and selecting appropriate vocabulary are generally weak. This issue is exacerbated by students' reluctance to try, unwillingness to ask questions, and tendency to avoid writing assignments altogether. In some observed sessions, some students left their assignments unfinished or simply copied from classmates without understanding the content.

This pattern reflects ineffective learning habits and an imbalance between practical technical training and literacy skill development. As a result, many mechanical engineering students lack confidence in composing written texts in English and often show indifference towards improving their writing skills. This condition poses a significant challenge for English teachers aiming to develop essential written communication skills for students' future careers.

In this context, there is an urgent need for a teaching approach that provides structured, contextual, and supportive guidance. The Genre-Based

Approach (GBA) offers a promising solution by presenting writing instructions that are clear, systematic, and socially relevant, tailored to the needs of vocational students.

Based on the above explanation, The research like to research the implementation of narrative text writing instruction for students' writing skills using a genre-based approach. The reason for choosing this topic is that writing is one of the four language skills that students need to develop. Writing has become an important part of daily life. There are several types of texts taught in secondary schools, such as procedural texts, descriptive texts, expository texts, and others. One of them is narrative text, which connects sequences and contains fictional and non-fictional stories. Both of these texts connect imaginative language and express emotions. Researchers aim to help students learn to write well using a genre-based approach. Based on this explanation, the author is interested in conducting research in a scientific paper titled 'THE EFFECT OF THE GENRE-BASED APPROACH IN TEACHING NARRATIVE TEXTS ON THE WRITING SKILLS OF MECHANICAL ENGINEERING STUDENTS'.

Therefore, the focus of this research is not to compare teaching approaches but to explore the implementation of the Genre-Based Approach (GBA) as a teaching strategy in the classroom. Although a quasi-experimental design was used to collect data, it only served as a tool to measure the effectiveness of GBA. The main emphasis remains on how the principles and

stages of the Genre-Based Approach contribute to the development of students' writing skills in narrative texts

B. Research Questions

Based on the background above, the question in this research are formulated as follow:

1. How are students writing skills before the implementation of genre based approach
2. How are students writing skills After the implementation of genre based approach?
3. Is there any significant effect of GBA on students writing skills ?

C. Objective of the research

1. To find out students writing skills before the implementation genre based approach.
2. To find out students writing skills after the implementation genre based approach
3. To determine the effectiveness of using a genre-based approach.

D. Delamination of the research

This study is limited to the area of investigating the effects of students' writing comprehension before and after using the English genre-based approach. The sample in this study was limited to tenth grade students of grade X of Machining Engineering of SMK 1 Negeri Rejang Lebong in the academic year 2024/2025.

E. Significance of the research

This research holds both **theoretical** and **practical** significance in the field of English language teaching, particularly within the context of English for Specific Purposes (ESP) and writing instruction in technical disciplines:

1. Theoretical

Theoretically, this study contributes to the growing body of knowledge on the Genre-Based Approach (GBA) in EFL writing instruction. Although GBA has been widely applied in general language education, there is still limited research exploring its implementation among non-English majors, especially in technical and vocational education settings. By focusing on mechanical engineering students, this study provides insights into how genre pedagogy can be extended beyond traditional language classrooms. The findings may help validate and refine models of GBA proposed by scholars such as Hyland (2019) and Emilia (2021), particularly in the context of ESP and STEM education. This theoretical contribution can encourage more cross-disciplinary approaches in second language writing research

2. Practical

Practically, this research is expected to offer valuable implications for English language teachers, curriculum designers, and educational institutions, particularly those working in technical or engineering faculties.

- a. For teachers, the study provides a structured and tested method to improve students' writing skills through GBA, offering a practical model

of instruction that includes stages such as modeling, joint construction, and independent writing. It demonstrates how teaching narrative texts with a genre focus can enhance students' motivation, engagement, and confidence in writing.

- b. For students, especially those in technical fields, this study highlights the importance of effective writing skills as part of their academic and career development. Improved writing competence will enable them to better articulate technical ideas, document projects, and communicate in professional environments.

F. Hypothesis of the Research

The research hypothesis is stated as follows :

H_0 : There is no significant effect of using genre approach on students' writing comprehension

H_a : There is a significant effect of the use of the genre approach on students' writing comprehension

G. Operational Definition

This research aims to examine the effectiveness of a genre-based approach in improving the writing skills of mechanical engineering students, specifically in the context of narrative text writing. Each key term in the research title is defined below to clarify the scope and focus of the study:

1. Genre-Based Approach (GBA)

The Genre-Based Approach is a pedagogical method derived from Systemic Functional Linguistics (SFL), which views language as a tool for social interaction. In writing instruction, GBA focuses on teaching students the purpose, structure, and language features of various text types (genres)¹⁰. The approach follows three key stages: modeling the genre, joint construction of texts, and independent construction by students. In this study, GBA serves as the instructional method applied in teaching narrative writing to guide students through a structured and scaffolded process done by SMK Negeri 1 Rejang Lebong Class XI.

2. Narrative Text

Narrative texts are a type of genre that tells stories or recounts events. They typically follow a generic structure consisting of orientation, complication, and resolution, and often use past tense, action verbs, and temporal connectives¹¹. In this research, narrative texts are used as the target genre for writing instruction. The choice of this genre is based on its usefulness in helping students develop their creativity, sequencing of ideas, and overall written fluency.

3. Writing Skills

Nunan says: "Writing is an extremely complex cognitive activity in which the writer must demonstrate control over a number of variables

¹⁰ Hyland, K. (2019). Genre and academic writing in the disciplines. *Language Teaching*, 52(2), 243–260

¹¹ Emilia, E. (2021). *Genre-based approach: Theory and practice in Indonesian contexts*. Bandung: Rizqi Press

simultaneously¹². At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts". Writing is one of the four skills - LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols that represent the sounds, syllables or words of language, with different mechanisms - capitalisation, spelling and punctuation, word form and function.¹³

¹² Nunan, D. (2007). *Designing tasks for the communicative classroom*. Cambridge University Press

¹³ Ms.V satya sri durga¹,Dr. C S Rao² 2018,. “ *Developing students’writing skills in English-A process approach*”.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Nature of Writing

Robert Lado via Suriamiharja, et al. stated, “To Write is to put down the graphic symbols that represent a language one understands, so that others can read these graphic representations”. According to him, writing means putting down graphic symbols that represent a language that one understands, so that it can be read by other people who understand the language and its graphic symbols.¹⁴

Suriamiharja said writing is an activity that gives birth to thoughts and feelings with writing. It can also be interpreted that writing is a communication to express thoughts and desires to others in writing. Writing activities require a form such as continuous ideas using certain vocabulary and grammar so that they can describe or present information and be expressed clearly.¹⁵

In line with this, Akhadiah, et al mention writing is a form of communication. Writing is defined as a variety of communication that needs to be equipped with explanatory tools and rules of teaching and punctuation.

¹⁴ H Wijayanti 2011, “ *peningkatan keterampilan menulis melalui gambar seri pada siswa kelas IV Sd Negeri 1 Pentur.*

¹⁵ Rina marliana¹, Dian Indihadi² 2020, “ *Teknik Brainstorming pada model pembelajaran menulis teks narasi*”

Thus, writing is a form of communication to convey the writer's ideas to readers who are limited by distance and time.¹⁶

Meanwhile, Marlina mentions creative writing as a kind of writing. Marlina explained that creative writing is writing based on one's own ideas. Creative writing comes from what the writer knows and what the writer likes. It is also said that creative writing is writing that contains ideas, thoughts or problems that come from the writer. Creative writing can take the form of writing about personal experiences or writing about things that happen around you.¹⁷

According to Marlina, in order to write, a writer must really know what is being written. The writer must really know the issues that are discussed in the writing. Based on the opinions of the above experts, it can be concluded that writing is an activity of putting ideas, thoughts or opinions into written form and can be used as a means of communication between writers and readers who are separated by distance and time.¹⁸

2. Teaching Writing

Writing is one of the English language skills that plays an important role in language learning. Writing is divided into productive skills. Productive skills are skills that are produced to share information through writing and speaking. It becomes an important tool for society, whether it is

¹⁶ Aditya nugraha¹, Rudi adi nugroho², Mamur saadie³ 2022,. “ *Modelm sinektik berbantuan media vidio inspiratif pada youtube dalam pembelajaran menulis puisi dikelas X SMA*”.

¹⁷ Marlina 2020,. *Strategi pembelajaran berdiferensiasi disekolah inklusif*.

¹⁸ Ayu ramadhani 2022,. “ *pengaruh media komik digital untuk meningkatkan kemampuan menulis cerita pendek*”.

used to inform the analysis of current events to web that is important to each other. Writing is a complex skill that students need to learn in order to improve their language skills. It involves other language skills such as reading to support their knowledge before writing. The more students read, the better they can write. Writing is a skill that requires many things to be considered. These things are structure, organisation, vocabulary, spelling and others. In addition, writing skills allow people to communicate even though they come from different cultures and backgrounds.¹⁹ According to Irawansyah, writing helps a person to express their ideas, feelings and opinions.²⁰ Hiver & Jiwon stated that second language writing pedagogy is needs-based, systematically explicit, and conscious. Writing is a difficult language skill, but if students do a lot of practice, it will help them to improve their competence. Pupils can try it by taking short notes, translating short stories or creating their own stories about experiences that happened in the past.²¹

In the 2013 curriculum, the standard competence states that students should be able to construct a text. This can be a spoken or written text. According to Yu, in L2 writing class, students with low language and writing comprehension may be marginalised. There are some problems that

¹⁹ Weigle, S. C. (2015). Assessing Writing. In Alderson J. Charles; Lyle F. Bachman (Ed.), *Pengaruh Harga Diskon Dan Persepsi Produk Terhadap Nilai Belanja*

²⁰ Irawansyah, I. (2016). Genre Based Approach: A Way to Enhance Studentsâ Writing Ability. *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, 9(1), 74–88. <https://doi.org/10.24042/ee-jtbi.v9i1.420>

²¹ Hiper, P., & Jiwon, H. (2018) A Genre Based Approach to Writing Intruction in EFL Classroom Contexts. *English Language Teaching* 11(5), 130. <https://doi.org/10.5539/elt.v11n5p130>

inhibit students to make good writing, it can be caused by the low information they have about how to write, the lack of language understanding, such as structure and some important components that need to be concerned in their writing. The most important one is the idea, students usually have so many ideas but they are still confused to put it in the written text because of the components that need to be considered in their writing.²² Besides, students usually have low confidence to express their idea in their writing using English language. As we know, there are so many kinds of texts and they have different language features, structure and social function. Therefore, teachers should provide students with the best and systematic way of learning. In order to realise it successfully in the class, the teacher should explain and show some well-written sample reading texts that include features of specific text types .

Teaching writing is one way of the teacher to help students to generate error-free text according to correct models. To implement writing cycle successfully in actual classroom, teachers should introduce well-written sample reading text which has the features of specific text types.²³ The writing of L1 and L2 is much different because students have to learn in using another language. The second is because some expressions that

²² Yu, S. (2020). *Assesment & Evaluation in Higher Education Giving genre-based peer feedback in academic writing : sources of knowledge and skills, difficulties and challenges. Assessment & Evaluation in Highrt Education*, 0 (0), 1-18.
<https://doi.org/10.1080/02602938.2020.1742872>

²³ Yu, S. (2020). *Assesment & Evaluation in Higher Education Giving genre-based peer feedback in academic writing : sources of knowledge and skills, difficulties and challenges. Assessment & Evaluation in Highrt Education*, 0 (0), 1-18.
<https://doi.org/10.1080/02602938.2020.1742872>

uttered in L2 are different with the L1 and they must learn it too. Some structure of L1 and L2 text may have similarities, but it depends on the text that discussed.

There is an approach named Genre Based Approach that can help the teacher to teach writing. Genre is a category of communicative events that holding some communicative purpose. It is also defined as types of written text that helps to understand the connection between text's structure and social purpose.²⁴

Genre Based Approach is a kind of writing instruction which focused on subject context, a process in forming text, and linguistic forms and attempt to associate readers and writers. Genre Based Approach is a systematic approach in teaching. This approach makes the teaching and learning process become more structured. In GBA, the centerpiece of instruction is text, text also seen as purposeful cultural and social practices that involving probabilistic language pattern.²⁵ There is the positive effect of Genre Based Approach based on Mingsakoon & Srinon that GBA helps promoting students writing and understanding about the purpose, meaning and organization of the text. There was previous study to support that GBA can promote students' skill.²⁶

²⁴ Nagao, A. (2019). *The SFL genre-based approach to writing in EFL contexts*.

²⁵ Abdel-malek, M. (2019). *Writing recounts of habitual events : Investigating a genre-based approach*. (July 2018), 1–15. <https://doi.org/10.1111/flan.12383>

²⁶ Mingsakoon, P., & Srinon, U. (2018). *Advances in Language and Literary Studies Development of Secondary School Students ' Generic Structure Execution in Personal Experience Recount Writing Text s through SFL Genre-based Approach*. (c), 112– 119.

3. Evaluation or Assessment of Narrative Writing

Evaluation is a process that determines the conditions under which a goal has been achieved Croos, via Sukardi. According to Sukardi, evaluation is the process of assessing student growth in the teaching and learning process. Sukardi adds that measuring the achievement of learning outcomes can involve quantitative and qualitative measurements. Quantitative data is obtained from tests and scores, while qualitative measures are obtained from descriptions of the subject or object being measured.

The ability to write narrative cannot be separated from the assessment or evaluation activities carried out by the teacher. Teachers can design what activities should be done to improve students' ability to write the next narrative text after carrying out an assessment. As it is known that writing is the most recently acquired skill after listening, speaking and reading. According to Nurgiyantoro, writing is a productive activity to produce language. In general, writing is an activity to express ideas through language media. It can be concluded that an important element of writing is the element of language and its ideas.²⁷ Thus, writing competence requires mastery of various linguistic elements and elements outside the language itself that become the content of the essay (Nurgiyantoro).

In the context of this study, assessment based on writing tasks includes the production of written work. This category is divided into 1)

²⁷Nurgiyantoro, Burhan. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra Yogyakarta* : BPFE Yogyakarta

writing based on picture stimuli, 2) writing based on sound stimuli, 3) writing based on sound visual stimuli, 4) writing with book stimuli, 5) report writing, 6) letter writing, and 7) writing based on a specific topic. Nurgiyantoro also added a free writing task with a weighting of each component.

This research is used for narrative writing skills with a genre approach, so that an assessment design for writing based on a particular topic can be used. The assessment rubric is as follows :

No.	Aspects assessed	Work Achievement Level				
		1	2	3	4	5
1.	Quality of essay content					
2.	Content accuracy and breadth					
3.	Writing organisation					
4.	Overall meaningfulness of the writing					
5.	Precision of diction					
6.	Sentence accuracy					
7.	Spelling and grammar					
8.	Completeness of reference source					
Total score:						

A nother scoring rubric mentioned by Nurgiyantoro emphasises the weighting of each component. In this rubric, each component is given a range of scores according to its importance in constructing a piece of writing. More important components receive a higher score than less important components. The scoring rubric with the weighting of each component is as follows :

No.	Components Assessed	Score Range	Score
1.	Content of ideas expressed	13-30	
2.	Content organisation	7-20	
3.	Grammar	5-25	
4.	Style: choice of structure and vocabulary	7-15	
5.	Style: choice of structure and vocabulary	3-10	
Total Score			

Nurgiantoro mentions another assessment model that also gives unequal weight to each component, namely the assessment model used in English as a Second Language (ESL) programmes. The ESL programme assessment model uses an interval scale to score each component, making it more detailed. According to him, this assessment model is more accountable.

The ESL programme assessment rubric modified by Hartfield, et al. via Nurgiantoro is as follows :

ESSAY ASSESSMENT PROFILE		
NAME :		
JUDGEMENT: SCORE		
		CRITERIA
CONTENTS	27-30	Very Good-Excellent: Information-dense* substantive* thorough thesis development* relevant to the problem and complete
	22-26	Fair-Good: Sufficient information* sufficient substance* limited thesis development* relevant to the problem but incomplete
	17-21	Moderate-Fair: Limited information* insufficient substance* insufficient thesis development* insufficient problems
	13-16	Very Poor: Contains no information* no substance* no thesis development* no problem.
	18-20	Very Good-Perfect: Fluent expression* ideas expressed clearly* concise* well-organised* logical sequence* cohesive

	14-17	Fair-Good: Less fluent* less organised but main idea is expressed* limited support* logical but incomplete
	10-13	Moderate-Fair: Not fluent* chaotic, disjointed ideas* illogical order and development
	7-9	Very Poor: Not communicative* not organised* not worth assessing
Kosakata	18-20	Very Good-Perfect: Sophisticated utilisation of word potential* effective choice of words and expressions* master of word formation
	14-17	Fair-Good: Somewhat sophisticated word utilisation* choice, form, and use of words/expressions are sometimes less precise, but not distracting
	10-13	Moderate-Fair: Limited utilisation of word potential* frequent errors in vocabulary use and can damage meaning
	7-9	Very Poor: Knowledge of vocabulary, expressions, and word formation is low; not worth assessing
Use of Language	22-25	Very Good-Perfect: Complex but effective construction* few errors in the use of grammatical forms.
	18-21	Fair-Good: Simple but effective construction* minor errors in complex construction* a number of errors occur but meaning is not obscured
	11-17	Moderate-Sufficient: Serious errors in sentence construction occur* meaning is confusing or unclear
	5-10	Very Poor: No command of syntax rules* many errors* uncommunicative* not worthy of a mark.
Mechanic	5	Very Good-Perfect: Mastering the rules of writing* few spelling mistakes
	4	Fair-Good: Occasional spelling mistakes but do not obscure meaning
	3	Moderate-Fair: Frequent spelling errors* that confuse or obscure meaning
	2	Very Poor: No command of writing rules* many spelling mistakes* illegible writing* not worthy of assessment

The researchers created a new assessment rubric based on the three assessment rubrics above. This is to adapt to the learning outcomes and to facilitate the assessment process. For example, the aspect of completeness of reference sources will be omitted because the writing done by the

students in this lesson does not require references. The assessment rubric will be simplified so that it is easy to understand and complete.

4. Components of Writing

Writing is a skill that is difficult to learn because it requires the writer to use several components. These are content, organisation, vocabulary and mechanics, and grammar. According to Oshima and Hogue,²⁸ there are four components of writing:

1. Content

Content refers to the development of ideas through personal experiences, facts and opinions. Content also refers to the ability to provide a clear topic and sufficient supporting details. The topic sentence should reveal the main idea and reflect a logical paragraph.

2. Organisation

This aspect deals with the ability to put ideas into a good structure and to provide topic and supporting sentences that are clearly stated. It relates to ideas being linked so that ideas flow smoothly within a paragraph.

3. Vocabulary and mechanics

Vocabulary refers to the ability to use appropriate and varied words that support the main ideas. It can be identified by the choice of words or diction used to convey ideas to the reader. Meanwhile, mechanics refers

²⁸Oshima, A., Hogue, A. (1998). *Writing academic english*. Addison Wesley Longman.

to the ability to demonstrate appropriate use of conventions, spelling, punctuation, capitalisation and paragraphing.

4. Grammar

This deals with the ability to construct complete sentences using correct grammatical forms. This is evidenced by the construction of well-formed sentences.

B. GENRE-BASED APPROACH

1. Genre

According to Martin, genre is a unit of events that is oriented or directed to achieve certain goals in the social process. The definition of genre that can be used as a basis for research is that genre is a unit of communicative events in society, consisting of steps that can be taken to achieve certain goals in the social process, and language is used as a means to achieve certain goals.²⁹

According to Pardiyono, genre can be defined as a type of text that serves as a reference pattern so that a text can be produced effectively. In this case, effectiveness is seen in terms of the accuracy of the purpose, the selection and arrangement of text elements, and the correct use of grammar in the text. In order to consider the effective use of language, any form of written text should be based on the genre. It is also assumed that there is an understanding of the concept of genre.³⁰

²⁹ SERLY 2023, „*Pengembangan LKPD Teks artikel bidang agronomi berbasis genre proses untuk peserta didik kelas XII SMK*”.

³⁰Wulan arumsari¹, Burhan nurgiyantoro² 2020 ,. “ validasi bahan ajar menulis teks nonfiksi berbasis pendekatan genre”.

According to Badger and White, learning to write should fundamentally consider that writing involves knowledge of language, knowledge of the context in which or the purpose of writing (as in the genre approach), skills in using language, and the development of writing through the empowerment of students' potential. Nordin and Muhammad, through Syamsi, mentioned that understanding and considering the purpose of the reader and the context is a component of the genre approach.³¹

Martin revealed that genres have a structure called schematic structure. Schematic structure is the overall pattern and order within a genre. Genres usually have an introduction, middle, and conclusion structure, but it can also vary. Napitupulu said that genre can illustrate a potential where individual creativity is not only possible, but can also be developed.³²

“ Genre refers not only to types of literary texts, but also to the predictable and recurring patterns of everyday, academic, and literary texts that occur within particular cultures ” Hammond and Derewianka, via Luu. Derewianka further identifies that there are six main genres according to their main social purposes. The six genres are narratives: to tell about an event, usually for entertainment purposes, recount: to tell about an event, information reports: to provide factual information, instruction: to tell what

³¹ Kastam syamsi,. “ *model perangkat pembelajaran menulis berdasarkan pendekatan proses genre bagi siswa SMP*”

³² Amrin saragih 2014,. “ *pembelajaran bahasa berbasis teks dalam kurikulum 2013* “.

to do, explanation: to explain why and how something happened, and expository text: to explain something from the author's point of view.³³

2. Genre Based Approach

Genre/text as an approach to language teaching refers to the 'groupings of texts' that writers use to identify recurring situations (Hyland).³⁴

In addition, the teaching of writing is also related to other language skills; listening, speaking and reading (Brown,), genre/text plays an important role in the teaching of writing, as Harmer says: "We can communicate successfully, especially in writing, because we have an understanding of genre/text. (Harmer).³⁵

Furthermore, 'we judge someone to be literate, in other words, if they can read and write in certain situations and for certain purposes' (Harmer). Genre is then defined 'as a written text' with the demands of the social context (Johns).³⁶

From the above, it is clear that the text-based approach is a concrete step for writers in producing texts. GBA makes it easy for learners to write texts according to the function, structure of the text as well as the linguistic

³³Karmila machmud¹, Titin pipii², Salma labantu³. "Teaching various texts types by using genre-based approach to middle schoold students (a classroom action research conducted at grade VIII-3 of SMPN Tibawa".

³⁴ Halimatussa'Diyah 2023,. " Implementasi keterpaduan materi pelajaran pendidikan agama islam sebagai bahan ajar teks genre pada pelajaran bahasa inggris di Madrasah".

³⁵ Erni yulianti 2022,. " Penerapan pembelajaran berdiferensiasi dalam menulis teks ekposisi dengan pendekatan berbasis genre".

³⁶ Mulyani 2023,. " Strategi pembelajaran Bahasa Inggris ".

features used in constructing texts according to the steps of the text-based approach.

A genre-based approach is one that emphasises the relationship between text types and their contexts. It aims to help students become effective participants in their academic and professional environments, as well as in the wider community (Hammond and Derewianka, via Luu).³⁷

3. Characteristics of the genre approach

1. The following are some characteristics of the genre-based approach proposed by Luu. The characteristics of the genre approach are as follows.
2. The genre-based approach emphasises the importance of studying the social and cultural context of language use in which writing takes place.
3. It emphasises the importance of the reader and the linguistic convention that good writing is writing that is acceptable to the reader.
4. The genre approach emphasises that writing is a social activity. Learning to write in this way is believed to eliminate the sense of isolation that learners often experience when writing. In addition, this approach also helps students to have positive support for language skills, content and ideas in writing a text.
5. This approach is concerned with teaching learners how to use language patterns to be coherent or connected, especially when writing prose. The main idea is that 'we don't just write, we write something to achieve a

³⁷ Septyana¹, Putri ayu wulandari², Annisa rizky fadila³. “Penerapan pembelajaran menulis teks naratif menggunakan pendekatan berbasis genre pada siswa SMA “.

purpose' Hyland, on Luu. In this approach, students are asked to derive a social purpose from the overall content of the text.

6. This approach emphasises the important role of interaction between writers and readers through writing Reid, on Luu.
7. The role of the teacher in this approach is seen as authoritative rather than authoritarian. As an expert in the classroom, the teacher provides students with systematic guidance and support through various activities, so that students ultimately determine the type of writing to be produced. This approach also recognises the importance of students' contribution to the teaching-learning process.
8. A genre-based approach that emphasises the explicit teaching of the linguistic conventions of the students' second language.³⁸

Tuan p.1 states that 'every text has a social purpose which is reflected in the schematic structure or organisation of the text and the features of language, i.e. grammar, vocabulary, conjunctions, etc'. According to Derewianka and Gibbons, there are four stages in teaching writing using the Genre-Based Approach (GBA).

1. The first stage of GBA is Building Field Knowledge (BkoF). This stage aims to develop students' knowledge of the topic to be written about. In this stage, the teacher can use progressive brainstorming to recall students' prior knowledge and students are allowed to use the first language. The pupils are in a group. They write some information they

³⁸ Main sufanti 2014,. "*penyisipan teks sastra dalam pembelajaran teks nonsastra sebagai upaya penongkatan gairah bersastra*".

know about the topic with a pen of a certain colour. After a few minutes, they leave their work and move to the next group. They add some information to their friend's paper with their coloured pens and move to another group until they return to their previous position. They then report to the class what they have written on their paper. For another activity, some pictures and some types of text related to the topic are displayed to guide the students. The students discuss the vocabulary, phrases, expressions used to talk about something or someone introduced to the students.

2. The second stage is Modelling of Text (MoT). The aim of this stage is to guide students to acquire knowledge of a particular genre. Students are introduced to the purpose, organisation and language features of the genre. The teacher explains the grammar and organisation of the text. Then some models of the specific genre are shared with the students. They will compare the models and focus on the language features of the narrative text.
3. The third stage of GBA is Joint Construction of Text (JCoT). In this stage, teacher and students work together to construct the text. The topic at this stage is not exactly the same as the topic for independent writing. the teacher becomes a scribe in front of the class. Each student communicates his/her idea to tell about something or someone. The students are guided to adapt to the genre of narrative text in terms of grammar, text organisation and language features.

4. The fourth stage of GBA is Independent Construction of Text (ICoT). At this stage, students already have the knowledge and skills to write independently. Before reaching this stage, the teacher ensures that the students have the necessary competence, and the students are asked to produce a narrative text individually. They draft, revise and submit their work to the teacher. They then receive feedback on their writing from the teacher.³⁹

The narrative genre has elements, such as events narrated by the narrator, that occur sequentially and in time. Narratives always begin with an abstract, an orientation, a complication, a resolution, an evaluation and a coda. The elements of the narrative genre occur sequentially and systematically, i.e. one element is realised by another and is present repeatedly, so that it can become a systematic structure of the narrative, although the elements of evaluation.⁴⁰

Based on the goal of improving students' writing skills, the genre approach was chosen as one of the effective approaches to use. This approach offers a teaching method that allows teachers to present explicit instructions in a very systematic and logical way, using factors that are believed to help students to gain information.

³⁹ Inggy yuliani pribady,. “ *The implementation of a genre based approach to teaching narrative writing*”.

⁴⁰ Warda tul jannah 2020,. “ *karakteristik naratif dan sinematik genre film kala karya joko anwar* “.

C. NARRATIVE TEXT TEACHING

According to Ahmad Rohani, teaching is one of the teaching-learning activities (processes). The main task and responsibility of the teacher is to make teaching more effective, dynamic, efficient and positive, which is characterised by awareness and active connection between the two subjects of teaching, namely the teacher as the initial initiator, director and guide, while the students as those who experience and actively participate in achieving self-change in teaching.⁴¹

1. Definition of A Narrative Text

A narrative text is a type of text that aims to entertain or amuse the reader, that deals with actual experiences and experiences that are fabricated in various ways, narratives also deal with problematic events that lead to a crisis or turning point that eventually finds a resolution.⁴²

The opinion can explain that the narrative text type is more often read than other text types. This is because narrative texts are often chosen by students and are easier for students to write. Furthermore, it is stated that narrative is not only used as a means of entertainment, but can also be used as a means of communicating and even changing social assumptions and behaviour in society, either directly or indirectly.

"Narrative, for example, does not have a single general purpose like some of the other genres. We cannot say that narrative is simply about

⁴¹ Abdul rauf 2024,. “ *Pengaruh implementasi model role-playing guna meningkatkan hasil belajar siswa*”.

⁴² Asih riyanti 2021,.“ *Peningkatan kemampuan menulis cerita pendek berdasarkan pengalaman pribadi melalui metode spider concept map*”.

entertaining a reading audience, although this is generally always the case. Narrative also has a powerful social role beyond entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. (Knapp and Watkins).⁴³

According to Nursisto, narrative text has the following characteristics; 1) sourced from fact or just fiction, 2) in the form of a series of events, and 3) narrative in nature.⁴⁴

In line with this, Wibowo interprets narrative text as a form of writing that underlines the storytelling aspect of a series of events (cause-and-effect) associated with a certain period of time, both objectively and imaginatively. In this way, the reader is expected to be able to live the series of stories that are assembled in the event. Narrative essays are usually found in literary works and biographies.⁴⁵

A text can be said to be a narrative essay if it fulfils the following characteristics The text contains stories, tales and specific events that use narrative language style. The story has a clear progression from beginning to end. There is an event or conflict. It has elements such as theme, setting, plot, character and point of view.⁴⁶

⁴³ Suci kusmayanti 2015,. “ *Narasi keteladanan buya hamka dalam novel ayah karya irfan hamka*”.

⁴⁴ Fauzan adhima¹, Dr.Ellychristina², D.Hutubessy³ 2023,.,“ *Penggunaan video dongeng bahasa jerman untuk meningkatkan keterampilan menulis teks narasi mahasiswa di prodi pendidikan bahasa jerman UNJ* “.

⁴⁵ Rusmin husain 2015,. “*Meningkatkan kemampuan siswa menulis karangan narasi melalui media gambar seri dikelas IV SDN Biluhu kabupaten gorontalo*”.

⁴⁶ “*Teks Narasi dan literasi buku fiksi-nonfiksi 2018*”.

According to Pardiyono, the following things need to be considered when writing narrative texts :

1) Communicative purpose

The communicative purpose is to entertain or amuse the readers and provide good lessons.

2) Rhetorical structure

The rhetorical structure of a narrative text focuses on a series of stages proposed to build a story. These stages include orientation (the introduction of the characters involved in the story, the time and place where the story takes place), order.

3) Grammar patterns

Write narrative texts using the past tense to describe past activities or events.

Properties of sentences. A sentence is a group of words containing a subject and a verb to express a complete thought, beginning with a capital letter and ending with a period. A sentence can consist of one or two clauses linked by a conjunction or relative conjunction. Example: 'Once upon a time, in the land of Batak, there lived a fisherman named Bhatara Guru Sahala.

4) Elements of a sentence.

A sentence is made up of several related elements: subject, predicate, object, adverb. The subject must be a noun, the predicate must be a verb and the object must be a noun. The subject or object can be a word, a

phrase or a clause, but the predicate can only be a word or a phrase. Most adverbs are phrases formed by using prepositions. Therefore, each proposition is usually in an adverbial phrase. Example: They are happily married with two beautiful and intelligent daughters.

5) Adverbs play

an important role in making the message of a sentence clearer. Adverbs can express information about time, place, reason, purpose, status and frequency. Many adverbs are characterised by the use of prepositions; at, in, for, after, as, also, as, etc. Adverbs can be 'words' or phrases. For example: One day, One day, Immediately after, etc.⁴⁷

2. Types of Narrative Texts

Informative narrative is an essay that aims to give precise information about an event or occurrence.⁴⁸

Artistic narrative is an essay that tells a story or event and aims to give the reader an aesthetic experience. The story is either fictional or non-fictional and uses figurative or metaphorical language.⁴⁹ A suggestive narrative is the telling of an event or story with a hidden intention to the reader or listener.⁵⁰

⁴⁷ Nia haryani 2020,. “Pemanfaatan Youtube animasi wayang sebagai modifikasi media pembelajaran menulis teks anekdot pada siswa kelas X SMA Negeri 11 kota tanggerang selatan”.

⁴⁸ Musyawir¹, Siti hajar loilatu² 2020,. “Kemampuan menulis karangan berdasarkan pengalaman pribadi siswa”.

⁴⁹ Anisa¹, Novia ningtias² 2023,. “pengaruh media pembelajaran video animasi terhadap keterampilan narasi siswa kelas IV SDN 2 Tatakarya lampung utara”.

⁵⁰ Elista yanti tampubolon 2018,. “ Pengaruh model ROPES terhadap kemampuan siswa mengidentifikasi unsur teks narasi di kelas VII SMP Negeri 1 Siempatnempu”.

3. Structure of A Narrative Text

The structure of a narrative text consists of the following elements

a) Orientation

In this part, the writer describes the time, place, characters, the nature of each character and what is happening.

b) Complication

In this section, the writer tells the important events, causes and triggers that lead to conflict between characters, which causes other events as a result of the previous conflict, until it reaches its climax.

c) Resolution

In this section, the conflict diminishes and can be resolved.

d) Reorientation

This section is the conclusion of the text and contains the moral message of the story. This stage is not compulsory in a narrative text.⁵¹

Thus, from some of the above opinions, it can be concluded that narrative is a form or type of writing that contains a story or series of events with the aim of inviting the reader to feel the story being told. The parts of a narrative text include an orientation, a sequence of events (crisis and climax), a resolution and a conclusion or coda. Narrative text aims to entertain the reader.

⁵¹ Arien cahyani putri 2024,. *"Pengaruh penggunaan Netflix sebagai pemantik terhadap keterampilan menulis teks cerita fantasi siswa kelas VII Mts Negeri 4 jakarta"*.

D. Review Of The Previous Study

There are several previous studies on genre-based approach in teaching narrative text writing skills:

Based on Gunawan Ismail and Helaluddin 2022, the study entitled "The Effect of Genre Approach to Improve Students' Critical Thinking Ability" investigated the effect of a genre-based approach on students' critical thinking ability in essay writing. The study involved 54 students from Universitas Muhammadiyah Palembang with a quasi-experimental design. Data were collected through an essay writing test and analysed using SPSS. The results showed that the genre-based approach significantly improved students' critical thinking skills compared to the conventional method, making it an effective alternative for developing such skills.

Based on a study conducted by Ali Reza Karbalaee and Mahshid Hejazi entitled 'The Effect of Genre-Based Instruction on Reading Comprehension among Iranian EFL Learners', this study aims to investigate the effect of teaching reading comprehension through the principles of genre analysis. A total of 53 homogeneous EFL students were selected from 73 participants and randomly divided into two groups: an experimental group of 27 participants who received genre-based instruction and a control group of 26 participants who were taught using conventional methods. Ten reading texts were introduced to both groups in 30 lessons. The results showed that the students who received genre-based instruction had better reading comprehension performance than the control group. However, this study found no significant

difference in reading comprehension performance between male and female students.

Based on The researcher's name is Vicky Krisianata 2022. entitled 'Using the Problem-Based Learning Method to Improve Students' Writing in Narrative Texts in Class X TKJ 1 of SMK 1 2 Metro in the 2021/2022 Academic Year'. This study tested the effectiveness of the problem-based learning method in improving students' writing in narrative texts in Class X TKJ 1 of SMK 1 2 Metro. Through two cycles of classroom action research (PTK), the results showed an increase in the average score from 52.96 to 69.48 as well as an increase in students' activity. In conclusion, this method is effective in improving students' learning outcomes.

Based on researcher name Dian Rahmi Zul (2023). The Effect of Applying Outlining Technique and Mind Mapping Technique on Students' Ability in Writing Descriptive Paragraph at State Junior High School 3 in Kampar' compares the effect of outlining and mind mapping techniques on the ability to write descriptive paragraphs of Grade VII students at SMP N 3 Tapung. Using a comparative experimental method, this study found that the outlining technique was more effective, with an average score of 75.10 compared to 64.97 for the mind mapping technique. The statistical test results showed a significant difference (sig. 0.00 < 0.05), so the outlining technique was superior in improving the students' writing skills.

Based on Wisut Jarunthawatchai (2010). entitled 'A PROCESS-GENRE APPROACH TO TEACHING SECOND LANGUAGE WRITING:

THEORITICAL PERSPECTIVES AND IMPLEMENTATION IN THAILAND HIGH SCHOOLS', a process-genre approach to teaching L2 writing improved the text quality, comprehension and genre awareness of Thai university students. Through a quasi-experiment, this study shows that this method is more effective than the traditional approach, helping with organisation, content and linguistic appropriateness.

Genre-Based Approach as the Core of Instruction

This study centers around the Genre-Based Approach (GBA) as the primary teaching strategy. GBA is not a research method, but a pedagogical model grounded in systemic functional linguistics, focusing on helping students understand and produce texts according to genre conventions. In this study, GBA is applied through structured stages (Building knowledge of the field, modeling of the text, joint construction of the text, independent construction of the next) That guide students in constructing narrative texts. The use of experimental data, such as pre-test and post-test scores, is only meant to evaluate the approach's instructional impact, not to shift the researcher's goal is to provide insight into how effectively GBA can enhance writing skills in technical education contexts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures used to investigate the effectiveness of the Genre-Based Approach (GBA) as a pedagogical strategy in teaching narrative texts to mechanical engineering students. Although this study applies a quasi-experimental method for measurement purposes, the primary concern of this research is the instructional value of the Genre-Based Approach in the teaching-learning process.

A. Research Design

This study employs a quasi-experimental research design, specifically the non-equivalent pre-test and post-test control group design. The aim is to measure the students' writing skill development before and after being taught using the Genre-Based Approach.

It is important to note that GBA is the teaching approach implemented in the experimental class, not the research method. The experimental design is only used as a measurement tool to observe the outcomes of implementing this approach. Meanwhile, the control class is taught using a process-writing strategy for comparison.

In this research, a quasi-experimental design was utilized. As stated by Fraenkel, Wallen, and Hyun, quasi-experiments differ from true experimental designs primarily because they lack random assignment of participants. One

widely recognized type of quasi-experimental design is the non-equivalent pretest-posttest group design, which is employed in this study⁵².

This approach involves organizing participants into two distinct groups: an experimental group and a control group. Both groups complete a pretest before the intervention and a posttest afterward to determine any changes in performance. The critical difference lies in the treatment—the experimental group receives instruction through the Concept Map Technique, while the control group does not undergo this approach. Cohen also elaborates on similar approaches in experimental research and provides a representation of the Pretest-Posttest Group Design. Based on this framework, the research design in this study is illustrated as follows”⁵³

Tabel 3.1
Pretest-Posttest Non-Equivalent Group Design

n f o r m ation:	CLASS	INITIAL TEST	TREATMENT	FINAL TEST
	EXPERIMENT	T _I	Genre-Based Approach	T _I
	CONTROL	T _I	Process Approach	T _I

1. T: pretest about writing skills
2. T: Final test (posttest) on writing skill
3. X: Using genre based aproach
4. X: using process writing approach

⁵² Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill. P.275

⁵³ Cohen, L., Manion, L., & Morrison, K. (2012). *Research methods in education* (7th ed.). Routledge

Teaching Approach: Genre-Based Approach (GBA)

The Genre-Based Approach (GBA) is a pedagogical approach rooted in Systemic Functional Linguistics (SFL), which focuses on teaching students how to produce various types of texts by understanding their structure, linguistic features, and communicative purposes.

In this study, GBA was applied in the experimental class through four main stages:

1. Building Knowledge of the Field (BKoF): Activating students' background knowledge through discussions and brainstorming.
2. Modeling of the Text (MoT): Analyzing sample texts to understand their structure and linguistic features.
3. Joint Construction of the Text (JCoT): Writing texts collaboratively with teacher guidance.
4. Independent Construction of the Text (ICoT): Students write narrative texts independently by applying what they have learned.

These stages provide scaffolding to help students gradually and systematically build their narrative writing skills.

B. Research Variables

Research variables refer to any elements or factors that exhibit variations and are deliberately selected by the researcher for investigation, with the goal of drawing conclusions. This study involves two types of variables:

the independent variable and the dependent variable. These variables are outlined as follows:

1. Independent Variable (variable X) The teaching approach used, namely the Genre-Based Approach (GBA).
2. Dependent Variable (variable Y) Students' narrative writing skills.

C. Population and sample

1. Population

The population refers to a broad group of individuals or objects that share specific traits or characteristics, as identified by the researcher for the purpose of investigation and drawing conclusions. According to Fraenkel and Wallen, the population is the group to which the results of the study are meant to be generalized.⁵⁴ The population of this study consisted of all Grade X Mechanical Engineering students at SMK Negeri 1 Rejang Lebong in the academic year 2023/2024. The sampling technique used was purposive sampling, selecting two classes with relatively equal initial writing abilities based on report card grades and preliminary observation:

- Experimental class : X-A
- Control class : Class X-B

Tabel 3.2
Number of Population

No	Class	Total Students	Total Population
1	X A	24	101
2	X B	18	
3	X C	29	

⁵⁴ Fraenkel and Wallen, *How to Design and Evaluate Research in Education* 10th ed. (McGraw-Hill Education, 1993). 90.

2. Homogeneity Sampling

The researcher used homogeneity sampling to determine which classes would be selected as samples for this study. A homogeneity test was administered to all tenth-grade students at SMKN 1 Rejang Lebong. The results of this test, specifically the average scores of each class in writing section, were used to identify two classes that would serve as the experimental and control groups. The homogeneity test was a writing assessment developed by the researcher, containing questions that reflected the content taught by the teacher during the learning process. The results of this test are presented in the table below:

Table 3.3
The result of mean score from the population

NO	CLASS	MEAN SCORE
1	X A	68.44
2	X B	68.59
3	X C	70.35

The researcher chose two classes with homogeneous scores from the homogeneity test. They are X B as the control with a mean score of 68.59 and X A as the experiment with a mean score of 68.44.

3. Sampling

Based on the explanation above, the selection of the control and experimental groups in this study was determined using the results of the homogeneity test. Class X A and Class X B were identified as potential groups, with specific criteria guiding the final selection. The researcher designated Class X A as the experimental group and Class X B as the

control group. Accordingly, the study adopted the Non-Equivalent Control-Group Pre-Test Post-Test Design as previously outlined. Both groups were given a pre-test before the intervention began. The experimental group was taught using the Genre Based Approach in teaching writing, while the control group was taught using a Process Writing Approach. After the instructional sessions, both groups took a post-test. The researcher then analyzed and compared the performance of the two groups using statistical methods to test the research hypotheses.

D. Technique of Collecting Data

In this study, the researcher used data from in this research the researcher used the data which are taken from:

1. Pre-test

To obtain comprehensive data for the experiment, the researcher administered a pre-test aimed at assessing students' Writing Skills in writing Narrative Text. The pre-test was conducted within a single session lasting 90 minutes. It consisted of writing test questions, all focused on writing scoring rubric as the core assessment. The test items were carefully constructed based on a blueprint previously designed by the researcher to ensure alignment with the learning objectives.

2. Treatment

In the treatment class, the Genre-Based Approach (GBA) is used to teach narrative writing by guiding students through its key components: structure and language features. First, students are introduced to the concept

of narrative texts, focusing on understanding the purpose (telling a story) and the structure (Orientation, Complication, Resolution). This is followed by the teacher presenting a model text, analyzing its structure and linguistic features like past tense, action verbs, and time connectors. The class then engages in a joint construction of a narrative, where the teacher and students work together to create a story. This collaborative activity helps students grasp how to organize and express ideas in the narrative form. Afterward, students write their own narratives independently, applying the genre's structure and language features. The teacher provides feedback to help them improve their writing, and students revise their work based on this feedback. Finally, students reflect on their learning and share their narratives with peers, enhancing their understanding of the narrative genre. This approach enables students to develop both their writing skills and their ability to use narrative techniques in technical contexts.

– **Treatment (GBA Implementation)**

The experimental group was taught using the Genre-Based Approach through the following stages:

- Building Knowledge of the Field (BKoF): Discussions and brainstorming
- Modeling of the Text (MoT): Analyzing sample texts
- Joint Construction of the Text (JCoT): Guided collaborative writing
- Independent Construction of the Text (ICoT): Independent writing and revision

a. Procedure in Experimental Class

In the experimental class, the reseracher used Genre based approach in teaching writing (Narrative), the procedure can be seen in the tabel below:

Tabel 3.5
Procedure in experimental Class

Stage	Activity	Time Allocation
Building Knowledge of the Field (BKoF)	<ol style="list-style-type: none"> 1. Introduce narrative texts and their purposes. 2. Discuss writing and topics related to mechanical contexts. 3. Brainstorm ideas with students. 	30 minutes
Modeling of the Text	<ol style="list-style-type: none"> 1. Present and read example narrative texts. 2. Analyze structure and language features (e.g., past tense, time connectors). 	40 minutes
Joint Construction of the Text	<ol style="list-style-type: none"> 1. Co-write a narrative text as a class. 2. Guide students in organizing ideas and applying genre features. 	50 minutes
Independent Construction of the Text	<ol style="list-style-type: none"> 1. Students write their own narrative text. 2. Teacher supervises and assists when needed. 	60 minutes
Feedback and Revision	<ol style="list-style-type: none"> 1. Conduct peer review or provide teacher feedback. 2. Students revise their writing accordingly. 	40 minutes
Publishing/Sharing	<ol style="list-style-type: none"> 1. Students share or present their final drafts. 2. Optionally display or submit their work. 	30 minutes

b. Procedure in Control Class

In the Control class, the reseracher used Process wrriting approach, the procedure can be seen in the tabel below:

Tabel 3.6
Procedure in Control Class

Stage	Activity	Time Allocation
Prewriting	<ol style="list-style-type: none"> 1. Introduce the topic and brainstorm ideas related to narrative writing. 2. Discuss the planning process: outline, setting, characters, and plot. 	30 minutes
Drafting	<ol style="list-style-type: none"> 1. Students begin writing the first draft of their narrative texts based on the ideas generated. 2. Encourage creativity and expression without focusing on errors at this stage. 	60 minutes
Revising	<ol style="list-style-type: none"> 1. Students review their drafts and make changes to improve content, organization, and style. 2. Peer review or teacher feedback is given to help students revise. 	40 minutes
Editing	<ol style="list-style-type: none"> 1. Focus on correcting grammar, punctuation, and spelling mistakes. 2. Students work individually or in pairs to edit their drafts. 	30 minutes
Publishing	<ol style="list-style-type: none"> 1. Students finalize their drafts and prepare them for sharing. 2. Share final texts with the class, or display them on a board or in a digital format. 	30 minutes

3. Post-test

The researcher provided a post-test to the participants in the experimental group after the implementation or when the treatment had actually finished. The control group students are also given a post-test by the researcher. The post-test is also written in multiple choice in writing test format, with the same information tested as in the pre-test but with a random number of questions. The purpose of this test is to determine the significant outcome after teaching using game and quiz in teaching learning process to escalate students' writing mastery.

In post-test, after developing study treatment, the researcher used one meeting that was held outside of the scheduled period for data collection. The time allocated for conducting the post-test to both groups was up to 90 minutes, with writing test questions. Finally, the researcher was able to identify both groups' pre-test and post-test scores as well as the differences between them. After collecting the data, the researcher determined if game and quiz strategy can actually give impact to students' writing mastery or had no effect on student writing mastery.

E. Instrument of the Research

This study uses a writing test as the research instrument. The research involved two groups: the experimental class and the control class. The test consists of two stages: a pre-test and a post-test. The pre-test was administered before the treatment to assess students' initial writing proficiency. After the intervention, where the experimental group was taught using the game and quiz strategy, a post-test was conducted to measure the impact of the strategy on improving writing skills, comparing it with the control group, which did not receive the treatment. The validity of the test instrument was then assessed.

Figure 1
Framework in designing the test



Source : Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test.⁵⁵

⁵⁵ Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test. 2018. Semarang : Unissula. P. 265,

1. Scoring Rubric Validation

As the writing test was central to this study, the scoring rubric used to assess students' narrative texts required validation. A rubric validation sheet was provided to expert validators—lecturers with expertise in teaching English writing—to evaluate whether the criteria within the rubric (content, structure, coherence, grammar, and creativity) were relevant, clear, and aligned with the writing objectives of the English curriculum. The rubric validation ensured the accuracy and fairness of scoring during the pre-test and post-test.

Although an interview text is included in Appendix 11, it was not used as a research instrument for data collection. Instead, the interview text was incorporated as part of the teaching material in the learning process during the treatment in the experimental class. The students were asked to read and use the interview text as a basis for writing narrative texts during the Independent Construction of the Text (ICoT) phase. This use of the interview text served as a stimulus for narrative writing, not as an evaluative tool.

These supporting instruments strengthened the research's methodological rigor. While the writing test provided quantitative data, the observation sheet and field notes offered descriptive insight into how the Genre-Based Approach influenced student behavior and classroom processes. The rubric validation ensured reliability in measuring writing outcomes. Collectively, these instruments provided a triangulated data set to

assess the impact of GBA on students' writing skills in a vocational education context.

2. Writing Blueprint

Before creating and designing the test, the researcher developed a detailed test blueprint to provide a structured framework for the assessment. This blueprint included key elements such as the Learning Objectives Flow (ATP), the purpose of the test, its format, the number of texts, and the total number of items. It also took into account important factors like the target language proficiency level, students' academic performance, the expected basic competencies, and specific indicators for each competency. Moreover, the blueprint guided the selection of suitable content, the cognitive domains to be assessed in each question, and the distribution of items based on relevant indicators. This organized approach ensures that the test is designed to effectively assess students' Writing skills.

3. Writing Test

The test instrument was developed based on the English curriculum for eleventh-grade students at the junior high school level. Prior to administering the pre-test and post-test to both the control and experimental groups, the researcher provided a brief explanation to ensure students fully understood the instructions. During the testing process, students completed both the pre-test and post-test, where they were asked to write a writing test based on similar instructions but with different themes. The written test focused on the material that had been previously taught and included clear

guidelines that students were required to follow. To facilitate smooth test completion, the instructions were made simple and straightforward, ensuring students could complete the assessment without any confusion.

Tabel 3.7
Writing Test BluePrint

Component	Details
Test Purpose	Assess students' ability to use writing in the context of narrative writing.
Test Format	Written test requiring students to write a narrative text, incorporating writing taught in class.
Number of Items	1 writing task for both the pre-test and post-test (total of 2 tasks).
Learning Objectives	1. Assess the ability to use learned writing in writing. 2. Evaluate narrative text organization and structure.
Targeted Proficiency Level	Eleventh-grade junior high students with a basic proficiency in writing and writing.
Competencies to be Assessed	1. Proper use of writing in a narrative context. 2. Ability to structure a narrative text effectively (e.g., orientation, complication, resolution).
Cognitive Domains Assessed	1. Knowledge: Recall and understanding of writing. 2. Application: Correct use of writing in writing. 3. Synthesis: Organizing the narrative coherently.
Content Areas	Writing application, narrative structure (orientation, complication, resolution), coherence, and cohesion.
Test Themes	Different themes for pre-test and post-test (e.g., mechanical engineering problem-solving or technical challenges).
Instructions	Clear, straightforward instructions provided to ensure students understand the task and can focus on content without confusion.

Scoring criteria:

Criteria	Description	Score
Writing Usage	<p>5: Excellent use of a wide range of relevant and accurate writing, enhancing the narrative.</p> <p>4: Good use of writing, though may lack variety or precision in places.</p> <p>3: Adequate writing, with some inappropriate or missing words affecting clarity.</p> <p>2: Limited writing, frequent errors, and poor word choices.</p> <p>1: Very limited writing, major issues with word choice, and minimal variety.</p>	5-1
Narrative Structure (Orientation, Complication, Resolution)	<p>5: Clear and well-developed structure, with all three key elements (orientation, complication, and resolution) logically connected and fully elaborated.</p> <p>4: Generally clear structure with most key elements well developed, though some sections could be more detailed.</p> <p>3: Basic structure, missing or weak development in one of the key elements.</p> <p>2: Disorganized, with unclear or missing sections of the narrative structure.</p> <p>1: Very disorganized, with little to no clear structure.</p>	5-1
Coherence and Cohesion	<p>5: Excellent coherence; ideas flow logically with clear connections between sentences and paragraphs.</p> <p>4: Good coherence, though occasional lapses in logical flow or transitions.</p> <p>3: Adequate coherence, with some abrupt transitions or unclear connections between ideas.</p> <p>2: Weak coherence, ideas are poorly connected or difficult to follow.</p> <p>1: Very poor coherence, with confusing or disconnected ideas.</p>	5-1
Grammar and Language Accuracy	<p>5: Virtually no grammatical errors, and appropriate use of tenses, articles, prepositions, and punctuation.</p> <p>4: Few grammatical errors that do not significantly interfere with understanding.</p> <p>3: Noticeable errors, but meaning is still clear.</p> <p>2: Frequent grammatical errors that occasionally hinder understanding.</p> <p>1: Numerous grammatical errors that severely hinder understanding.</p>	5-1
Creativity and Originality	<p>5: Highly creative, original ideas that engage the reader; strong sense of personal voice.</p> <p>4: Creative and interesting, with some original ideas, though not fully developed.</p>	

	3: Some creativity, but the ideas are fairly predictable or lack originality. 2: Minimal creativity, ideas are overly simplistic or unoriginal. 1: No creativity or originality, ideas are very basic or repetitive.	
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Total Score:

1. **25-21:** Excellent (Exceptional use of writing, structure, and language)
2. **20-16:** Good (Some minor issues but overall solid writing)
3. **15-11:** Satisfactory (Adequate but with room for improvement in various areas)
4. **10-6:** Needs Improvement (Significant issues with writing, structure, or grammar)
5. **5-1:** Unsatisfactory (Severe issues affecting clarity and coherence)

3. Expert Validator

Once the written test is created, it is validated by an expert with specialized knowledge and experience in the relevant field. These expert reviews and evaluates the test to ensure its quality and accuracy. To assess the validity and significance of the test, the researcher sought the input of experts from IAIN Curup, who are highly skilled and knowledgeable in this area.

4. Validity and Reliability

a. Reliability Test

Reliability is a test that can be said to have a high level of confidence if the test can provide consistent results. According to Suharsimi Arikunto, reliability refers to the understanding that an instrument is trustworthy enough to be used as a data collection tool

because the instrument is good. The Kuder Richardson technique, also known as KR, is the one used in this study. Instruments that have only one correct answer are instruments that can be tested for reliability with KR, KR 20 and KR 21 are the KR formulas that are often used. To use the formula, certain instrument requirements must be met for both KR techniques. The KR 20 formula is used to evaluate the reliability of the instrument if it cannot be guaranteed that each question has the same level of difficulty

$$r_{i=\frac{k}{k-1}\left\{\frac{st^2-\sum p_i q_i}{st^2}\right\}}$$

Information:

ri = internal reliability of the instrument

k = number of question items in the instrument

pi = the proportion of subjects who answered each question item

qi = 1 - pi

st2 = total variance

The total variance formula is $\sum \left(\frac{x-\bar{x}}{n}\right)^2$ where x is the value of each question, \bar{x} is all the average values, and n is the number of respondents. An instrument is said to be reliable if the KR reliability coefficient value is more than 0.70 ($r_i > 0.70$)

b. Validity

The validity test is carried out to determine whether the instrument used is valid or not, so a validity test is carried out. Based on the product moment correlation, if $r_{hitung} \geq r_{tabel}$ then the statement item can be said to be valid. In providing an interpretation of the product moment,

rtabel is used with $db = N-2 = 47-2 = 45$ and has a significant level of % of 0.288. The following is the calculation for the validity test of the questions.

F. Technique of analysis data

Research data analysis is a very important step in research activities. Correct and precise data analysis produce correct conclusions. Data analysis is carried out after the data is obtained from the sample through the selected instruments used to answer problems in the research or to test the hypotheses proposed through data presentation. In this research, researchers used quantitative data analysis. The statistics used are the t test. The following requirements are met before the t test is carried out, namely:

1. Normality Test

The normality test is carried out to determine whether the data were normally distributed. The data tested is the experimental class and the control class. The normality test in this study used the Liliefors test as follows:

- a. Arrange sample data from small to large points.
- b. Set the z value of each data, with the following formula:

$$z_i = \frac{(x_i - \bar{x})}{s}$$

- c. outlines the z table f (Z) normality table values starting from 0 to Z based on the Z score value.
- d. Delineate S (Z) the formula $s(Z) = F_{\text{kum}} : N$.

e. Confirm the L_0 value of the $F(Z)$ - $S(Z)$ formula and then the absolute value. Continue with the largest value and compare L_T .

f. Test criteria:

If the price $L_0 < L_t$ is normally distributed

If the price $L_0 > L_t$ is not normally distributed.

To determine whether the data were normally distributed, a normality test was conducted on both the pre-test and post-test scores of the experimental and control groups. The Kolmogorov-Smirnov test was used to assess normality, and the results are presented in the table below:

Tabel 3.8
Result of Normality Test

Group	Test	N	Asymp. Sig. (2-tailed)	Interpretation
Experimental Class	Pre-test	30	0.200	Normally distributed
Experimental Class	Post-test	30	0.156	Normally distributed
Control Class	Pre-test	30	0.178	Normally distributed
Control Class	Post-test	30	0.134	Normally distributed

2. Hypothesis testing

Hypothesis testing is used to see significant differences between the test results of students from the experimental and control groups. The steps to test the hypothesis in conducting this research are as follows.:

- a. Determine the calculated value of T Calculated using the following

formula:
$$t = \frac{X_1 - X_2}{\sqrt{\frac{(S_1 - 1)S_1^2 + (S_2 - 1)S_2^2}{(S_1 + S_2 - 2)} \left(\frac{1}{S_1} + \frac{1}{S_2} \right)}}$$

Information:

X_1 : sample mean value 1

X_2 : sample mean value 2

S_1 : standard savings sample 1

S_2 : standard savings sample 2

S_1^2 : sample variant 1

S_2^2 : sample variant 2

- b. Determine the T table value = $t_{\alpha}(dk = s_1 + s_2 - 2)$
- c. Hypothesis testing criteria: If Tcount > Ttable then Ho is rejected and if Tcount < Ttable then Ho is accepted with a significance level of 5%. The T test is accepted if the calculated T is greater than the T table. Thus, H1 is accepted, if T count is smaller than T table then Hi is rejected.
- Hypothesis testing was conducted at a significance level of 0.05, with the following hypotheses:
- H_0 (null hypothesis): "There is no significant effect of using the Genre-Based Approach on students' writing skills."
- H_1 (alternative hypothesis): "There is a significant effect of using the Genre-Based Approach on students' writing skills."

CHAPTER IV

FINDINGS AND DISCUSSION

This section confirms the observed phenomena and discussions by performing an in-depth analysis of the data collected from the Pre-test and Post-test. The findings validate the impact of the Genre-based approach in teaching narrative texts. The data from these assessments further support and enhance the research results, providing a unified and solid understanding of the study's conclusions.

A. Findings

This section presents the research findings from the study titled *The Effect of a Genre-Based Approach in Teaching Narrative Texts on Mechanical Engineering Students' Writing Skills*, conducted at SMK 1 Negeri Rejang Lebong during the academic year 2024/2025. The experimental research was carried out from November 1st to December 2nd, 2024, with a focus on assessing the impact of a genre-based teaching method on the writing skills of Mechanical Engineering students. The findings aim to provide insight into the effectiveness of this approach in enhancing students' ability to write narrative texts.

1. Students Writing Skills Before the Implementation of Genre Based Approach.

A. The result of Pre-Test and Posttest in Control Group

On November 22, 2024, the researcher conducted a pre-test in the Control class to assess the students' writing skill in narrative text under

the conventional method. The pre-test consisted of writing questions, the test asking the student to write narrative text, then the result of the test was scored based on writing scoring rubric proposed by Brown. The average pre-test score for the control class was 54.62. The distribution of the writing pre-test scores for students in the Control class was analyzed and is displayed in tabel below:

Tabel Table 4.1
The Students' Pre-test and Post-Scores of Control Class (Process Writing Aproach)

Students (X)	Pre-Test Score	Post Test Score	Gained (d) score (posttest-pre- test)
1	55	57	2
2	56	57	1
3	50	55	5
4	50	53	3
5	50	55	5
6	56	58	2
7	63	64	1
8	60	62	2
9	50	55	5
10	65	70	5
11	55	58	3
12	55	56	1
13	65	69	3
14	70	71	1
15	61	62	2
16	60	61	1
17	60	61	1
18	61	62	1

19	61	64	2
20	60	66	6
	1100	1140	340
Mean	55	57	17

The data presented in Table 4.1 shows the pre-test and post-test scores for the students in the control class, which received process writing approach instruction. The pre-test scores range from 50 to 70, with an average score of 55. This indicates that, initially, the students in the control group had a moderate level of writing proficiency. After the treatment, the post-test scores increased slightly, ranging from 53 to 71, with an average score of 57. The total gain in scores across all students was 340 points, which results in an average gain of 17 points per student.

Despite the overall increase in post-test scores, the gain was relatively modest, with many students showing a small improvement. For example, the gains for students such as Student 1, 2, and 7 were just 2 or 1 point, while other students, such as Student 20, had a higher gain of 6 points. These results suggest that while the process writing approach helped some students improve their writing scores, the overall improvement was limited. Many students showed only a minimal gain, indicating that the conventional approach may not have been as effective in fostering significant development in their writing skills.

Tabel Table 4.2
Descriptive Statistics

Category	Minimum Score	Maximum Score	Mean Score	Standard Deviation
Pre-Test	50	70	55.00	5.27
Post-Test	53	71	57.00	5.36
Gained Score	1	6	2.00	1.47

Based on the descriptive statistical analysis of the students' pre-test, post-test, and gained scores, the results show a general improvement in student performance after the intervention. The pre-test scores ranged from a minimum of 50 to a maximum of 70, with a mean score of 55.00 and a standard deviation of 5.27. This indicates a moderate variation in students' initial performance levels before the treatment. After the intervention, the post-test scores increased, ranging from 53 to 71, with a mean score of 57.00 and a slightly higher standard deviation of 5.36. This reflects not only an increase in average performance but also a slight increase in variability among the students' scores.

The gained scores, calculated by subtracting the pre-test scores from the post-test scores, ranged from 1 to 6 points, with an average gain of 2.00 and a standard deviation of 1.47. This relatively low standard deviation indicates that most students experienced a consistent level of improvement. Overall, these results suggest that the

intervention had a positive impact on student performance, as evidenced by the increase in mean scores and the gain observed across most participants.

The data also shows that the distribution of scores was somewhat consistent, with the majority of students exhibiting small improvements. This suggests that the process writing approach instruction method did not yield large-scale improvements in writing skills for all students. While the students did show some progress, the modest increase in scores implies that further instructional strategies, such as a more structured or genre-specific approach, may be necessary to achieve more substantial improvements in students' writing skills.

Therefore, it can be summarized that the lowest and highest gained scores in post-test is higher than pre- test but the interval is not significant improved. In other part, the researcher describes the students' pre-test and post-test score in writing by using conventional approach. They were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

Table 4.3 Classification of the Students' Writing Narrative Text Using Process writing approach (Pre-test and Post- test) in Control Group

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	9.6 – 10	0	0	0	0
2	Very Good	8.6 – 9.5	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0

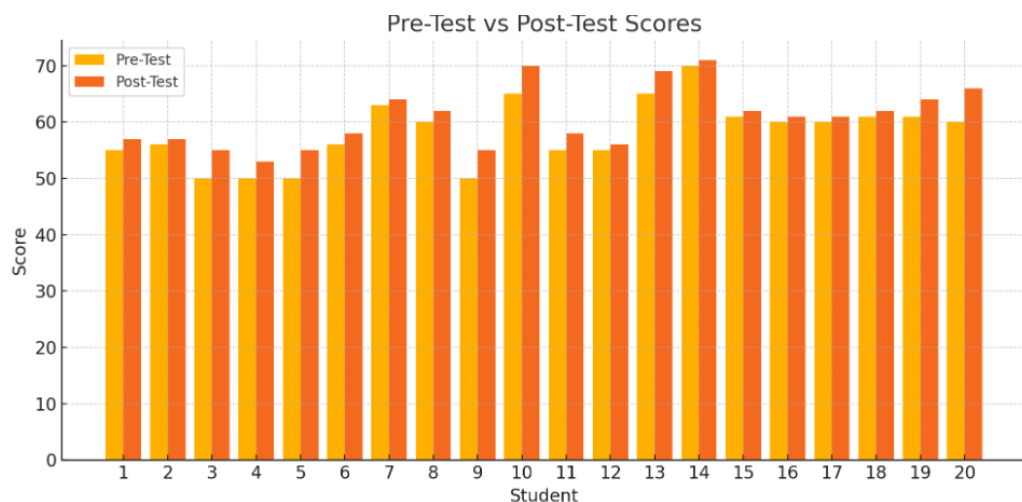
4	Fairly Good	6.6 – 7.5	6	24%	20	80%
5	Fairly	5.6 – 6.5	0	0	20	20%
6	Poor	4.6 – 5.5	19	76%	0	0
7	Very Poor	0 – 4.5	0	0	0	0
Total			25	100	25	100

Table 4.2 presents the classification of students' writing narrative text scores in the control group using the conventional method, comparing their pre-test and post-test results. In the pre-test, the majority of students (19 out of 25, or 76%) fell into the "Poor" category, with scores ranging from 4.6 to 5.5. Additionally, 6 students (24%) were classified as "Fairly Good," scoring between 6.6 and 7.5. Notably, no students scored within the "Good," "Very Good," or "Excellent" categories in the pre-test.

After the post-test, the distribution of scores shifted significantly. The number of students classified as "Fairly Good" increased substantially to 20 (80%), showing a clear improvement in students' performance. However, the "Fairly" category, with scores between 5.6 and 6.5, now included 5 students, accounting for 20% of the class. On the other hand, no students remained in the "Poor" category in the post-test, indicating a shift toward better overall performance. Interestingly, no students reached the "Good," "Very Good," or "Excellent" categories, suggesting that while there was some improvement, the process writing approach did not lead to significant advancements into higher classification levels.

Overall, the results show that although the majority of students showed progress in the post-test, the improvements were mostly modest. The fact that 80% of the students moved to the "Fairly Good" category reflects a positive shift, but the absence of students in the higher achievement categories indicates that more intensive or varied instructional strategies might be needed to help students reach higher levels of proficiency in narrative writing.

4.1 Chart of Pre-Test and Post Test in Control Group



The bar chart presents a comparison of pre-test and post-test scores for 20 students, highlighting the individual and overall improvement after a learning intervention. Each student is represented by two bars: one for the pre-test and one for the post-test. The visual data show that nearly all students scored higher in the post-test, with individual score differences ranging from 1 to 6 points. For instance, some students improved by 5 or 6 points, while others showed smaller gains of 1 or 2 points.

In terms of total scores, the combined pre-test score for all students was 1,100, while the total post-test score increased to 1,140, showing a total gain of 40 points. This overall increase supports the conclusion that the learning activity had a positive effect. The chart not only reveals the consistent upward trend in individual performance but also demonstrates the collective improvement of the group, confirming the effectiveness of the intervention in enhancing students' academic achievement.

2. Students Writing Skills After the Implementation of Genre Based Approach

a. The result of Pre-Test and Posttest in Experimental Group

On November 22, 2024, the researcher conducted a pre-test in the experimental class to assess the students' writing skill in narrative text under the conventional method. The pre-test consisted of writing questions, the test asking the student to write narrative text, then the result of the test was scored based on writing scoring rubric proposed by Brown. The average pre-test score for the experimental class was 78.62. The distribution of the writing pre-test scores for students in the Control class was analyzed and is displayed in tabel below:

Tabel Table 4.3
**The Students' Pre-test and Post-Scores of Experimental Class
 (Using Genre based Approach)**

Students (X)	Pre-Test Score	Post Test Score	Gained (d) score (posttest-pre- test)
1	56	76	20
2	55	77	22
3	55	74	22
4	54	75	21
5	53	72	20
6	60	80	20
7	63	80	19
8	60	80	20
9	66	78	20
10	67	82	22
11	60	78	19
12	62	78	19
13	65	76	18
14	70	88	24
15	61	78	22
16	60	80	20
17	60	78	22
18	61	79	19
19	61	81	22
20	60	82	22
	1209	1572	2781
Mean	60,45	78,6	139,2

Table 4.3 presents the pre-test and post-test scores of students in the experimental class, which utilized the Genre-Based Approach (GBA) for writing instruction. The pre-test scores ranged from 53 to

70, with an average score of 60.45. This suggests that, prior to the intervention, students had a moderate level of writing proficiency. After the implementation of the Genre-Based Approach, the post-test scores ranged from 72 to 88, with an average of 78.6. This indicates a substantial improvement in students' writing skills, as reflected in the increase of their average score by 18.15 points.

The total gain across all students was 2781 points, resulting in an average gain of 139.2 points per student. This substantial improvement is a strong indicator that the Genre-Based Approach was effective in enhancing the students' writing skills in narrative text. Notably, students such as Student 14 achieved the highest gain of 24 points, while most students saw a consistent improvement of around 20 points, demonstrating that the Genre-Based Approach helped all students make progress.

Moreover, the data shows that the lowest score in the post-test was 72, significantly higher than the lowest pre-test score of 53. This further highlights the effectiveness of the Genre-Based Approach in raising students' writing proficiency across the board. The fact that no student scored below 72 in the post-test suggests a general improvement, with students moving towards higher achievement levels.

Overall, the results from Table 4.3 suggest that the Genre-Based Approach had a positive and notable impact on students' writing skills.

The improvement in both individual scores and overall class performance demonstrates that this approach was effective in enhancing the students' ability to write narrative texts

Tabel Table 4.1

Descriptive Statistics

Category	Minimum Score	Maximum Score	Mean Score	Standard Deviation
Pre-Test	53	70	60.45	4.63
Post-Test	72	88	78.60	3.85
Gained Score	18	24	18.15	1.64

The descriptive statistical analysis of students' pre-test, post-test, and gained scores reveals a clear improvement in performance following the learning intervention. The pre-test scores ranged from 53 to 70, with a mean score of 60.45 and a standard deviation of 4.63, indicating moderate variation in students' initial performance levels. After the intervention, the post-test scores increased significantly, ranging from 72 to 88, with a higher mean score of 78.60 and a standard deviation of 3.85. This reflects a strong and more consistent improvement across the group.

The gained scores (differences between pre- and post-test scores) ranged from 18 to 24, with an average gain of 18.15 and a standard deviation of 1.64. This low standard deviation in gain scores suggests that almost all students benefited from the learning intervention to a similar degree. The data demonstrate that the treatment was effective

in raising student achievement levels overall, with every student showing measurable progress

The table above also describes that the lowest gained score in Post-Test and pre-Test is 53 and the highest score is 88. Therefore, it can be summarized that the lowest and highest gained scores in post-test is higher than pre- test. In other part, the researcher describes the students' pre-test and post-test score in writing by using conventional approach. They were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

Table 4.4 Classification of the Students' Writing Narrative Text Using Genre-Based Approach (Pre-test and Post-test) in Experimental Group

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	9.6 – 10	0	0	2	8%
2	Very Good	8.6 – 9.5	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0
4	Fairly Good	6.6 – 7.5	3	12%	19	76%
5	Fairly	5.6 – 6.5	0	0	0	0
6	Poor	4.6 – 5.5	11	44%	4	16%
7	Very Poor	0 – 4.5	11	44%	0	0
Total			25	100	25	100

Table 4.4 presents the classification of the students' writing scores in the experimental group, who were taught using the Genre-Based Approach (GBA), for both the pre-test and post-test. In the pre-test, the distribution of students' scores showed that a large portion of the students, specifically 11 (44%) students, fell into the "Very Poor"

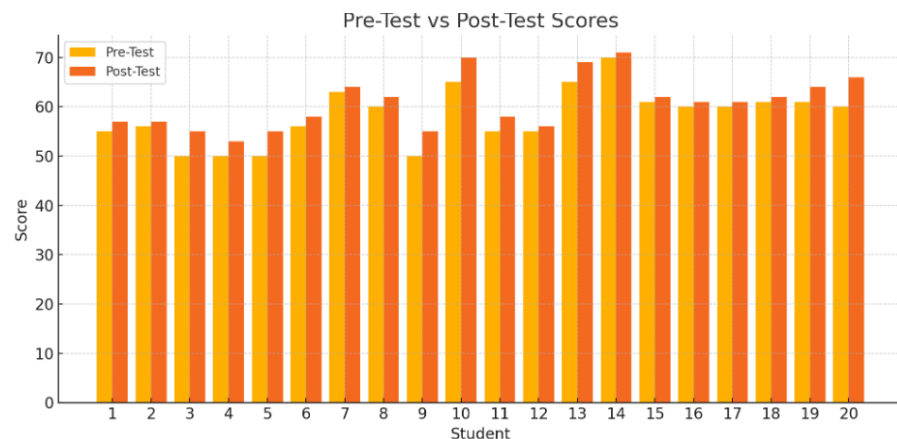
category (scores ranging from 0 to 4.5), and another 11 students (44%) were classified as "Poor" (scores ranging from 4.6 to 5.5). Only 3 students (12%) were placed in the "Fairly Good" category (scores ranging from 6.6 to 7.5), while no students achieved scores in the "Good," "Very Good," or "Excellent" categories. This suggests that, prior to the intervention, the students' writing skills were at a relatively low level.

However, the post-test results show a dramatic improvement in student performance. In the post-test, 19 students (76%) were classified as "Fairly Good" (scores between 6.6 and 7.5), which indicates a significant shift towards higher achievement levels. Notably, 2 students (8%) reached the "Excellent" category (scores between 9.6 and 10), and the remaining students saw a decrease in the "Poor" category to only 4 students (16%), with no students remaining in the "Very Poor" category.

These results illustrate that the Genre-Based Approach had a significant positive impact on students' writing skills, as nearly all students moved into higher classifications, particularly the "Fairly Good" category. The shift from predominantly low scores (Poor and Very Poor) to a greater number of students performing at a "Fairly Good" level demonstrates the effectiveness of this approach in improving students' writing abilities. The increase in the number of students achieving higher classification levels reflects the success of

the Genre-Based Approach in enhancing students' proficiency in writing Narrative texts.

4.2 Chart of Pre-Test and Post Test in Experimental Group



3. The Comparison of Scores each Students in Experimental Class and Control Class

This section presents a comparison of the scores between each student in the experimental class and the control class, highlighting the differences in their performance before and after the intervention. The analysis aims to provide insights into the effectiveness of the treatment on students' academic achievements. The comparison can be seen in the tabel below:

Tabel 4.4
The Comparison of Scores each Students in Experimental Class and Control Class

Students X	Students Y	X	Y	X	Y	x.x	y.y
1	1	15	10	-2	-0.5	4	0.25
2	2	20	15	3.5	4.5	12.25	20.25
3	3	25	0	8.5	-10.5	72.25	110.25

4	4	30	5	-13.5	-5.5	182.25	30.25
5	5	15	5	-1.5	-5.5	2.25	30.25
6	6	10	0	-6.5	-10.5	42.25	110.25
7	7	25	15	8.5	4.5	72.25	20.25
8	8	25	20	8.5	9.5	72.25	90.25
9	9	25	25	8.5	14.5	72.25	210.25
10	10	5	10	-11.5	-0.5	132.25	0.25
11	11	35	10	18.5	-0.5	342.25	0.25
12	12	15	15	-1.5	4.5	2.25	20.25
13	13	15	0	-1.5	-10.5	2.25	110.25
14	14	5	5	-11.5	-5.5	132.25	30.25
15	15	10	5	-6.5	-5.5	42.25	30.25
16	16	5	15	-11.5	4.5	132.25	20.25
17	17	30	5	13.5	-5.5	182.25	30.25
18	18	10	15	-6.5	4.5	42.25	20.25
19	19	10	30	-6.5	19.5	42.25	380.25
20	20	10	5	-6.5	-5.5	42.25	30.25
Mean		17	10.5				
N1=20	N2=20	340	210	0	0	1626.75	1295

To analyze t-test is used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1 = 25 - 1 = 24$) it is found that the t-table value is (2.06), the result of the calculation is shown as follows:

Table 4.5
T-test Value of the Students' Writing Skill of Narrative Text

Variables	T-test	T-table	Comparison	Classification
Content	13.66	2.06	t-test > t-table	Significant
Organization	3.77	2.06	t-test > t-table	Significant
Language Use	10.42	2.06	t-test > t-table	Significant

The data on Table 4.5 shows that the value of t-test is higher than the value of t-table. It indicated that there was a significant difference between the result of the students' ability to write content, organization and language use after treatment. It can be concluded that there was significant difference between the result of student writing ability before and after teaching by using Genre- Based Approach (GBA). This also means that Null Hypothesis (H_0): There was no improvement difference between the students' ability to write Narrative text after teaching by Genre-Based Approach at the Tenth-Grade students of SMK 6 Muhammadiyah Lebong Utara during the academic year 2022/2023 is rejected and Alternative Hypothesis (H_1): There was an improvement difference between the students' writing ability to write narrative text after teaching by using Genre-Based Approach at the ninth grade students of at the SMK 6 Muhammadiyah Lebong Utara during the academic year 2022/2023 is accepted.

B. Discussion

1. Students Writing Skills Before the Implementation of Genre Based Approach at SMK 1 Negeri Rejang Lebong during the academic year 2024/2025

The analysis of both the pre-test and post-test results for the control class provides valuable insight into students' writing skills before and after their exposure to conventional teaching methods. As presented in the data, the pre-test scores indicate that prior to any intervention, students' writing abilities were below average. The average pre-test score was 54.62, and a significant portion of students (76%) scored in the "poor" category. This indicates that most students were struggling with constructing coherent and well-structured narrative texts. A smaller percentage of students (24%) were classified as "fairly good," but this group also reflected only moderate proficiency in writing.

However, the post-test results in the control class show some improvement, with the average post-test score increasing to 57. Although this increase is marginal (only a 2.38-point improvement from the pre-test average), there is still evidence of progress. The post-test scores ranged from 50 to 71, with a maximum score of 71—still not a dramatic change from the pre-test, but the fact that the post-test scores were consistently higher than the pre-test indicates some level of growth in students' writing skills after receiving traditional writing instruction.

The classification of the students' scores in the pre-test and post-test. In the pre-test, the majority (76%) of students were placed in the "poor" category, while only 24% were considered "fairly good." However, the post-test data reveals a shift in the distribution of scores. The post-test saw an increase in the number of students categorized as "fairly good," with 80% of the students now classified in this category, compared to only 24% in the pre-test. Furthermore, the percentage of students scoring in the "poor" category dropped to 0%. Although there were no students in the "excellent" or "very good" categories in either test, the increase in the number of students achieving "fairly good" scores suggests that the students were able to improve their narrative writing to some degree through conventional instruction.

While the post-test results do show some improvement, it is important to note that the students still did not achieve significant advancements in their writing abilities. This is evident from the fact that, despite the improvement in scores, the highest score in the post-test was 71, which still reflects only a basic level of writing proficiency. The improvement in scores appears incremental rather than transformative, which is a typical characteristic of traditional teaching methods, especially when compared to more structured approaches like the genre-based approach.

2. Students Writing Skills After the Implementation of Genre Based Approach at SMK 1 Negeri Rejang Lebong during the academic year 2024/2025

Before the implementation of the genre-based approach, the pre-test results from the experimental class indicated that students' writing skills in narrative texts were relatively weak. The average pre-test score for the experimental group was 60.45, which reflects a moderate level of proficiency in writing, but still leaves room for improvement. The distribution of the pre-test scores shows that 44% of students were classified in the "poor" category (scores between 4.6 and 5.5), while 12% were classified as "fairly good" (scores between 6.6 and 7.5). This indicates that a significant number of students had difficulty constructing coherent narratives, with many struggling with the basic structural components of a narrative text, such as organization, clarity, and logical flow.

The classification of students' scores revealed that 44% of students fell into the "very poor" category (scores between 0 and 4.5), showing that these students were unable to effectively apply basic narrative conventions such as plot structure or character development. A further 44% were classified as "poor," and the remaining 12% fell into the "fairly good" category. These results suggest that, without a structured approach, students were not fully aware of the key elements needed to produce strong narrative writing.

After the genre-based approach was implemented, the students in the experimental group showed significant improvement in their writing skills, as evidenced by the post-test results. The average post-test score increased to 78.6, a notable improvement from the pre-test average of 60.45. This represents a substantial gain in writing proficiency and demonstrates the effectiveness of the genre-based approach in helping students improve their writing. The post-test classification shows that 8% of students achieved an "excellent" score (above 9.6), 76% of students were classified as "fairly good" (scores between 6.6 and 7.5), and 16% were classified as "poor" (scores between 4.6 and 5.5). The most significant shift is the large increase in students classified as "fairly good," from 12% in the pre-test to 76% in the post-test. Moreover, the 8% of students who scored in the "excellent" range were a clear indication that genre-based instruction had enabled some students to master the conventions of narrative writing effectively.

The 16% of students who were still classified as "poor" in the post-test showed improvement compared to their pre-test classification, where 44% were in this category. Furthermore, no students were classified as "very poor" in the post-test, suggesting that the genre-based approach was effective in lifting students from the lowest levels of writing proficiency to more acceptable levels of performance.

The pre-test results highlighted that most students struggled with narrative writing, as evidenced by the high proportion of students classified in the "poor" and "very poor" categories. These results suggest that prior to

the genre-based approach, students had limited understanding of the key conventions of narrative writing, such as plot development, character creation, and thematic coherence. The genre-based approach, which focuses on teaching these conventions explicitly, had a transformative impact on students' writing skills, as reflected in the post-test result.

In contrast, the post-test results demonstrate a marked improvement in students' writing. The large increase in students classified as "fairly good" (from 12% to 76%) and the emergence of students in the "excellent" category (8%) suggest that the genre-based approach provided students with the necessary tools to improve their writing. These improvements can be attributed to the explicit teaching of narrative structure, the focus on genre-specific language features, and the opportunity for students to practice these skills in a supportive learning environment.

Additionally, the post-test results show a reduction in the number of students classified as "poor" and the complete elimination of the "very poor" category. This improvement reflects the genre-based approach's success in helping students grasp the necessary narrative writing skills, even for those who initially struggled.

3. The effect of Genre Based Approach on Students Narrative Writing Skill at SMK 1 Negeri Rejang Lebong

This study aimed to investigate the effect of the Genre-Based Approach (GBA) on students' narrative writing skills at SMK 1 Negeri Rejang Lebong. The comparison of pre-test and post-test scores for both the

experimental group (students who received GBA instruction) and the control group (students who followed traditional methods) demonstrated a clear improvement in the experimental group's writing abilities. This section discusses the findings in relation to the research question regarding the effectiveness of GBA in enhancing students' narrative writing skills.

In the experimental group, the pre-test scores revealed that the students had a moderate level of writing skills, with an average score of 60.45. This suggests that prior to the implementation of GBA, students struggled with the narrative writing process. However, after the genre-based treatment, the post-test scores showed a significant increase, with the average score rising to 78.6. This improvement can be attributed to the focused teaching of narrative text structure and writing conventions under the GBA framework, where students were explicitly instructed on the structural and linguistic features of narratives. These findings are in line with research by Badger and White (2016), who emphasized that genre-based instruction enhances students' writing by helping them internalize the conventions specific to different writing genres.

In contrast, the control group, which received traditional writing instruction, showed a more modest improvement. The average pre-test score was 54.62, and the average post-test score increased to 57. These results indicate that the conventional approach to writing instruction had a smaller impact on improving students' narrative writing skills compared to the GBA. While there was an increase in post-test scores for the control

group, the improvement was not as significant as that of the experimental group, highlighting the potential effectiveness of the genre-based approach in fostering deeper writing skills.

The statistical analysis, using a t-test to compare the pre-test and post-test scores, further supports the conclusion that the Genre-Based Approach had a significant effect on students' narrative writing skills. Table 4.5 shows that for all three writing categories—content, organization, and language use—the t-test values (13.66, 3.77, and 10.42, respectively) were higher than the t-table value (2.06). This indicates that there were significant improvements in all aspects of students' writing after the intervention.

The significant improvement in content, organization, and language use reflects the impact of the GBA's focus on genre-specific features. For example, students in the experimental group learned how to structure their narratives more effectively, integrating elements such as character development, plot structure, and appropriate language use. These findings align with the theoretical underpinnings of GBA, which emphasizes the explicit teaching of genre-specific structures and language features to improve writing proficiency⁹⁹. According to Hyland, GBA provides students with a clear understanding of the expectations for writing in different genres, leading to better organization, coherence, and clarity in their writing.

⁹⁹ Hyland, K. (2016). *Genre and second language writing*. University of Michigan Press.

The results of this study are consistent with the theoretical framework of Genre-Based Pedagogy, which is grounded in Systemic Functional Linguistics (SFL) as proposed by Halliday and Matthiessen. According to SFL, writing is a social activity that involves using language to achieve specific purposes, and understanding the structure and function of different genres is crucial for producing effective texts¹⁰⁰. The GBA approach, by focusing on the genre-specific features of narrative texts, provides students with the tools they need to organize their ideas and express them clearly and effectively. This approach aligns with the findings of research by Li and Harmer, who found that genre-based writing instruction helps students improve the quality of their writing by teaching them the structure and features specific to each genre¹⁰¹.

Additionally, the improvement in students' writing after the GBA intervention is supported by studies such as those by Litz and Tuan and Mai, who demonstrated that genre-based approaches lead to significant improvements in writing quality¹⁰². These studies emphasize that genre-based teaching enhances students' ability to understand and apply the conventions of specific genres, resulting in better-organized and more coherent written texts. In this study, the focus on narrative writing helped students to develop a clearer understanding of narrative structure and

¹⁰⁰ Halliday, M. A. K., & Matthiessen, C. M. (2014). *An introduction to functional grammar* (4th ed.). Routledge

¹⁰¹ Li, X. (2018). *Exploring the effectiveness of genre-based writing instruction in improving ESL students' writing skills*. *TESL Canada Journal*, 35(1), 58-75. <https://doi.org/10.18806/tesl.v35i1.1280>

¹⁰² Litz, D. (2016). *The role of genre-based writing instruction in improving students' writing skills: A meta-analysis*. *TESOL Quarterly*, 50(4), 945-973. <https://doi.org/10.1002/tesq.267>

improved their ability to organize and articulate their ideas within the narrative genre.

This study provides strong evidence of the effectiveness of the Genre-Based Approach in improving students' narrative writing skills. The comparison of pre-test and post-test scores between the experimental and control groups, as well as the statistical analysis, shows that students in the experimental group demonstrated significant improvement in content, organization, and language use. These findings support the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming that the genre-based approach contributed to the improvement of students' narrative writing skills.

The findings of this study clearly demonstrate the effectiveness of the Genre-Based Approach (GBA) in improving students' narrative writing skills. These results are consistent with numerous previous studies that have highlighted the benefits of genre-based instruction in writing education.

Firstly, the findings support those of **Badger and White**, who argued that genre-based instruction helps learners internalize the structural and linguistic conventions of different text types¹⁰³. This is reflected in the significant improvement observed in students' writing content, organization, and language use after receiving GBA instruction.

This study also aligns with the work of **Hyland**, who emphasized that GBA provides learners with explicit instruction in the structure and

¹⁰³ Badger, R., & White, G. (2000). A Process Genre Approach to Teaching Writing. *ELT Journal*, 54(2), 153–160.

language features of specific genres¹⁰⁴. Through this clarity, students are better able to understand writing expectations and construct their texts with greater coherence and purpose. In this study, students in the experimental group were able to effectively apply narrative structure elements such as character development, plot sequence, and appropriate language.

Additionally, the findings are in line with **Tuan and Mai (2015)**, who found that students taught using genre-based approaches showed significant improvements in writing quality, especially in coherence and organization. Similarly, **Litz** demonstrated that applying GBA in writing instruction improves students' ability to organize ideas and present them according to the genre's communicative purpose¹⁰⁵.

Furthermore, studies by **Li** also provide support for the current findings. They stress that genre-based instruction improves students' writing proficiency by making them more aware of how texts should be structured for particular purposes and audiences¹⁰⁶. This awareness was evident in the post-test results of the experimental group in this study, which showed significant improvement across all assessed components.

In conclusion, the results of this study strongly confirm the findings of previous research and offer additional empirical evidence on the effectiveness of the Genre-Based Approach. The significant improvement

¹⁰⁴ alliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar* (3rd ed.). London: Arnold.

¹⁰⁵ Litz, D. R. A. (2007). *Student-Directed Assessment in ESL/EFL: Designing Scoring Rubrics with Students*. The Internet TESL Journal, XIII(11).

¹⁰⁶ Li, F. (2016). The Effectiveness of Genre-Based Approach on English Writing. *International Journal of Languages, Literature and Linguistics*, 2(2), 85–89

in the experimental group's writing scores, when compared to the control group, demonstrates that GBA not only enhances students' understanding of narrative structure but also leads to measurable gains in writing performance.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and validates the findings presented in the previous chapter. Conclusions are drawn based on the data analysis results, specifically addressing the research questions. Furthermore, this section provides recommendations for future researchers interested in further investigating this topic

A. Conclusion

1. Students' Writing Skills Before the Implementation of Genre-Based Approach at SMKN 1 Rejang Lebong During the Academic Year 2024/2025

Before the implementation of the Genre-Based Approach (GBA), the students in the experimental and control groups displayed moderate levels of writing proficiency. In the control group, which received conventional writing instruction, the average pre-test score was 55, with a majority of students (76%) classified as "Poor" in their narrative writing skills. The experimental group, initially assessed using the conventional method, had an average pre-test score of 60.45, with many students in the "Very Poor" and "Poor" categories (44% in each). These results suggest that, prior to the intervention, students struggled with writing proficiency, particularly in crafting narrative texts, as evidenced by the limited number of students achieving higher classification levels.

2. Students' Writing Skills After the Implementation of Genre-Based Approach at SMKN 1 Rejang Lebong During the Academic Year 2024/2025

After the implementation of the Genre-Based Approach, students in both the experimental and control groups showed improvements in their writing skills. In the experimental group, the average post-test score increased significantly to 78.6, with 76% of the students classified as "Fairly Good." This demonstrated a considerable improvement compared to the pre-test scores. Notably, 8% of students achieved scores in the "Excellent" category, and no students remained in the "Very Poor" category, indicating a positive shift in writing proficiency. In contrast, the control group saw only modest gains, with a mean post-test score of 57 and limited improvements in classification levels. While 80% of students moved to the "Fairly Good" category, no students reached higher achievement levels like "Good" or "Excellent," reflecting the less significant impact of the conventional teaching method compared to the Genre-Based Approach.

3. The Effect of Genre-Based Approach on Students' Narrative Writing Skill at SMKN 1 Rejang Lebong

The Genre-Based Approach had a significant positive impact on students' narrative writing skills at SMKN 1 Rejang Lebong. The statistical analysis revealed that there was a significant difference in the students' pre-test and post-test scores, with a t-test value higher than the t-table value for all

aspects of writing (content, organization, and language use). This confirmed that the Genre-Based Approach effectively improved students' writing proficiency, particularly in structuring narrative texts and enhancing language use. The large increase in the post-test scores, the shift to higher classification categories, and the substantial gains in individual student performance all support the conclusion that GBA was an effective teaching strategy for improving students' narrative writing skills in this context. Therefore, it can be concluded that the Genre-Based Approach positively influenced the development of students' writing skills at SMKN 1 Rejang Lebong during the academic year 2022/2023.

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the school

The school should invest in professional development programs to train teachers on the effective implementation of the Genre-Based Approach (GBA) and other modern teaching strategies. These programs will help ensure that teachers are well-prepared to use such methods effectively, thereby improving students' writing skills

2. The Teachers

Based on the positive outcomes observed in this study, teachers should continue using the Genre-Based Approach for teaching writing. They could also explore variations of this approach tailored to different student

needs and writing genres beyond narrative texts. Teachers should provide timely, constructive feedback on students' writing, especially when using GBA. This will help students identify their strengths and areas for improvement, leading to more targeted skill development

3. The students

Students should be encouraged to write regularly, experimenting with different genres and structures, as consistent practice will help them develop stronger writing skills over time. Students should actively engage with the feedback provided by their teachers and peers, using it to refine their writing and enhance their understanding of how to improve their narrative skills. Students should read more narrative texts across different genres and styles to expose themselves to various writing techniques and ideas that can enrich their own writing

4. The others researcher.

Future research could focus on the long-term effects of the Genre-Based Approach on students' writing development, tracking progress over several months or academic years to assess its sustained impact. Researchers could investigate how the Genre-Based Approach influences writing skills in other subject areas (e.g., history, science) and compare its effectiveness across different contexts.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	Phydia Dinda Eka
NIM	19551025
PROGRAM STUDI	Tadris Bahasa Inggris
FAKULTAS	Tarbiyah
DOSEN PEMBIMBING I	Dr. Primantoro, SS., M.Pd
DOSEN PEMBIMBING II	Jumatus Sidiq, M.Pd
JUDUL SKRIPSI	The Effect of a Genre Based-approach in Teaching Narrative Texts on mechanical engineering students writing skills
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	18 Maret 2024	Ganti Judul dan Rubrik menjadi experimental study	P
2.	2 April 2024	Tambahkan Teaching writing, assesmen writing, component writing.	P
3.	1 Juli 2024	Tambahkan hasil penelitian yang menunjukkan bahwa genre based approach berpengaruh terhadap writing	P
4.	4 Sep 2024	Rubrik Penelitian writing	P
5.	16 Oktober 2024	Validasi Rubrik	P
6.		Revisi BAB 1	P
7.		Revisi BAB 2	P
8.		Revisi BAB 3	P
9.		Revisi BAB 4	P
10.		Perbaiki BAB 4 dan	P
11.		Acc Sidang	P
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Primantoro, SS., M.Pd

NIP. 1975082008011004

CURUP, 202

PEMBIMBING II,

Jumatus Sidiq, M.Pd

NIP. 19780229 2002R 2 2002

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AR. Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21100 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Tahun Pokok 2019

KARTU BIMBINGAN SKRIPSI

NAMA	Pengdan Dinda Kira
NIM	173017
PROGRAM STUDI	Studi Bimbingan Skripsi
FAKULTAS	Teologi
PEMBIMBING I	Dr. Prihantoro, SS., M.Pd
PEMBIMBING II	Jumatushidayah, M.Pd
JUDUL SKRIPSI	The effect of a Short Based -approach in teaching Microport text On mechanical Engineering Students Learning Skills
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	21 Maret 2019	Revisi Bab 1	
2.	15 Mei 2019	Revisi Bab 2 dan 3	
3.	10 Juli 2019	Perbaikan Footnote	
4.	3 Agustus 2019	Perbaikan Penulisan	
5.	16 Oktober 2019	acc Penelitian	
6.			
7.			
8.			
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 202

PEMBIMBING I,

PEMBIMBING II,

Dr. Prihantoro, SS., M.Pd
NIP. 19750820 200801 1009

Jumatushidayah, M.Pd
NIP. 19780229 200212 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 792 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
- Memperhatikan** : 1. Permohonan Saudara Fhydia Dinda Eka tanggal 15 November 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Rabu tanggal 6 Maret 2024

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Dr. Prihantoro, SS., M.Pd** **19750820 200801 1 004**
2. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Fhydia Dinda Eka**

N I M : **19551025**

JUDUL SKRIPSI : **The Effect of a Genre Based – Approach in Teaching Narrative Texts on Mechanics Engineering Students Writing Skills**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 15 November 2024

Dekan



Sekretaris

Tembusan :

1. Rektor
2. Bendahara IAIN Curup
3. Kabag Akademik, Kemahasiswaan dan Kerja Sama
4. Mahasiswa yang bersangkutan



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/387 /IP/DPMPISP/XI/2024

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor: 2022/In.34/PT/TP.00.9/11/2024 tanggal 21 November 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Fhydia Dinda Eka/ Muara Aman, 27 Juli 2000
NIM	: 19551025
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: Tadris Bhasa Inggris/ Tarbiyah
Judul Proposal Penelitian	: The Effect Of a Genre Based-Approach In Teaching Narrative Texts On Mechanics Engineering Students Writing Skills
Lokasi Penelitian	: SMKN 1 Rejang Lebong
Waktu Penelitian	: 22 November 2024 s/d 21 Februari 2025
Penanggung Jawab	: Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup

Pada Tanggal : 22 November 2024

Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZULKARNAIN, SH
Pembina Tingkat I
NIP. 19741010 200704 1 001

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMKN 1 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



PEMERINTAH PROVINSI BENGKULU
SMK NEGERI 1 REJANG LEBONG

Jl. Ahmad Marzuki No. 105, Telp./Fax. (0732) 21258 Curup-Bengkulu 39111

Website: smk1rl.sch.id email: mail@smk1rl.sch.id



SURAT IZIN PENELITIAN

Nomor: 421.5/1070/PL/SMKN1/2024

Berdasarkan Surat Permohonan Izin Penelitian dari Fakultas/Prodi (S1) Tarbiyah/Pendidikan Agama Islam Nomor: **2022/In.34/FT/PP.0091/11/2024** Tanggal 21 Nopember 2024, dan tembusan Kepala Dinas Penanaman Modal Dan PTSP Kabupaten Rejang Lebong Nomor: 503/387/IP/DPMPTSP/XI/2024 perihal Surat Izin, dengan ini menerangkan bahwa:

Nama : **Fhydia Dinda Eka**
NPM : 19551025
Jabatan : Mahasiswa S1 Tarbiyah/Tadris Bahasa Inggris
Judul Penelitian : The Effect Of a Genre Based-Approach In Teaching Narrative Texts On Mechanics Engineering Students Writing Skills

Kepala Sekolah dengan ini memberikan izin penelitian di SMK Negeri 1 Rejang Lebong dari tanggal 20 Nopember 2024 sampai 21 Februari 2025.

Demikian Surat Izin ini dibuat, untuk dipergunakan sebagaimana mestinya.

Curup, 04 Desember 2024

Kepala Sekolah



Dr. Asap Superman, S.Pi, M.Pd

Pembina Tk.I/IV.b

Nip. 19791116 200604 1 009

Tembusan, Yth

1. Ybs
2. Arsip

(Preliminary Test and Final Test Worksheets)

Instructions:

- Happy working! 😊

[illegible]

(Learning and Treatment Worksheet)

Writing Narrative Text

Instructions:

1. Write a narrative text based on the interview text you have read!
2. Give your writing a title!
3. Writing length of at least 3 paragraphs (opening, body, and closing)
4. Pay attention to writing and word choice
5. When finished, submit to the teacher

Happy working! 😊

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix 4. Test Instrument

(Preliminary Test and Final Test Worksheets)

Writing Narrative Text

Instructions:

1. Write a narrative text based on your personal experience (free theme)!
2. Give your writing a title!
3. Writing length of at least 3 paragraphs (opening, body, and closing)
4. Pay attention to writing and word choice
5. When finished, submit to the teacher

Happy working! 😊

Name : Rahmad Kurniawan

(My Story on Sunday)

Assalamualaikum I'll tell you on Sunday.

That Morning the Sun rose brilliantly shining its warm rays ~~into~~ into the room.

Opening

With that, I started my Sunday Seva Kan Sumah.

After Fresh that, I prepared a healthy breakfast consisting fruits of and energy smoothies.

Body

Later, I decided to explore the local park to refresh my mind and reflect on the meaning of life. In the park, I met an old friend and we took a walk while sharing our experiences. After returning home, I decided to spend the rest

Closing

of the day reading my favorite book under the warm sunshine. In the afternoon, I joined my family for a relaxing picnic by the lake, enjoying the beautiful scenery while sharing laughter and stories. This is all I can tell you.

Appendix 4. Test Instrument

(Preliminary Test and Final Test Worksheets)

Writing Narrative Text

Instructions:

1. Write a narrative text based on your personal experience (free theme)!
2. Give your writing a title!
3. Writing length of at least 3 paragraphs (opening, body, and closing)
4. Pay attention to writing and word choice
5. When finished, submit to the teacher

Happy working! ☺

Nama : Reri Saputra

1. title : Old man and The Bus
(Lain-lain tua dan bus)

komposisi : One day an old man stood up on a bus halt. he looked waiting for something. then he asked to a young man near him "excuse me, what time is the bus to be going?"

Resensi : "5 minutes later" the young man answered "what about the bus to Semarang?" the old man asked again. around 10 minutes later "the young man answered briefly "where are you going to go, sir?"

Referensi : "I just wanna cross this street. I'm afraid they hit me" the old man answered then walked crossing the street.

Beni saputra

Appendix 4. Test Instrument

(Preliminary Test and Final Test Worksheets)

Writing Narrative Text

Instructions:

1. Write a narrative text based on your personal experience (free theme)!
2. Give your writing a title!
3. Writing length of at least 3 paragraphs (opening, body, and closing)
4. Pay attention to writing and word choice
5. When finished, submit to the teacher

Happy working! ☺

title : Holidays at the Beach

Orientation : my family and I went on holiday ~~and~~ to Kuta beach, Bali. we played in the sand, swam and enjoyed the sun. suddenly, heavy rain came, we ran for shelter.

Complication : After the rain passed, we saw a beautiful rainbow in the sky.

Resolution : The holiday was an unforgettable experience.

Reflex : we learned the importance of fortitude and patience.

Nama: Sandi Adevio
Kls : XI TP I

Appendix 4. Test Instrument

(Preliminary Test and Final Test Worksheets)

Writing Narrative Text

Instructions:

1. Write a narrative text based on your personal experience (free theme)!
2. Give your writing a title!
3. Writing length of at least 3 paragraphs (opening, body, and closing)
4. Pay attention to writing and word choice
5. When finished, submit to the teacher

Happy working! ☺

Countdown to the New Year
Last New Year's Eve, my family and I decided to experience a truly unforgettable celebration. We ventured into the bustling city center to witness the grand fireworks display that was promised. As we arrived at the designated viewing area, we found ourselves surrounded by a sea of people all sharing the same excitement.

The countdown began, and as the clock struck midnight, the sky erupted in a dazzling array of colors and shapes. Fireworks soared high above, illuminating the night sky. We cheered and clapped, our eyes fixed on the magnificent spectacle. The combination of the crowd's energy, the vibrant fireworks, and the festive atmosphere created an experience that was both magical and memorable.

Appendix 5.

Narrative Writing Scoring Guidelines

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.

Content effectiveness	Excellent (23-25)	Information is communicated clearly and impactfully, with a well-defined message that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.

Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

LESSON PLAN
(Experimental and Control Class *Pretest*)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Standard Competency : 12. Express different types of narrative
and short messages

Basic skills : 12.1. Transform an interview into a narrative by
paying attention to the use of direct and indirect sentences.

Competency Standard : 12. Express various things in narrative form
and short messages

Basic Competencies : 12.1. Convert interview text into narrative with
pay attention to how direct and indirect sentences are written.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- a narrative text effectively Time

Allocation : 2 x40 minutes (1 meeting)

A. Learning Objectives

- Students can actively understand and explain the meaning of narrative text.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can compose a narrative text well, correctly, and creatively.

B. Learning Subject Matter

Recognize narrative text

- Create or compose a narrative text

C. Learning Methods

- Assignment

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none">• The teacher invites students to understand today's learning objectives.• The teacher recalls students' memories related to today's learning material.	5 minutes
Core	<ul style="list-style-type: none">• Students compose a narrative text based on personal experience.• Students submit their writing to the teacher.	60 minutes
End (Internalization and reflection)	<ul style="list-style-type: none">• The teacher and students summarize the material on today's lesson.• Teacher and students reflect on today's learning• The teacher closes today's lesson.	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Student worksheet

H. Assessment

The following are the guidelines for scoring the results of students' narrative writing.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content	Excellent	Information is communicated clearly and impactfully, with a well-defined message

effectiveness	Excellent (23-30)	that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair	Frequent errors in spelling and grammar, causing some confusion for the reader.

	(5-6)	
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

The following is the assessment rubric used in learning to write narrative text with a genre approach.

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100 = \text{Final score}$$

LESSON PLAN
(Learning II Control Class)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Standard of Competence : 12. Express various information in the form
of narratives and short messages

Basic Competencies : 12.1. Convert interview text into narrative with
pay attention to how direct and indirect sentences are written.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 times meeting)

A. Learning Objectives

- Students can understand and explain the meaning of narrative text actively.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences.
- Create or compose a narrative text from an interview text

C. Learning Methods

- Questions and answers
- Assignment

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none">• The teacher invites students to understand today's learning objectives.• Teacher call back memory students related to today's learning material.	5 minutes
Core	<ul style="list-style-type: none">• Students look at the materials and interview texts with tourism themes given by the teacher.• Students compile text narrative text based on the interview text given by the teacher.• Students correct each other's writing.• Students submit their writing to the teacher.	70 minutes
End (Internalization and reflection)	<ul style="list-style-type: none">• Teacher and students conclude Material on today's learning.• Teacher and students conduct reflection today's learning• The teacher closes today's lesson.	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Interview text sheet
- Student worksheet

H. Assessment

The following are the guidelines for scoring the results of students' narrative writing.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content	Excellent	Information is communicated clearly and impactfully, with a well-defined message

effectiveness	Excellent (23-25)	that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair	Frequent errors in spelling and grammar, causing some confusion for the reader.

	(5-6)	
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

The following is the assessment rubric used in learning to write narrative text with a genre approach.

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

LESSON PLAN

(Learning II Control Class)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Standard of Competence : 12. Express various information in the form of narratives and short messages

Basic Competencies : 12.1. Convert interview text into narrative with pay attention to how direct and indirect sentences are written.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- a. Students can understand and explain the meaning of narrative text actively.
- b. Students can identify the characteristics of narrative text carefully and thoroughly.
- c. Students can convert direct sentences into indirect ones
- d. Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- a. Recognize narrative text
- b. Recognize direct and indirect sentences.
- c. Create or compose a narrative text from an interview text

C. Learning Methods

- a. Questions and answers
- b. Assignment

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none">• The teacher invites students to understand today's learning objectives.• Teacher call back memory students related to today's learning material.	5 minutes
Core	<ul style="list-style-type: none">• Students look at the materials and interview texts with tourism themes given by the teacher.• Students compile text narrative text based on the interview text given by the teacher.• Students correct each other's writing.• Students submit their writing to the teacher.	70 minutes
End (Internalization and reflection)	<ul style="list-style-type: none">• Teacher and students conclude material on today's learning.• Teacher and students conduct reflection on today's learning• The teacher closes today's lesson.	5 minutes

E. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

F. Learning Media

- a. Interview text sheet
- b. Student worksheet

G. Assessment

The following are the guidelines for scoring the results of students' narrative writing.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content	Excellent	Information is communicated clearly and impactfully, with a well-defined message

effectiveness	Excellent (23-25)	that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair	Frequent errors in spelling and grammar, causing some confusion for the reader.

	(5-6)	
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

The following is the assessment rubric used in learning to write narrative text with a genre approach.

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

LESSON PLAN
(Lesson III Control Class)

Name of the school : SMK Negeri 1 Rejang Lebong
Subject : English
Class/Semester : X Mechanical Engineering
Aspect of study : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert interview text into narrative with
pay attention to how direct and indirect sentences are written.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- Students can actively understand and explain the meaning of narrative text.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences.
- Create or compose a narrative text from an interview text

C. Learning Methods

- Questions and answers
- Assignment

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none">• The teacher invites students to understand today's learning objectives.• Teacher call back memory students related to today's learning material.	5 minutes
Core	<ul style="list-style-type: none">• Students look at the materials and interview texts with the theme of friendship given by the teacher.• Students compile text narrative text based on the interview text given by the teacher.• Students correct each other's writing.• Students submit their writing to the teacher.	70 minutes
End (Internalization and reflection)	<ul style="list-style-type: none">• Teacher and students conclude material on today's learning.• Teacher and students conduct reflection on today's learning• The teacher closes today's lesson.	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Interview text sheet
- Student worksheet

H. Assessment

The following are the guidelines for scoring the results of students' narrative writing.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content	Excellent	Information is communicated clearly and impactfully, with a well-defined message

effectiveness	Excellent (23-25)	that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair	Frequent errors in spelling and grammar, causing some confusion for the reader.

	(5-6)	
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

The following is the assessment rubric used in learning to write narrative text with a genre approach.

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100 = \text{Final score}$$

LESSON PLAN
(Lesson IV Control Class)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert interview text into narrative with
pay attention to how direct and indirect sentences are written.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 times meeting)

A. Learning Objectives

- Students can understand and explain the meaning of narrative text actively.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences.

- Create or compose a narrative text from an interview text

C. Learning Methods

- Questions and answers
- Assignment

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none"> • The teacher invites students to understand today's learning objectives. • Teacher call back memory students related to today's learning material. 	5 minutes
Core	<ul style="list-style-type: none"> • Students look at the materials and interview texts with family themes given by the teacher. • Students compile text narrative text based on the interview text given by the teacher. • Students correct each other's writing. • Students submit their writing to the teacher. 	70 minutes
End (Internalization and reflection)	<ul style="list-style-type: none"> • Teacher and students conclude material on today's learning. • Teacher and students conduct reflection on today's learning • The teacher closes today's lesson. 	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Interview text sheet
- Student worksheet

H. Assessment

The following are the guidelines for scoring the results of students' narrative writing.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.

Content effectiveness	Excellent (23-25)	Information is communicated clearly and impactfully, with a well-defined message that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.

Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

The following is the assessment rubric used in learning to write narrative text with a genre approach.

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

LESSON PLAN
(Experimental Class I Treatment)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert an interview text into a narrative by paying
attention to how to write direct and indirect sentences.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- Students can actively understand and explain the meaning of narrative text.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones.
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences
- Compose a narrative text from an interview text

C. Learning Methods

Genre approach

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none">• Teacher invite students to understand today's learning objectives.• The teacher recalls students' memories related to today's learning material.	5 minutes
Core	1. <i>Modeling a text</i> <ul style="list-style-type: none">• Students read carefully and thoroughly the sample narrative text given by the teacher with the title <i>Go To Borobudur Temple</i>.• Students discuss to answer the teacher's oral questions about the content and elements of the narrative text examples given.	10 minutes
	2. <i>Joint construction of text</i> <ul style="list-style-type: none">• Students further analyze and identify the formal form of the text they have read to conclude the purpose, type, elements, structure, writing, and grammar of narrative text under the guidance of the teacher.	20 minutes
	3. <i>Independent construction of text</i> <ul style="list-style-type: none">• Students read and examine the interview text given, with the theme given by the teacher.• Students explore and determine ideas to be written in the form of narrative text according to the given theme.• Teachers can help students by providing	40 minutes

	<p>questions that refer to the creation of each element of a narrative text, from orientation to coda.</p> <ul style="list-style-type: none"> • Students write a narrative text based on the interview text. • Students collect their writing. 	
End (Internalization and reflection)	<ul style="list-style-type: none"> • Teacher and students conclude material on today's learning. • Teacher and student conduct reflection on today's learning • The teacher closes today's lesson. 	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Narrative text example sheet
- Interview text sheet
- Student worksheet

H. Assessment

The following rubric is used in learning to write narrative texts with a genre approach

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

The following scoring guidelines are used in learning to write narrative texts with a genre approach.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.
	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content effectiveness	Excellent (23-25)	Information is communicated clearly and impactfully, with a well-defined message that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.

	13)	
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

Description:

The calculation of the final score on a 0-100 scale is as follows:

Score acquisition

$\text{Final score} = \frac{\text{X}}{100} \times 100$

Maximum score (100)

LESSON PLAN

(Experimental Class II Treatment)

School Name : SMK Negeri 1 Rejang Lebong

Subject : English

Grade/Semester : X Mechanical Engineering

Learning Aspects : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert an interview text into a narrative by paying
attention to how to write direct and indirect sentences.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- Students can understand and explain the meaning of narrative text actively.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones.
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences
- Compose a narrative text from an interview text

C. Learning Methods
Genre approach

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none"> Teacher invite students to understand today's learning objectives. The teacher recalls students' memories related to today's learning material. 	5 minutes
Core	4. <i>Modeling a text</i> <ul style="list-style-type: none"> Students read carefully and thoroughly the sample narrative text given by the teacher with the title <i>Elementary School Reunion</i>. Students discuss to answer the teacher's oral questions about the content and elements of the narrative text examples given. 	10 minutes
	5. <i>Joint construction of text</i> <ul style="list-style-type: none"> Students further analyze and identify the formal form of the text they have read to conclude the purpose, type, elements, structure, writing, and grammar of narrative text under the guidance of the teacher. 	20 minutes
	6. <i>Independent construction of text</i> <ul style="list-style-type: none"> Students read and examine the interview text given, with the theme given by the teacher. Students explore and determine ideas to be written in the form of narrative text according to the given theme. Teachers can help students by providing 	40 minutes

	<p>questions that refer to the creation of each element of a narrative text, from orientation to coda.</p> <ul style="list-style-type: none"> Students write a narrative text based on the interview text. Students collect their writing. 	
End (Internalization and reflection)	<ul style="list-style-type: none"> Teacher and students conclude material on today's learning. Teacher and students conduct reflection on today's learning The teacher closes today's lesson. 	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Narrative text example sheet
- Interview text sheet
- Student worksheet

H. Assessment

The following rubric is used in learning to write narrative texts with a genre approach

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7-15	3-10	
1.							
2.							
3.							
4.							
5.							

The following scoring guidelines are used in learning to write narrative texts with a genre approach.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.

	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content effective-ness	Excellent (23-25)	Information is communicated clearly and impactfully, with a well-defined message that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.

	11)	
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

LESSON PLAN

(Treatment III Experimental Class)

Name of the school : SMK Negeri 1 Rejang Lebong

Subject : English

Class/Semester : X Mechanical Engineering

Aspect of study : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert an interview text into a narrative by paying
attention to how to write direct and indirect sentences.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- Students can actively understand and explain the meaning of narrative text.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones.
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences
- Compose a narrative text from an interview text

C. Learning Methods
Genre approach

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none"> Teacher invite students to understand today's learning objectives. The teacher recalls students' memories related to today's learning material. 	5 minutes
Core	7. <i>Modeling a text</i> <ul style="list-style-type: none"> Students read carefully and thoroughly the sample narrative text given by the teacher with the title <i>Champion I Swimming Competition</i>. Students discuss to answer the teacher's oral questions about the content and elements of the narrative text examples given. 	10 minutes
	8. <i>Joint construction of text</i> <ul style="list-style-type: none"> Students further analyze and identify the formal form of the text they have read to conclude the purpose, type, elements, structure, writing, and grammar of narrative text under the guidance of the teacher. 	20 minutes
	9. <i>Independent construction of text</i> <ul style="list-style-type: none"> Students read and examine the interview text given, with the theme given by the teacher. Students explore and determine ideas to be written in the form of narrative text according to the given theme. Teachers can help students by providing 	40 minutes

	<p>questions that refer to the creation of each element of a narrative text, from orientation to coda.</p> <ul style="list-style-type: none"> • Students write a narrative text based on the interview text. • Students collect their writing. 	
End (Internalization and reflection)	<ul style="list-style-type: none"> • Teacher and students conclude material on today's learning. • Teacher and students conduct reflection on today's learning • The teacher closes today's lesson. 	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Narrative text example sheet
- Interview text sheet
- Student worksheet

H. Assessment

The following rubric is used in learning to write narrative texts with a genre approach

No.	Name of student	Aspects assessed					Total score
		Quality and accuracy of content	Writing organization (Narrative Stages)	Content effectiveness	Sentence precision and word choice	Spelling and grammar	
		13-30	7-20	5-25	7 - 1 5	3-10	
1.							
2.							
3.							
4.							
5.							

The following scoring guidelines are used in learning to write narrative texts with a genre approach.

Aspects	Score	Criteria
Quality and accuracy of content	Excellent (27-30)	The writing is highly creative and engaging, demonstrating a strong command of narrative themes and problem-solving relevant to the narrative genre.
	Good (22-26)	The writing is well-developed, with moderate creativity and an adequate understanding of the narrative genre's requirements.
	Fair (17-21)	Limited understanding of narrative themes; topic development is weak and lacks coherence.
	Poor (13-16)	Topic development is minimal, with little relevance to the narrative genre; lacks creativity and engagement.
Writing organization (Narrative Stages)	Excellent (18-20)	The writing follows the narrative genre structure (Orientation, Complication, Resolution, and optional Reorientation), with smooth transitions and clear progression.
	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.

	Fair (10-13)	Background and narrative stages are minimally organized, with noticeable gaps in storytelling flow.
	Poor (7-9)	Story structure is unclear; narrative stages are jumbled or missing, creating confusion.
Content effective-ness	Excellent (23-25)	Information is communicated clearly and impactfully, with a well-defined message that aligns with narrative genre conventions.
	Good (16-22)	The content is generally clear and meaningful, though it may lack strong impact or vivid details.
	Fair (10-15)	The content is conveyed but lacks depth; the message may be ambiguous or insufficiently developed.
	Poor (5-9)	The message is unclear and lacks engagement; the content does not align well with narrative expectations.
Sentence precision and word choice	Excellent (14-15)	Sentences are structured precisely, with effective word choices that enhance the narrative tone and readability.
	Good (12-13)	Sentences are generally clear, with some effective word choices; minor ambiguities may be present.
	Fair (9-11)	Sentence structure is passable but lacks clarity; word choice may occasionally be inappropriate for the narrative context.

	11)	
	Poor (7-8)	Sentences are unclear, with ineffective word choices that detract from the story's readability and flow.
Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

LESSON PLAN

(Treatment IV Experimental Class)

School Name : SMK Negeri 1 Rejang Lebong

Subject : English

Grade/Semester : X Mechanical Engineering

Learning Aspects : Writing

Competency Standard : 12. Express various information in narrative form
and short messages

Basic Competencies : 12.1. Convert an interview text into a narrative by paying
attention to how to write direct and indirect sentences.

Indicators :

- Understand and explain the meaning of narrative text
- Identify the characteristics of narrative text
- Turning direct sentences into indirect ones
- a narrative text effectively

Time Allocation : 2 x40 minutes (4 meetings)

A. Learning Objectives

- Students can actively understand and explain the meaning of narrative text.
- Students can identify the characteristics of narrative text carefully and thoroughly.
- Students can convert direct sentences into indirect ones.
- Students can compose a narrative text from an interview text well, correctly, and creatively.

B. Learning Subject Matter

- Recognize narrative text
- Recognize direct and indirect sentences
- Compose a narrative text from an interview text

C. Learning Methods
Genre approach

D. Learning Activities

Stage	Learning Activities	Time
Initial (Apperception)	<ul style="list-style-type: none"> Teacher invite students to understand today's learning objectives. The teacher recalls students' memories related to today's learning material. 	5 minutes
Core	10. <i>Modeling a text</i> <ul style="list-style-type: none"> Students read carefully and thoroughly the sample narrative text given by the teacher with the title <i>Dolly</i>. Students discuss to answer the teacher's oral questions about the content and elements of the narrative text examples given. 	10 minutes
	11. <i>Joint construction of text</i> <ul style="list-style-type: none"> Students further analyze and identify the formal form of the text they have read to conclude the purpose, type, elements, structure, writing, and grammar of narrative text under the guidance of the teacher. 	20 minutes
	12. <i>Independent construction of text</i> <ul style="list-style-type: none"> Students read and examine the interview text given, with the theme given by the teacher. Students explore and determine ideas to be written in the form of narrative text according to the given theme. The teacher can help students by asking questions that refer to the creation of the 	40 minutes

	<p>every element of a narrative text, from orientation to coda.</p> <ul style="list-style-type: none"> • Students write a narrative text based on the interview text. • Students collect their writing. 	
End (Internalization and reflection)	<ul style="list-style-type: none"> • Teacher and students conclude material on today's learning. • Teacher and students conduct reflection on today's learning • The teacher closes today's lesson. 	5 minutes

F. Learning Resources

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade VII*. Jakarta: Center for Bookkeeping, Department of National Education.

G. Learning Media

- Narrative text example sheet
- Interview text sheet
- Student worksheet

H. Assessment

The following rubric is used in learning to write narrative texts with a genre approach

No.	Name of student	Aspects assessed					Total score
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1.							
2.							
3.							
4.							
5.							

The following scoring guidelines are used in learning to write narrative texts with a genre approach.

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	Good (14-17)	Adequate use of narrative stages, though some transitions may lack fluidity; the story's structure is generally effective.

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Spelling and Grammar	Excellent (9-10)	Mastery of spelling and grammar, with minimal or no errors.
	Good (7-8)	Few errors in spelling and grammar; the errors do not detract significantly from the reading experience.
	Fair (5-6)	Frequent errors in spelling and grammar, causing some confusion for the reader.
	Poor (3-4)	Numerous errors in spelling and grammar, significantly hindering readability.

Description:

The calculation of the final score on a 0-100 scale is as follows:

$$\text{Final score} = \frac{\text{Score acquisition}}{\text{Maximum score (100)}} \times 100$$

EXPERIMENTAL CLASS NARRATIVE

WRITING LEARNING

MATERIALS

A. GETTING TO KNOW THE NARRATIVE

1. Definition of Narrative Essay

In his book entitled *Proficient Writing*, Kuncoro (2009: 77) states that *narration* comes from the word *to narrate*, which means *to tell a story*. A story is a series of events or occurrences in chronological order, either fact or fiction. Nursisto (1999: 39) defines narration as an essay in the form of a series of events that occur in one unit of time. According to him, a narrative essay aims to present events or tell what and how an event occurred. Short stories, novels, romances, and all imaginative prose works are examples of narrative writing.

If a text is created with the purpose of entertaining and teaching a lesson about an event, a legend (*folktale*), or something interesting or bitter in the past, then the type of text is a narrative. Narrative text has several parts, namely *orientation*, *sequence of events (crisis and climax)*, *resolution*, and *closure or coda* (Pardiyono, 2007: 97-98). The following is an explanation of the elements in the narrative text according to Pardiyono.

a. Orientation

- Contains the topic of the "extraordinary" activity or event to be recounted.
- It must be interesting and able to encourage the reader to find out the details.

b. Sequence of events, which are problematic, that leads to conflict-climax

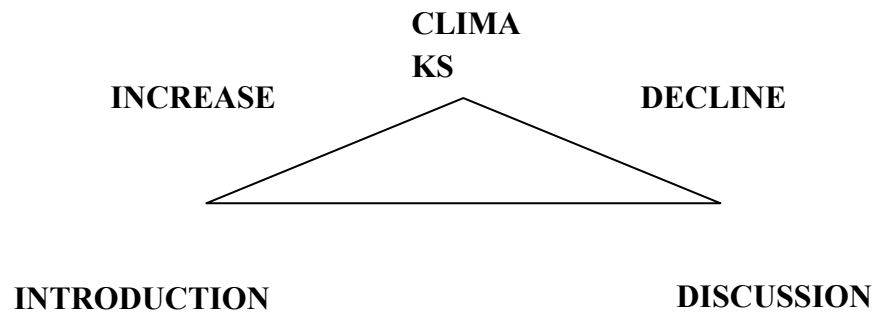
- It contains details about the activity or event, which is *problematic*, organized in a coherent manner, from *introduction*, *conflict* to *climax*.

c. Resolution

- Contains an explanation of the problem solving that has been told until it is achieved. The *climax*.

d. Coda

- It contains a *moral lesson* that may be learned or taken from the incident.



2. Characteristics of a Narrative Essay

According to Keraf (2000: 136). The characteristics of narrative essays are:

- a. Emphasizes the element of action.
 - b. Assembled in time sequence.
 - c. Trying to answer the question "what happened?"
 - d. There is a confix.
- 3. Simple Narrative Pattern**
- a. The beginning of the narrative is generally filled with an introduction that introduces the situation and characters. the initial side must be made interesting so that it can bind the reader.
 - b. The middle side is the side that raises a conflict. the conflict is then directed towards the climax of the story. after the conflict arises and reaches the climax, the story can gradually subside.
 - c. This subdued ending has a variety of pacing. Some tell it in length, some in brevity, others attempt to leave the ending up to the reader to guess for themselves.

Narratives are built by a storyline. This flow will not be interesting if there are no confixes. In addition to the storyline, confixes and chronological arrangement, the characteristics of narration are more fully expressed by **Atar Semi (2003: 31)** as follows:

1. It's a story about an event or the author's experience.

2. The event or events conveyed can be events that actually happened, can be merely imagined or a combination of both.
3. Based on confixes, because without them, narratives are usually not interesting.
4. Has aesthetic value.
5. Emphasizes chronological order.

Keraf's characteristics are similar to Atar Semi's, in that narratives are characterized by containing a story, emphasizing chronological order or over time and having confixes. The difference is that Keraf prefers the feature that emphasizes the actor.

4. Steps for Writing a Narrative Essay

The steps of writing a narrative essay are as follows:

- a. Decide on the theme and message first.
- b. Establish the target audience.
- c. Design the main events that will be shown in the form of a plot scheme.
- d. Divide the main events into a beginning, a development, and an ending.
- e. Break down the main events into details that support the story.
- f. Arrange characters and characters, setting, and point of view.

Narrative writing is not too difficult because it can be drawn from the writer's personal experience, often in the form of a story. When the writer expresses what's on their mind, they must be able to include all the conventions of the story: plot, characters, setting, climax, and ending. Narrative essays must follow the plot so as to make the reader feel directly from the story being read.

Before making a narrative essay, there are several things that we need to pay attention to, namely:

- a. Told from a certain point of view.
- b. Create and support a point of view.

- c. Filled in with the right details.
- d. Use clear verbs.
- e. Using conflict and story sequence.
- f. Can use dialog.

The purpose of a narrative essay is to describe something. A narrative essay tells what the writer has experienced, what is happening around him/her. It can be about love, society, the environment and so on. In other words, narrative essays often describe the writer's purpose or point of view which is then expressed through books or articles. To create a narrative essay, it starts with the selection of a problem. Once the problem is selected, the writer must keep three principles in mind, namely:

1. Engage the reader in the story.
2. Look for generalizations, which support the story, i.e. take on meaning for the reader.
3. Selecting details to support, explain and enhance the story.

B. Direct Sentences and Indirect Sentences

1. Direct Sentence

Direct sentences are sentences that are spoken in direct speech. These sentences are characterized by a comma (,) or colon (:), before the direct speech and double quotation marks (" ") between the direct speech.

Example:

Evy S. "Why is this chili called kathur chili, sir?"

"Sartono : "Because the fruit grows up to challenge the sky."

(*ngathur*, Javanese, ed)

2. Indirect Sentence

Indirect sentences are sentences that are spoken in indirect speech. These sentences are characterized by the word *that in* place of the comma (,) and colon (:), as well as double quotation marks (" ") enclosing the direct speech.

Example:

Sartono said that this chili is called kathur chili because the fruit grows to challenge the sky.

(*ngathur*, Javanese, ed)

C. Improved Spelling

1. Capital Letters

- a. Capital letters are used as the first letter of words at the beginning of a sentence.

Example:

He reads books.

The work will be completed in one hour.

- b. A capital letter is used as the first letter of a direct quote.

Example:

The younger brother asked, "When are we going home?". "Yesterday you were late," he said.

- c. Capital letters are used as the first letter of elements of personal names. Example:

Amir Hamzah

Wege Rudolf Supratman

- d. Capital letters are used as the first letter of names of nations, tribes, peoples, and languages, for example:

Indonesian

nation Javanese

language

English

- e. Capital letters are used as the first letter of elements of geography names followed by geography proper names.

Example:

Lake Toba

Yogyakarta City

- f. Capital letters are used as the first letter of all words (including all elements of perfect rewords) in the titles of books, magazines, newspapers, and papers, except for assignment words such as *in*, *to*, *from*, *and*, *which*, and *for which* are located in *the* initial position.

Example:

I have read the book *From Ave Maria to the Other Way to Rome*. He is an agent of *Sinar Pembangunan* newspaper.

- g. Capital letters are used as the first letter of words that indicate kinship relationships, such as *father*, *mother*, *brother*, *sister*, and *uncle*, which are used in addressing or referring.

Example:

My sister asked, "What is it, Mom?" I have received your letter.

- h. Capital letters are not used as the first letter of words indicating kinship relations that are not used in referring or addressing.

Example:

We must honor our fathers and mothers.

He has no relatives living in Jakarta.

2. Word Writing

a. Root Word

A word that is a root word is written as a unit. Example:

The book was very interesting.

He met his friend at the post office.

b. Derived Words

Affixes (prefixes, insertions, suffixes) are written together with the base form.

Example:

Walking

Borrowe

Cooking

c. Prepositions *in*, *to*, and *from*

The prepositions *di*, *ke*, and *dari* are written separately from the word that follows, except in word combinations that are commonly considered as one word, such as *to* and *than*.

Example:

Just stay here.

Where is he now?

The cloth is kept *in* the closet.

Let's go *to* school.

I went there to look for him. Uncle
came *from* Surabaya yesterday. The
ring is made *of* gold.

3. Punctuation Usage.

a. Period (.)

- A full stop is used at the end of a sentence that is not a question or exclamation. Example:

My father lives in Solo.

He asked who was coming.

- A full stop is not used at the end of a title that is the head of an essay or the head of an illustration, table, and so on.

Example:

Minister of National Education Visit Event

- Periods are used to separate hour, minute, and second marks that indicate time.

Example:

9.00 am

11:00 am

b. Comma (,)

- Commas are used between elements in a detail or a number. Example:

I bought paper, pens, and ink.

Regular mail, express mail or special express mail require stamps.

- Commas are used to separate one equivalent sentence from the next equivalent sentence preceded by words such as *but*, *but*, *whereas*, and *unless*.

Example:

I will buy poetry books, but you choose them. This is not my book, but my father's.

- Commas are used behind words or expressions that connect between sentences at the beginning of a sentence, such as *therefore*, *so*, *thus*, *in connection with that*, and *despite that*.

Example:

The child was diligent and clever. *Therefore*, he received a scholarship to study abroad.

The child has been an avid reader since childhood. *So*, it's only natural that he became a student star.

Even so, he never acted arrogantly to anyone.

- Commas are used to separate interjections, such as o, yes, wah, ouch, and pity, or words used as greetings, such as ma'am, sis, or mas from other words in the sentence.

Example:

O, is that so?

Wow, it's no joke!

Mas, when are you coming home?

Why are you silent, Sis?

- A comma is used to separate a direct quote from the rest of the sentence.

Example:

Mom said, "I'm very happy."

"I'm very happy," I said happily, "because I passed the exam."

- Commas are used between (a) names and addresses, (b) parts of addresses, (c) places and dates, and (d) place names and regions or countries written consecutively.

Example:

Abdullah, Jalan Pisang Batu 1, Bogor

Surabaya, May 10, 1960

Tokyo, Japan.

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CONTROL CLASS NARRATIVE WRITING

LEARNING MATERIALS

A. GETTING TO KNOW THE NARRATIVE

1. Definition of Narrative Essay

In his book entitled *Proficient Writing*, Kuncoro (2009: 77) states that *narration* comes from the word *to narrate*, which means *to tell a story*. A story is a series of events or occurrences in chronological order, either fact or fiction. Nursisto (1999: 39) defines narration as an essay in the form of a series of events that occur in one unit of time. According to him, a narrative essay aims to present events or tell what and how an event occurred. Short stories, novels, romances, and all imaginative prose works are examples of narrative writing.

If a text is created with the purpose of entertaining and teaching a lesson about an event, a legend (*folktale*), or something interesting or bitter in the past, then the type of text is a narrative. Narrative text has several parts, namely *orientation*, *sequence of events* (*crisis and climax*), *resolution*, and *closure* or *coda* (Pardiyono, 2007: 97-98).

2. Characteristics of a Narrative Essay

According to Keraf, the characteristics of a narrative essay are:

- a. Emphasizes the element of action.
- b. Assembled in time sequence.
 - c. Trying to answer the question "what happened?"
- d. There is a confix.

B. Direct Sentences and Indirect Sentences

3. Direct Sentence

Direct sentences are sentences that are spoken in direct speech. They are characterized by a comma (,) or colon (:), before the direct speech and double quotation marks (" ") between the direct speech.

Example:

Evy S. "Why is this chili called kathur chili, sir?"

Sartono : "Because the fruit grows up to challenge the sky."

(*ngathur*, Javanese, ed)

4. Indirect Sentence

Indirect sentences are sentences that are spoken in indirect speech. These sentences are characterized by the word *that in* place of the comma (,) and colon (:), as well as double quotation marks (" ") enclosing the direct speech.

Example:

Sartono said that this chili is called kathur chili because the fruit grows to challenge the sky.

(*ngathur*, Javanese, ed)

Reference List

Anindyarini, Atikah, and Sri Ningsih. 2008. *Indonesian Language for Junior High School/MTs Grade*

VII. Jakarta: Center for Bookkeeping, Department of National Education.

Kuncoro, Mudrajad. 2009. *Proficient Writing: Surefire Tips for Writing Opinion Articles, Columns, & Book Reviews*. Jakarta: Erlangga.

Pardiyono. 2007. *Definitely Can!: Teaching Genre-Based Writing*. Yogyakarta: Andi Offset.

Appendix 10. Example of Narrative Text

First Place in Swimming Competition

Swimming has been my favorite sport since I was a kid. My parents enrolled me in swimming lessons since I was in kindergarten. It's no wonder that at the age of 15 this year I have repeatedly participated in competitions. Not all the competitions I participated in won. However, I never gave up hope and continued to practice diligently. I also make the failures I've had as lessons and motivation to be better at the next competitions.

One day, the school asked me to represent the school in the provincial swimming championship. Of course I didn't refuse. For more than a month I kept practicing with my swimming teacher. I learned many techniques. My teacher gave me some feedback to make me better.

Until the long-awaited day arrived. On January 6, 2014, the provincial swimming championship was held. At first I was a little nervous because it was a big competition. However, my mother who was accompanying me at that time always calmed me down and encouraged me. The race began. My opponents at that time could not be taken lightly. They were all good at swimming, but I couldn't be pessimistic and had to fight.

My struggle was not in vain, I managed to get first place. I was so happy that I cried. My mom repeatedly hugged me and encouraged me. Of course I was even more moved. My teacher who came also congratulated me and said that I was great. It felt so good to be able to make our parents proud of us. My joy was multiplied because I had helped make the school proud. It's true what my father said, that earnest struggle never ends in vain.

Go to Borobudur Temple

On Sunday, my family and I went to Borobudur Temple. We left at 09.00 WIB by car. On the way we saw trees, rice fields, houses, and the towering Mount Merapi. Although on the way we took the wrong road, it did not dampen our enthusiasm for a vacation.

When we arrived at Borobudur, we took a short break because it was very hot. After resting enough, we started walking around. Until we arrived at the courtyard of Borobudur Temple. There were some elephants that could be rented. I really wanted to ride it and go around. But I didn't because my parents told me not to.

From there we headed to the temple. Borobudur temple is very nice and multi-leveled. I looked at every relief on the temple walls. My father said the reliefs told the life journey of Sidharta Gautama. We went to the top of the temple, where there was a very big stupa and we took pictures near it. Unfortunately, many parts of the temple have been lost.

Satisfied with playing at the temple, we went down. It turned out that there was a jatilan performance downstairs. We took the time to watch it for a while. Afterward, we decided to go home. The tour to Borobudur Temple was very fun and memorable. Besides being able to enjoy a good view, I can also learn a lesson from this trip, which is to participate in protecting the cultural heritage of our ancestors.

Reunion with Elementary School Friends

On Sunday, January 5, 2014, my friends from elementary school and I held a reunion. It just so happened that we were all on semester break, so we had a lot of free time. Although there were some friends who were unable to come, the elementary school reunion was very memorable and fun.

We planned to go to Selarong Cave. Before going there, we took the time to go to our homeroom teacher's house when we were in elementary school. It turned out that he still remembered us. We talked about many things and joked around. Our homeroom teacher bought us chicken noodles and meatballs for lunch.

After that, we said goodbye. We went to Selarong Cave by motorcycle and biked together. There we had fun and shared stories while touring the cave. We also took pictures to capture this happy moment.

Selarong Cave is actually still good, but unfortunately it is not well-maintained. Even though many visitors come there. The place should be repaired and cleaned in several places, so that visitors are more comfortable to travel there. It was already late afternoon. We then went home to our respective homes with the hope of always being able to meet and become good friends even though our schools are now separated.

Dolly

I will tell you about my pet dog named Dolly. Dolly is a very adorable dog. I have had her since she was very little. The first time I had her I was 5 years old, now I'm 11 years old, so Dolly is now 6 years old.

I got Dolly from my brother who had many dogs. One of his dogs gave birth to Dolly, and my brother gave her to me. All my family members love Dolly very much. It is not uncommon for Dolly to be spoiled with us. She barks so cute when she's bored and wants to play, or runs to kiss each family member when they enter the house after traveling. Dolly is absolutely adorable.

But the day that made me sad came. Sunday, January 5, 2014 Dolly was hit by a car passing in front of the house. I don't know how exactly, but I, who was inside the house at the time, ran out immediately after hearing Dolly's howls. Maybe she was in pain. I kept crying and calling her name. The person who hit me got out of the car and apologized, saying that it was an accident. We brought Dolly to the terrace. I was still crying and felt both sorry and unwilling.

My father then took Dolly's body to the backyard. Helped by my uncle, Dolly was buried there. I didn't see Dolly at the grave, because I still felt sorry and sad. After that sad day, there was no more noise from Dolly. We as a family will always miss Dolly.

Appendix 11. Interview Text

INTERVIEW 1

Anita, a junior high school student in class VIII, conducted a n interview for a wall magazine that she and her friends will make. The theme of the interview is about traveling to tourist and historical places. Anita asked Rina, one of her friends from another class, to be the interviewee.

Anita : Good afternoon, Rina. How are you?
Rina : Fine, Nit.

Anita : Sorry for taking up your time. Would you like me to interview you for amoment?

Rina : Sure.

Anita : Have you ever traveled to a historical place? If so, where?

Rina :Yes, I have. That time I went to Borobudur Temple.

Anita : Who were you there with? And for what purpose?

Rina : With all my family members. Father, mother, brother, and sister. In order to travelfor the holidays,

Anita : Oh, this last semester vacation, huh?
Rina: Yep!

Anita : What day will you be there? And if I may know what kind of ride?

Rina : Sunday, Nit. In the family car.

Anita : Oh... it must be so exciting. What do you think Borobudur is like?
Rina: Borobudur is so beautiful. I'm still in awe.

The candles are magnificent.
Anita : What else did you see there?

Rina : Many. Apart from the beautiful scenery, the temple grounds have elephants forrent. I was also there to watch jatilan.

Anita : Wow, it must be so exciting! Every temple has reliefs, what are the reliefs ofBorobudur?

Rina : Actually, I don't really understand, but my father said that the relief of BorobudurTemple tells the story of Sidharta Gautama's life journey.

Anita : Do you have any input for the management of Borobudur Temple?

Rina : Emmmm... actually the management has been very good, but unfortunately

many parts of the temple are missing.

Anita : What are your hopes for Borobudur Temple in the future?

Rina : Hopefully Borobudur Temple will be increasingly recognized by the world, so that it can bring the name of Indonesia as a country that has many tourist attractions, one of which is Borobudur Temple as one of the wonders of the world.

Anita : Wow... yes, I agree. Okay, thank you Rin for your time. I think that's enough.
Rina : Okay. Thank you too, Anita.

INTERVIEW 2

In conjunction with their schoolwork, students in class IX C of Bhineka Junior High School were asked by their Bahasa Indonesia teacher to conduct an interview with a peer. The theme of the interview could be anything. One student becomes the interviewer and the other student becomes the interviewee. The roles will alternate when the first interview is over. Nadia and Aldo conducted the interview.

- Nadia : Al, I'm interviewing you.
- Aldo : Okay, ready. What interview do you want, Nad?
- Nadia : Where did you go during your semester break?
- Aldo : Actually, I didn't go anywhere. But yesterday I had an elementary school reunion.
- Nadia : Wow, really? It must be exciting! What's the story?
- Aldo : We went to Selarong Cave together.
- Nadia : All in?
- Aldo : No. Just my old classmates. But there were some kids who couldn't make it.
- Nadia : That's too bad. So what are you doing?
- Aldo : We went to Selarong Cave together. Before going there, we took time to visit our homeroom teacher's house first.
- Nadia : He still remembers?
- Aldo : Of course. He was very happy that we came to visit. We talked and joked around there. At noon we said goodbye to leave for Selarong Cave.
- Nadia : I've never been there. What is the cave like?
- Aldo : It's good. But unfortunately the place was still a bit dirty, so we weren't comfortable. Even so, we had fun there and shared stories. A lot of my elementary school friends are funny. Haha!
- Nadia : It must be so exciting. I want to meet my elementary school friends too. What are your hopes for the future for your elementary school friends?
- Aldo : May we remain good friends as we are now. Even though our schools are different now, reunions or get-togethers like this should be frequent, so that we can stay in touch and maintain our friendship,
- Nadia : Amen. That's enough. Thank you, Al, for taking the time to interview me.
- Aldo : Yes! You're welcome, Nad.

INTERVIEW 3

Heri, a student interning at a newspaper, wanted to cover the provincial swimming championship that was being held. Heri intended to interview the winner of the championship. It turned out that the winner was Maria, a girl of 15 years old. Heri began his interview with the winner of the provincial swimming championship.

Heri : Good afternoon, Maria.

Maria : Good afternoon.

Heri : May I have a moment of your time?

Maria : Oh, yes. Please, Mas. Can I help you with anything?

Heri : I am Heri, a student interning at *Warta Kini* Newspaper. I intend to interview the first winner of the provincial swimming championship.

Maria : Oh, thank you.

Heri : How many championships have you participated in?

Maria : Duh... how many, Mas. I forgot for sure. Maybe around 30 to 40. I don't remember, because since I was a child I have often participated in competitions like this.

Heri : Win often?

Maria : Not really. But precisely because of the defeat I experienced, I made it a lesson and motivation to be better in the next competition.

Heri : Very thoughtful. Glad to hear you won this competition. How do you feel? I heard you represented the school?

Maria : Thank you. Yes, I represented the school. Of course, I feel happy and proud to be able to make the school proud. But I will continue to make this victory a lesson and to keep practicing to be better.

Heri : Yes, your school and parents would be proud. Last question, what are your hopes for competitions like this?

Maria : Hopefully it will get better and be held more often. Also, I hope that many swimming athletes are cared for. That's all.

Heri : Good answer. Thank you, Maria, for your time. I hope we can meet again next time.

Maria : Amen. You're welcome, Mas.

INTERVIEW 4

Tasya interviewed her friend to write about in a monthly magazine section at school. Tasya chose a memorable experience to ask her friend about. Tasya asked Sally to interview her.

- Tasya : Sally, can I have a quick interview?
- Sally : Yes. What's the interview for, Sya?
- Tasya : For the "vent" section of the school magazine that comes out next month.
- Sally : Please. What do you want to ask?
- Tasya : Do you have any memorable experiences? Sally
- : Umm... sad or happy?
- Tasya : Whatever.
- Sally : Then I want to tell you about my pet dog who died 4 days ago.
- Tasya : Oh, yeah? I'm so sorry, Sal. What's the story? Is your dog sick?
- Sally : No, Sal. Dolly was accidentally hit by a car on the street in front of the house.
- Tasya : Wow... it must be so sad.
- Sally : Yes. All the family members love Dolly very much. Dolly is a cute dog. She often plays with all of us.
- Tasya : Are you thinking of getting a new dog?
- Sally : Not at the moment, I still don't want Dolly to die.
- Tasya : What do you remember most about Dolly?
- Sally : She'll bark so cute when she's bored that she'll ask to play, or run to kiss every family member who comes into the house after a trip. She's so adorable.
- Tasya : How old is she?
- Sally : I've been raising since I was a kid. About six years old.
- Tasya : Wow, it's been a while. As an animal lover, what's your message to people who also raise animals?
- Sally : Most loving animals always know how how to treat their pets, so my message is to continue to love them and take good care of them.
- Tasya : Yes, I agree. I think that's enough interview. Thank you, Sal.
- Sally : You're welcome, Sya.

Syllabus

Class : X

Semester : Even/II

Competency Standard : Writing

12. Express various information in the form of narratives and short messages.

Basic Competencies	Learning Subject Matter	Learning Activities	Indicator	Assessment			Time Allocation	Learning Resources
				Engineering	Instrument Form	Sample instrument		
12.1. Turning interview text into narration	<ul style="list-style-type: none"> □ Recognize narrative text □ Recognize direct and indirect sentences directly □ Transform the interview text into narrative 	<ul style="list-style-type: none"> □ Discuss to understand narrative texts under teacher guidance □ Changing the sentence direct to indirect □ Change text interviews into narratives in multiple Paragraphs 	<p>Students are capable:</p> <ul style="list-style-type: none"> □ Understand and explain about narrative text □ Changing the sentence direct to indirect □ Change text interview into a narrative 	Written test	Description test	<ol style="list-style-type: none"> 1. Write a narrative text based on the interview text you have read. 2. Writing length of at least 3 paragraphs (opening, content, closing) 3. Pay attention to the writing and words 	2 x 40 minutes (4 times meeting)	Textbook







