

**THE IMPLEMENTATION OF A GENRE-BASED APPROACH:  
A CASE STUDY IN TEACHING A NARRATIVE TEXT TO SECOND GRADE  
JUNIOR HIGH SCHOOL STUDENTS**

by  
Surya Sagiro Batubara, M. Pd.<sup>1</sup>

**Abstract**

Penelitian ini merupakan penelitian kualitatif, peneliti ingin menggambarkan tentang implikasi dari *genre based approach* dalam pengajaran menulis bahasa Inggris siswa SMP di Padangsidimpuan. Guru kurang memahami tentang metode *genre based approach* ini. Selain itu siswa juga memahami kesulitan dalam memahami ciri-ciri teks, sehinggaperlu dicarikan pemecahan terhadap masalah tersebut. Dari hasil penelitian ditemukan bahwa *genre based approach* dapat meningkatkan kemampuan siswa dalam menulis. Peningkatan yang dialami siswa ada pada beberapa aspek seperti kemampuan siswa dalam menghasilkan tulisan yang benar berdasarkan struktur dan bahasanya.

**Keywords: narrative text, genre-based approach, teaching writing, Indonesian context, junior high school level.**

**INTRODUCTION**

The reality in Indonesia shows that many students graduating from senior high school still are not able to write even a very simple text in English, although they have studied the language for more than six years. It indicates that the teaching of English in Indonesia is not successful (Arstiyanti, 1996; Kasihani, 2000; Sudjana as cited in Emilia, 2005<sup>2</sup>), and also reflects the teaching writing the Indonesian students got. Alwasilah and Alwasilah<sup>3</sup> (2005:5) explain that writing production in Indonesia pictures the insufficiency of learning writing the Indonesian students got from their early level. And compared to other language skills, writing is perceived as the most difficult to acquire by students and to teach by teachers. One of the reasons is what Richard<sup>4</sup> argues that

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<sup>1</sup> Surya Sagiro, M.Pd. is an English Lecturer in English Programs STAIN Padangsidimpuan and an English Teacher in Junior High School No. 2 Padangsidimpuan.

<sup>2</sup> Emilia, E. (2005). *A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia*. Disertasi PhD. Melbourne University.

<sup>3</sup> Alwasilah, C., and Alwasilah, S. (2005). *Pokoknya Menulis*. Bandung: PT. Kiblat Buku Utama. p. 5.

<sup>4</sup> Richard, J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge.

learning to write well is a difficult and lengthy process. Richard claims that learning to write usually inducing anxiety and frustration for many learners.

Related to the description above, Feez and Joyce<sup>5</sup> and Derewianka<sup>6</sup> explain that in a genre-based teaching, teacher does not only teach structure and grammatical features of spoken and written language but also allows for developing of language skills in relation to genre through certain stages. The approach may not only contribute to help in developing students' ability in grammar and vocabulary but also facilitates the development of reading, speaking, listening, and writing. Thus, the focus to teach genre through certain stages in the approach, in particular, might help in developing students' competence in writing and also significant to reduce their anxiety during the learning process.

Then, as narrative text is one of chosen text in the current English curriculum for high school in Indonesia, it is believed that the kind of text contribute to students' competences they need in developing their carrier when they have come to real world (Depdiknas, 2004<sup>7</sup>). Narrative text may contain of more comprehensive language use with the possibilities to literary experience. According to Eco (1978 as cited in Luke<sup>8</sup>), literary experience constructs possible worlds of childhood to link fantasy and the real world, and influences children reading and interpretation, Gilbert (1990 as cited in Luke, 1993<sup>9</sup>). And Gilbert goes on to argue that the experiences of reading literature may lead to personal power, creativity, individual growth, and heightened self-esteem.

## **TEACHING WRITING**

Czerniewska says that "writing is a complex set of cognitive behaviors because the central focus in learning writing is not the finished text but the writer's behavior,

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<sup>5</sup> Feez, S., and Joyce, H. (1998a). *Text-Based Syllabus Design*. Sidney: Natural Center for English Language Teaching Research.

<sup>6</sup> Derewianka, B. (2004). *Exploring How Text Work*. NSW: Primary English Teaching Association.

<sup>7</sup> Depdiknas, (2006). *Kurikulum Bahasa Inggris 2006 untuk Sekolah Menengah Pertama Dan Madrasah Tsanawiyah*. Jakarta: Departemen Pendidikan Nasional Jakarta.

<sup>8</sup> Luke, A. (1993). *The Social Construction of Literacy in the Primary School*. (Eds). In Unsworth, L. (1993). (Eds). *Literacy Learning and Teaching. Language as Social practices in primary school*. Melbourne: Macmillan Education Australia PTY Ltd.

<sup>9</sup> *Ibid.*

during, and after the act of writing”<sup>10</sup>. Nunan further explains that “various classroom activities in learning writing are believed to promote the development of writing skills”<sup>11</sup>. This means that the performance of particular process in teaching writing might determine the success of learners in producing a well-written piece. This also indicates that teacher seems should take more attention to process of composing in teaching writing rather than the final written product.

For the focus in learning writing is the process, in this case Richard<sup>12</sup> argues that learning to write well is a difficult and lengthy process. Richard explains that learning to write usually inducing anxiety and frustration for many learners. A statement from Johnson supports the idea. Johnson adds that “the need to produce a coherent, well-written text can be a great source of stress for students. However, there is a different aspect in learning writing that gives advantages for learners”<sup>13</sup>. Jordan claims that the learners-centeredness in teaching writing encourages individuals to take more responsibilities<sup>14</sup>. Jordan goes on to argue that by means of discussing topic, drafting, and revising, students can find a clearer direction in their writing. Since a learners-centeredness is involving learners closely in the decision making regarding what they need (Nunan<sup>15</sup>) the opinion above indicates that teacher’s interaction by performing the explicit writing stages might offer opportunity for students to find their focus in writing, and also might reduces their anxiety, stress, and frustration during the learning process.

Therefore, as writing stages are perceived as one of the most essential aspect that influence students’ achievement in learning writing, the following elaboration then attempts to discuss a genre-based approach and how the stages in the approach deals with procedure in teaching writing.

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<sup>10</sup> Czerniewska, P. (1999). *Writing: Process Approach in Bernard Spolsky*. Concise Encyclopedia of Educational Linguistics. Glasgow: Cambridge. p. 475.

Nunan, D. (1992). *Research Method in Language Learning*. New York: Cambridge University Press.

<sup>11</sup> Nunan, D. (2000). *Language Teaching Methodology*. London: Pearson Education Limited.

<sup>12</sup> Richard, J. (1990). *The Language... Op. cit.*

<sup>13</sup> Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Oxford: Oxford University Press.

<sup>14</sup> Jordan, R.R. (1997). *English for Academic Purpose: A Guide and Resource Book for Teachers*. Cambridge: Cambridge. P. 167 – 168.

<sup>15</sup> Nunan, D. (1988). *The Learner Centered Curriculum*. Melbourne: Cambridge University Press. p. 2

### **A GENRE-BASED APPROACH**

Genre is a staged, goal-oriented text types resulting from using language. In this case, Rothery explains that the stage, goal-oriented text types were identified and described by their distinctive different patterns of lexical, grammatical, and cohesive choice. Rothery adds that the distinctive different patterns construct the social purpose and the function of stages of the genre<sup>16</sup>. Then, since genre deals with text types, many experts argue that genre knowledge contributes on many benefits in language learning (Martin, 1985; Unsworth, 1994; Feez and Joyce, 1998; Derewianka, 2004; and also see Berkenkotter & Huckin, 1995; Halliday and Hassan, 1989; Purves, 1991 as cited in Johns<sup>17</sup>).

The experts above argue that those who understand texts have social constructed tool that facilitate notion about the context, the content, the communicative purpose, the formal features, and the role of readers and writers. Unsworth (1994) and Macken-Horanic (1989) go on to argue that the knowledge is a key for effective reading, which provides a short cut for the initiated to the processing and production of familiar written texts (in Johns<sup>18</sup>). This means that genre knowledge might contribute on effectiveness in reading for the knowledge might facilitate students to a complete recognition of text features. The awareness to text features such as the types, the convention, the purpose, the content and the context, offers students' understanding about text structure that might contributes on students' ability in text forming. Briefly, genre knowledge provides students with guided practice in developing language skills for meaningful communication through texts (Feez and Joyce<sup>19</sup>).

Concerning 'stages' as another essential focus in the genre-based, Feez and Joyce<sup>20</sup> suggest the cycles as building the context for text, modeling and constructing of the text, joint construction of the text, independent construction of the text, and linking

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<sup>16</sup> Rothery, J. (1996). 'Making Changes: *Developing Educational Linguistics*' in Hassan, R., and William, G. (1996) (Eds). *Literary in Society*. New York: Addison Westly. Longman Limited.

<sup>17</sup> Johns, A. M. (Eds). (2002). *Genre in the Classroom*. London: Lawrence Erlbaum Associates. Publisher.

<sup>18</sup> Ibid.

<sup>19</sup> Feeze and Joyce. Op. Cit.

<sup>20</sup> Ibid.

the related text. Derewianka<sup>21</sup> proposes the cycles as preparation, modeling, joint construction, and independent construction. Rothery offer the stages as negotiating field, deconstruction, joint construction, and independent construction<sup>22</sup>. Depdiknas<sup>23</sup> (2004) and Depdiknas<sup>24</sup> (2006) describe the cycles as building knowledge of field, modeling of text, joint construction of the text, and independent construction of the text. Burns<sup>25</sup> (1990) says the cycles as modeling, joint negotiation of texts, and independent construction of texts. Metropolitan East DSP (1989), Unsworth (1993), and Macken-Horanic (1989) distinguish the stages into modeling, joint construction, and independent construction. Then, Rose recommends the process as joint deconstruction, joint construction, and independent construction.

Since Depdiknas describes the stages as building knowledge of field, modeling of text, joint construction of the text, and independent construction of the text, the further explanation of the points are as follows. Building knowledge of field relates to some activities in constructing sufficiency knowledge, which lead to text understanding in modeling stage. Modeling stage involves discussing overall aspects of a focus genre and then presenting and discussing some of the authentic models. Joint construction deals with teacher and learners collaboratively write a new text in the focus genre. Independent construction of text deals with students' individual activities in constructing other texts in the focus genre.

### **NARRATIVE TEXT**

In English curriculums for high school in Indonesia, narrative deals with simple stories in the form of fables and parable, folk and fairy tales, myth and legend. Regarding this, narrative is defined a series of event to engage or to entertain readers, which based on a real or imaginary event, or fictional experiences, which reflects or explains authors'

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<sup>21</sup> Derewianka. Op. Cit.

<sup>22</sup> Rothery. Op. Cit.

<sup>23</sup> Depdiknas, (2004). *Kurikulum Bahasa Inggris 2004 untuk Sekolah Menengah Pertama Dan Madrasah Tsanawiyah*. Jakarta: Departemen Pendidikan Nasional Jakarta.

<sup>24</sup> Depdiknas, (2006). *Permen Depdiknas 22 Tahun 2006*. Jakarta: Departemen Pendidikan Nasional Jakarta.

<sup>25</sup> Burns, A. (1992). *Teachers' Beliefs and their Influence on Classroom Practice*. Prospect, Vol. VII. NO.3. May 1992.

experiences or experiences of memorable person. Therefore, narrative texts in this study are simple imaginative stories that offer moral lesson, mythical/supernatural being/event, or religious principles that come from oral tradition dealing with everyday life, which were written in the purpose of entertaining readers.

Focusing the language features, Cameron<sup>26</sup> says that since stories are designed to entertain, the writer needs to use words with particular care to keep the readers interested. Therefore, Derewianka suggests that narrative entails the use of nouns that refer to a person, an animal, or things, and requires the use of adjectives in noun phrases, relative clauses, connectives, conjunctions, pronominal references, adverbs and adverbial phrases. Then, Eggins<sup>27</sup> adds that there are possessive references (her room, his black hair) and location references (identification of location in time and places) that chain and show the major human participant in a narrative text. In line with this, in the term of language use and vocabulary, narrative text entails frequent use of meaningful words and expressions in order to engage readers and to make the story more interesting. The examples are stepsister, stepmother, housework, long black hair, two red apples, then, before, soon, after that, and happily ever after, etc.

Regarding the schematic structure of a narrative text, it seems that the major structures of simple narrative text are orientation or introduction, complication, resolution, and coda (optional). Orientation involves the organization of events dealing with time and places, and the intentional actions of participants, which provide relevant information about the characters' situation. Complication deals with some parts in a story that shows the problem, the cause of the problem, and the problem arouse. Resolution is the answer to crisis in story that may give positive or negative effect to the characters' situation. Then, coda refers to a change happens to the main character.

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<sup>26</sup> Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

<sup>27</sup> Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics*. New York: Continuum International Publishing Group.

## THE METHOD OF THE STUDY

This study took place in a junior high school in Padangsidempuan. The participants of this study were nine junior high school students from second grade level and the researcher herself, as a participant observer. This study employed a qualitative case study design, as a statement from Maxwell<sup>28</sup> tells that a qualitative study is appropriate in understanding process by which events and actions take place. Regarding an educational research, Nunan explains that a research can be characterized as a qualitative program evaluation if in the study the researcher created and then implemented a teaching program. This study is also categorized as a case study, since Merriam<sup>29</sup> states that a case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit.

Relevant to the statements above, the researcher created and performed the teaching program, and concentrated to find out how the teaching stages in the approach help in developing students' achievement in writing narrative texts, and to identify encountered problems during the process. To enhance the construct validity for this study, the researcher employed a data collection technique, namely: classroom observation. Then, concerning the teaching program, the researcher divided the teaching program into two big cycles. Each of the cycle then was divided again into written and spoken cycle. Written cycle means that during the teaching program, the researcher presented the text to students by emphasizing on written activities, and in spoken cycle, the researcher presented the text by emphasizing on spoken activities. The presented stages were tabulated as follows.

**Table 1**  
**Presented Stages during Classroom Observation**

Num	Cycles	Sub-cycle	Stages	The Details	Time

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<sup>28</sup> Maxwell, J. A. (1996). *Qualitative Research Design: An Interactive Approach*. London: SAGE. p. 19

<sup>29</sup> Merriam, S. B. (1988). *Case Study Research in education: A Qualitative Approach*. San Francisco: Jossey-Bass. p. 16

1	First Cycle	Written Cycle	BKOF	The researcher checked students understanding about simple past, simple present, relative pronoun, possessive adjective, conjunction, and potential words, which usually encountered in a narrative text. The researcher introduced the term of genre, kinds of genre, narrative texts, and kinds of narrative text.	Week 4
			MOT	The researcher explained special word and special expressions in a narrative text, narrative convention, the language features, and the literary features.	Week 5
			MOT	The researcher showed and explained authentic models of simple narrative, discussed the convention, the grammatical features, and the literary features.	
		Spoken Cycle	JCOT	The researcher scribed a narrative text in front of the classroom and students orally joined her to complete the text.	Week 6
2	Second Cycle	Written Cycle	JCOT	Students in group wrote a narrative text and revised their piece of writing with the researcher' guidance.	Week 6
			JCOT	Students in-group wrote another narrative text and revised their piece of writing, and the researcher reduced her guidance.	Week 7
			ICOT	Students individually wrote and revised another piece of writing with the researcher's guidance.	Week 7

Data from observation was derived from the teaching program. Finding from the teaching program were analyzed in line with research question of this study. Then, students' written products from the diagnostic test and the teaching program were analyzed by applying a text analysis dealing with the social purpose, the schematic structure, and the language feature (Macken-Horaric, 1989; Williams, 1993; Derewianka, 2004; Saxby, 2002; Martin, 1985 as cited in Eggins, 2004<sup>30</sup>).

### **DATA FROM THE TEACHING PROGRAM**

The initial step for this research was familiarization to the chosen class, then in order to encourage the students to express their opinion freely, the researcher only spoke in Bahasa Indonesia.<sup>31</sup> The researcher gave a diagnostic test by inviting all students in the

<sup>30</sup> Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics*. New York: Continuum International Publishing Group.

<sup>31</sup> Emilia. Op. Cit.



chosen class to write a piece of narrative text without giving a clear direction about what they had to write. This activity was very important to investigate the students' knowledge about the focus text and to assess their ability in writing texts, and to determine the low, mid, and high achiever students in the class. This was important to determine the participants for this study, and to find out the students' needs in learning the focus text in the next meetings as suggested by Feez and Joyce. Thus, the following are two narrative text presented during this study.

**Table 2**  
**Cinderella<sup>32</sup>**

The Convention	The Story	The Language Features
Introduction	Once upon a time, there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.	once upon a time, there was, called, lived.
Conflict arises	One day there was an invitation to the ball, come to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.	one day, went, come.
Resolution	Fortunately, the fairy Godmother came and helped her to go to the ball. At the ball, Cinderella danced with the Prince. The prince fell in love with her, than married her.	fortunately, came, helped, danced.
Coda	They live happily ever after.	happily ever after

**Table 3**  
**Snow White and the Seven Dwarfs<sup>33</sup>**

The Convention	The Story	The Language Feature
Introduction	Long time ago, there lived a beautiful little girl named Snow White. She lived with her stepmother because her parents were dead.	long time ago, lived.
Conflict 1	One day she heard her stepmother wanted to kill her because of jealousy for her beauty.	one day, heard, wanted.
Resolution to conflict 1	Snow White did not want her stepmother to do this so she decided it would be best if she run away. The next morning she runs away from home when her stepmother was having breakfast. She run away into the woods.	want, decided when, the next morning.
Conflict 2	Then Snow White saw a little cottage. She knocked but no one answered so she went inside and fell asleep.	then, saw, knocked.

<sup>32</sup> Depdiknas, (2004). *Kurikulum Bahasa Inggris 2004 untuk Sekolah Menengah Pertama Dan Madrasah Tsanawiyah*. Jakarta: Departemen Pendidikan Nasional Jakarta.

<sup>33</sup> Ibid.

Resolution to conflict 2	Meanwhile, the seven dwarfs were coming home from work. They went inside and they found Snow White sleeping. Then Snow White woke up, she saw the dwarfs. The dwarfs said, 'what is your name?' Snow White said, 'my name is Snow White.'	meanwhile, then, found, work up.
Resolution	One of the dwarfs said, 'if you wish, you may live here with us.' Snow White said, 'oh, could I? Thank you.' Then Snow White told the dwarfs the entire whole story.	wish, said, told.
Coda	Snow White and the seven Dwarfs live happily ever after.	live, happily ever after

After performing the stages and elaborating the finding from the teaching program, the researcher found that building knowledge of the field and modeling supported students' knowledge in vocabulary, grammar, and text features. Knowledge provided during the stages helped students to construct new texts in the next cycles, since according to Rose<sup>34</sup>, in producing a good piece of writing, students require teachers' encouragement, need to know text features, language pattern, and adequate vocabularies of the focus text. The building knowledge of field improved the students' competence in punctuation, capitalization, spelling, and structure that helped them to revise their final written products. The modeling helped the students in understanding text's notion, such as the social purpose, the types, and the schematic structure that helped them to find their focus and to decide how they should arrange their idea in prewriting and drafting.

During the first joint construction, by letting the students to contribute their idea in completing the focused text, the researcher led the students to do brainstorming, clustering, and drafting. Then, after the scribing of the focused text was completed, the researcher performed the revising stage, including editing and proofreading. Then, if the building knowledge of the field and the modeling improved the students' knowledge in grammar and vocabulary, the joint construction developed the students' competence not only in writing, but also in speaking, reading, and listening. Parallel with the joint construction, the independent construction also revealed similar findings. In addition to that, although learning writing is a difficult and lengthy process (Richard<sup>35</sup>, 1990), this

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<sup>34</sup> Rose, D. (2008). *Reading to Learn: Accelerating Learning and Closing the Gap*. [www.readingtolearn.com.au](http://www.readingtolearn.com.au).

<sup>35</sup> Richard, J. (1990). *The Language...*

study revealed that the implementation of particular stages in teaching writing, made learning writing more enjoyable. Building knowledge of the field and modeling, which supported some required knowledge in text forming, built students' confidence and reduced their anxiety in constructing their written piece. Then, since joint construction involved more than one student, learning writing during the stage became an interesting and a cheerful activity.

At last, the researcher found that joint construction was the most difficult stage in the genre-based teaching. It is difficult because classes in Indonesian schools are large, with 30 seats or more in a classroom. The researcher found that it was very hard for her to teach writing in such situation. The researcher had to do extra effort in guiding the students to produce their piece of writing. The large number of students was also bothering for it created a noisy and busy classroom. Then, during the implementation of the stages, the researcher found that the students' ability in grammar was inadequate. The students vocabulary related to potential words in the focus text was not sufficient, and many of the presented terms were unfamiliar to them. This indicates the students' poor proficiency in English, which made the researcher had to do extra work that consumed time in explaining the points.

#### **DATA FROM STUDENTS' TEXTS**

Text analysis in this study aimed to find out the development of the participants' competence in writing by comparing their diagnostic tests with their independent construction texts. The researcher did not analyze the students' joint construction texts considering that the texts did not reveal significant improvement regarding the participant personal writing competences, since the texts were composed in groups. For the reason of time efficiency, there are only six analyzed texts in this chapter, which were produced by Yadi (represented the low achievers), Nadia (represented the mid achievers), and Nina (represented the high achievers) (all names are pseudonyms). The elements of narrative texts analyzed regarded the schematic structure, the social purpose, and the language features for a text analysis.

### A. Analysis of Students' Diagnostic Texts (Text 5.1, Text, 5.2, and Text 5.3)

Yadhi, Nadya, and Nina (all names pseudonyms) produced the three simple narrative stories below during the diagnostic test. The texts are rudimentary, since the students who produced the texts were second grade junior high school students with an average proficiency in English. The texts indicate a warrant for further improvement dealing with teaching writing of English in Indonesia context.

**Table 4**  
**Students' Diagnostic Texts**

Text 5.1 (The Low Achiever's Text)	Text 5.2 (The Mid Achiever's Text)	Text 5.2 (The high Achiever's Text)
(It has no title)	Bawang Merah and Bawang Putih	Cinderella
Once upon a time, bird and rabbits <i>is</i> my friends. He was loved. one day rabbit and bird <i>to play</i> in the <i>jungle</i> . bird <i>is for play</i> in the <i>jungle</i> and rabbit (see Appendix 11).	Bawang Merah and Bawang Putih <i>is</i> beautiful girl's. She gave mother <i>fierce</i> . Bawang Merah always tried <i>wicked</i> . Bawang Merah and my mother <i>give crackter</i> wicked (see Appedix 14).	Once upon a time <i>living</i> a girl, she <i>is</i> name Cinderella. She <i>is</i> living <i>together</i> step mother and two step sister. Her stepmother and two-step sister <i>abominate</i> to her. Cinderella always <i>to do homework</i> . But her step mother and her two step sister <i>only relax</i> . One day <i>be partly about selection wife prince</i> . Cinderella <i>want</i> come to <i>for</i> party. But she <i>is</i> not have dress <i>for the party</i> . The end come a <i>fary</i> . A <i>fary</i> give dress to her (see Appendix 17).

Note: words in *italic* are needed correction.

#### 1. Analysis of text 5.1

The low achiever' diagnostic text above only reveals the presence of orientation. The researcher did not find other elements such as complication, resolution, and coda. Since the text only consists of orientation, Text 5.1 is an uncompleted story. It means that, the writer might not understand the schematic structure of a narrative text and he might have limited idea or vocabulary to complete his story. Then, since the genre-based experts argue that verbs in a narrative are typically in Past Tense, the text entails frequent employment of nouns that refers to a person, an animal, or things, and it requires the use of adjectives in noun phrases, relative clauses, conjunctions, pronominal references, adverbs and adverbial phrases (Gerrot and Wignell, 1995; Eggins, 2004; Derewianka, 2004). However, Text 5.1 does not fulfill the condition. The writer did not employ Past

Tense in the proper form. The writes wrote *rabbit/bird is* for *rabbit/bird was*, and wrote *bird to play* instead of *bird played*. The writer also avoided the use of conjunction, and although his text is short, he still made misspelling. In this case, he wrote *junggle* for *jungle*. This finding indicates that the writer knowledge about grammar and potential vocabulary dealing with the focus text was inadequate. The lack of vocabulary and structure in Text 5.1 makes the researcher concluded that the writer knowledge about language features of a narrative text was insufficiency.

### 2. Analysis of text 5.2

After investigating Text 5.2, the researcher concluded that the mid achiever student did not know the schematic structure of a narrative text. Similar with Text 5.1, the researcher only found the presence of orientation in the whole text, orientation deals with the organization of events dealing with time and places, which provides relevant information about the characters' situation. It indicates that the mid achiever student also was not able to finish her story in time. However, even though Text 5.2 is an unfinished text, it was given a title *Bawang Merah and Bawang Putih*. This means that the writer was familiar to the story and intended to rewrite it for her diagnostic test.

Regarding the language feature, it seems that the mid achiever had a better capacity in grammar than the low achiever. If Text 5.1 is very poor in grammar, Text 5.2 looks a little better. The researcher found that the mid achiever used Past Tense almost in the proper form, but she still avoided the use of conjunction. The correct patterns of past form in the text are *she gave* and *Bawang Putih always tried*. However, in the first sentence of Text 5.2, the researcher noticed that the writer wrote *Bawang Merah and Bawang Putih is* for *Bawang Merah and Bawang Putih were*, in the third sentence, she wrote *tried wicked* for *tried to wick*, and in the last sentence, she wrote *crackter wick* for *wick character*. Regarding this, similar with the low achiever student, the mid achiever also needed further improvement in grammar and vocabulary dealing with the focus text.

### 3. Analysis of text 5.3

Text 5.3 has orientation, complication, and resolution. Since orientation deals with the organization of events dealing with time and places, which provides relevant

information about the characters' situation. Text 5.3 indicates it in the first and in the second sentences. Since a complication deals with the crisis arose in a story (Gerrot and Wignell, 1995<sup>36</sup>), Text 5.3 shows it in the third, the fourth, the fifth, the sixth, and the seventh sentences. Then, because a resolution indicates the answer to crisis in the story that may give positive or negative effect to the characters (Macken-Horanic, 1989), Text 5.3 indicates it in the eighth and the ninth sentences. Based on the finding, the researcher concluded that the high achiever knew the schematic structure of a narrative text. As 'Cinderella' is a very famous fairy tale, the social purpose of Text 5.3 is entertaining readers by presenting some elements of magic and good triumphing over evil (Encyclopedia of Britannica).

Although the high achiever seemed to know the convention of a narrative story, her text explains that she still needed help to improve her grammar. She wrote many grammatical errors, especially in past form. The errors will be revealed as follows. She wrote *living a girl* for *lived a girl*, *she is living* for *she lived*, *her stepmother and two stepsister abominate her* for *her stepmother and (her) two stepsisters abominated her*. Then, *Cinderella always to do* for *Cinderella always did*, *Cinderella want to come* for *Cinderella wanted to come*, *come a fary* for *came a fairy*, and *a fary give* for *the fairy gave*.

Moreover, as revealed in the elaboration above, the high achiever students also made some errors in spelling, in compound words, in words agreement, and in words choice. She wrote *living together* for *living with*, *homework* for *housework*, *she is name* for *her name*, and *fary* for *fairy*. Then, she wrote *only relax* to express *did nothing*, *be partly* for *there would be a party*, *selection wife prince* for *the prince wanted to find a wife*, *want come to for party* for *wanted to come to the party*, and *the end* for *at the end*. However, she employed some conjunctions to build coherency among her sentences such as *but*, *one day*, and *(at) the end*. It concludes that, although the high achiever had rich vocabularies dealing with the focus text, it seems that similar to the low and the mid achiever, she also required further improvement in grammar and vocabulary relate to the

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focus text. This suggests that, challenging with what DSP (1989) argues, in Indonesian context, teaching language features of the focus text is really important, because Indonesian students' exposure to English is still limited.

### **B. Analysis of Students' Independent Construction Texts (Text 5.4, Text 5.5, and Text 5.6)**

Yadhi, Nadya, and Nina (all names pseudonyms) produced the three simple narrative stories below during independent work. Although the texts are still categorized as short text, regarding the national final examination in Indonesian context (UAN), the texts are adequate for second grade junior high school level. As stated in the previewing section, this warrants for further improvement dealing with English teaching in Indonesia.

**Table 5**  
**Students' Independent Construction Texts**

<b>Tex 5.4 (The Low Achiever' Text )</b>	<b>Text 5.5 (The Mid Achiever' Text)</b>	<b>Text 5.6 (The high Achiever's Text)</b>
<p>Malin Kundang</p> <p>Once upon a time, in sumatera island lived a child named Malin Kundang. His mother has old. Malin Kundang wanted to become a sailorman. When adult he went to city. He became success and married a princess (see Appendix 13).</p>	<p>A cow and a Bird</p> <p>Once upon a time, lived two animals. They were a cow and a bird. They were friends. One day cow's back was very sick and the cow did not play again with the bird. The bird was very sad because his friend got sick. After that the bird had idea. He gave a medichine to her friend. Her friend got better. After the bird gave a medichine to the cow the cow was not sick again, and they played together again (see Appendix 16).</p>	<p>A Mouse Deer and A Snail</p> <p>Once upon a time there was a mouse deer. He lived in the jungle with other animals. He had smart brain but proud. One day he met a snail. He invited the snail for running competition. The snail received the invitation. And then in the competition the mouse deer run arrogantly. He felt he would win in the competition. But the snail <i>more smart</i> from the mouse deer. The snail hid in the bushes. After that the snail ordered his friend to stand in the finish line. Mouse deer saw the snail arrived in the finish first. The mouse deer felt very ashamed. He did not know it was not the same snail (see Appendix 19).</p>

Note: words in *italic* are needed correction.

#### *1. Analysis of text 5.4*

If in the diagnostic test, the low achiever student might try to write a fable about a rabbit and a bird, for his independent construction he tried to write *Malin Kundang*, a famous legend from West Sumatera. Fable is a short moral story with animal characters, and legend is a story about mythical or supernatural being or event usually based on fact but which has been made more exiting and memorable through numerous retelling (ncyclopedia of Britannica). This indicates that the social purpose of Text 5.4 is entertaining readers by presenting a mythical event, which might be based on fact. Then, compared with his diagnostic text, his text from independent work reveals a significant improvement regarding the schematic structure.

If in Text 5.1, the researcher only found the presence of orientation, in Text 5.4 the researcher noticed almost a complete narrative' schematic structure required for this study. The orientation, which deals with the organization of events dealing with time and places (Gerrot and Wignell, 1995; Mecken-Horanic, 1989; Depdiknas, 2004), can be found in the first and the second sentences. The complication, which deals with the crisis arose in a story (Gerrot and Wignell, 1995), is presented in the third and fourth sentences. The resolution, which indicates the answer to crisis in the story (Macken-Horanic, 1989), is revealed the last sentence. It indicates that, teaching program during this study improved the low achiever's knowledge about the schematic structure of a narrative text.

Focusing language features of text 5.4, the researcher also found significant improvement related to the point. The writer seems had been able to employ Past Tense in the right form (Gerrot and Wignell, 1995; Derewianka, 2004). It can be proved from the following verbs; *lived, named, wanted, went, became, and married*. The writer also employed some conjunctions to link his sentences (Gerrot and Wignell, 1995; Derewianka, 2004), such as *when* and *and*. However, he still made error in sentence construction, in this case he wrote *when adult he* for *when he was adult*.

## 2. Analysis of text 5.5

Contrasted with her diagnostic text, the mid achiever's final written product in independent work almost covers completed schematic structure required for a narrative in this study. Text 5.5 has orientation, complication, and resolution (Propp, 1958; Macken-



Horaric, 1989; Rothery and Stenglin, 1997; Eggins, 2004; Depdiknas, 2004). The researcher noticed the orientation in the first, the second, and the third sentences. The complication is revealed in the fourth and fifth sentences. Then, the resolution can be found in the last sentence. Since the writer wrote a fable about a cow and a rabbit, the social purpose of the text is to entertain readers (Encyclopedia of Britannica). Regarding this point, Text 5.5 reveals the correct form of Past Tense (Gerrot and Wignell, 1995; Derewianka, 2004), which includes *lived, were, was, got (sick), gave, got (better), and played*. Then, the researcher also found the employment of conjunctions to link the sentences (Williams, 1993), such as *one day, after that, and, and after*. This suggests that, the mid achiever student had gained a better good control dealing with language features in a simple narrative text.

### 3. Analysis of Text 5.6

Text 5.6 is a fable about a mousedeer and a snail, which was written in the purpose of entertaining readers, a fable is short moral story with animal characters (Encyclopedia of Britannica). Compared to Text 5.3, Text 5.6 showed better improvement in term of convention. Text 5.6 has orientation, complication, resolution, and even a coda (Macken-Horaric, 1989; Derewianka, 2004). The orientation exits in the first, the second, and the third sentences, the complication can be found in the fourth to the eleventh sentences. The twelfth and the thirteenth sentences reveal the resolution, and the last sentence explains the coda. Then, since a coda is a change that happens to the main character (Propp, 1958 as cited in Depdiknas, 2004), the high achiever shows that she was able to appear the point through the third, the seventh, the eight, and the thirteenth sentences in her text.

Text 5.6 covers an adequate and appropriate past form, which are required in a simple narrative text (Gerrot and Wignell, 1995; Derewianka, 2004). The verbs include *(there) was, lived, had, met, invited, received, felt, hid, ordered, saw, arrived, felt, and did not know*. Text 5.6 also applies conjunctions to build coherency in the story, such as *one day, and then, after that, and but* (Gerrot and Wignell, 1995; Cameron, 2001;

Derewianka, 2004). However, the writer still made an error regarding the language features; in this case, she wrote *more smart* for *smarter*.

Thus, the diagnostic test shows that the low achiever did not know kinds of narrative and the social purpose of the text. He also did not know the literary elements and tenses he had to use in writing the text. This makes his diagnostic text is categorized as an unintelligible text. Then, after the teaching program, he was able to develop the schematic structure and knew kinds of narrative text he wanted to write, and he was able to show the presence of the literary features. Moreover, although he still produced a short text for his independent writing, he employed Past Tense in the correct form and used some conjunctions to build coherency in his sentences. It implies that the low achiever has gained a good control regarding elements' of narrative text, in comparison between his texts in the diagnostic test and independent work.

For the mid achiever, it seems that she made rather similar progression as the low achiever did. However, as a mid achiever, she made a better improvement in word choice and in the length of the written product. Then, regarding the high achiever student, she produced adequate written products both in diagnostic test and in independent construction, dealing her level as a junior high school student. Moreover, her final written piece reveals better improvement in many aspects, in comparison to her diagnostic text.

## **CONCLUSION**

From the teaching program the researcher found that the genre-based approach implementation is significant to improve students' ability in English writing. The researcher found that teaching stages in the genre-based are parallel with stages in teaching writing. The researcher noticed that building knowledge of field and modeling support students' knowledge in vocabulary, grammar, and text features.

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