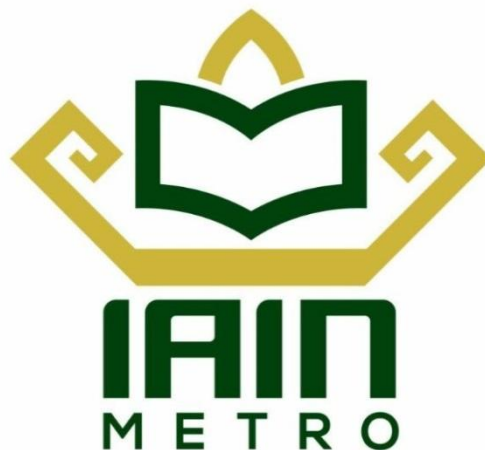


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS ABILITY
IN WRITING NARRATIVE TEXT
BY USING GENRE-BASED APPROACH
OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO**

BY:

DEVI WIDIYASARI
Student Number: 1801071010



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 / 2024 M

AN UNDERGRADUATE THESIS
IMPROVING THE STUDENTS ABILITY
IN WRITING NARRATIVE TEXT
BY USING GENRE-BASED APPROACH
OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO

Presented as a Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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APPROVAL PAGE

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APPROVED


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The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Kepada Yth.,
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.



Mengetahui,
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RATIFICATION PAGE

No. B-2969/In.23.1/D/PP.00.9/06/2024

An Undergraduate thesis entitled: IMPROVING THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT BY USING GENRE-BASED APPROACH OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO, Devi Widiyasari, student number 1801071010, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday 12th 2024 at 08.00 – 10.00 a.m.

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Chairperson : Dr. Umi Yawisah M.Hum	(.....)
Examiner I : Prof. Dr. Dedi Irwansyah, M.Hum	(.....)
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**IMPROVING THE STUDENTS ABILITY
IN WRITING NARRATIVE TEXT
BY USING GENRE-BASED APPROACH
OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO**

ABSTRACT

By :

DEVI WIDIYASARI

Writing is one of the most important skills in English language. Written is very difficult to learn by native speakers of the other. Because it is reality a lot of students have difficulty in writing good and correct English text especially narrative text. It is a problem that sometimes happens to publish. Therefore, this study aims to improving the students ability in writing narrative text by using genre-based approach.

This study was conducted from February to March of the academic year 2023/2024. The participants of this study are the students of the VIII F of SMP Negeri 3 Metro. This study used Classroom Action Research (CAR) which was conducted in two cycles. The technique of collecting data used tests which included pre test, post test, observation, and documentation.

The result of this research found found that based on data analysis at the pre activity, cycle I and cycle II it can be concluded that the writing ability of the students VIII F of SMP Negeri 3 metro can be improved through the using Genre-Based Approach. The improvement can be seen from the average students score who get Minimum Mastery Criteria (MMC) during pre test was 66,66 then increased in the cycle I 74,00 and the last in the cycle II the students increased to 76,66. So, it can be concluded that using Genre-Based Approach can improve students' ability in writing narrative text.

Key words : Writing Skill, Genre-Based Approach, Text Narrative

**MENINGKATKAN KEMAMPUAN SISWA
DALAM MENULIS TEKS NARATIF
MENGUNAKAN PENDEKATAN BERBASIS GENRE
DI KELAS DELAPAN SMP NEGERI 3 METRO**

ABSTRAK

Oleh :

DEVI WIDIYASARI

Menulis adalah salah satu keterampilan terpenting dalam bahasa Inggris. Menulis sangat sulit dipelajari oleh penutur asli yang lain. Karena kenyataannya banyak siswa yang mengalami kesulitan dalam menulis teks bahasa Inggris dengan baik dan benar khususnya menulis teks naratif. Ini adalah masalah yang terjadi pada publikasi. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks naratif dengan menggunakan Genre-Based Approach.

Penelitian ini dilaksanakan pada bulan Februari sampai Maret 2023/2024. Partisipan dari penelitian ini adalah siswa kelas VIII di SMP Negeri 3 Metro. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan pada dua siklus. Teknik pengumpulan data menggunakan tes yang meliputi pre test, post test, observasi dan dokumentasi.

Hasil penelitian ini menemukan bahwa berdasarkan analisis data pra kegiatan, siklus I dan siklus II, dapat disimpulkan bahwa kemampuan menulis siswa kelas VIII F di SMP Negeri 3 Metro dapat ditingkatkan melalui penggunaan Genre-Based Approach. Peningkatan tersebut terlihat dari rata-rata nilai siswa yang memperoleh Kriteria Ketuntasan Minimum (KKM) pada pre test 66,66 kemudian meningkat pada siklus I 74,00 dan terakhir pada siklus II siswa meningkat menjadi 76,66. Jadi, dapat disimpulkan bahwa penggunaan Genre-Based Approach dapat meningkatkan kemampuan siswa dalam menulis teks naratif.

Kata kunci : Keterampilan Menulis, Pendekatan Berbasis Genre, Teks Naratif

STATEMENT OF RESEARCH ORIGINALITY

I am that undersigned below:

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States that this undergraduate thesis was originally wrote by researcher, except for the some parts that mentioned in this undergraduate thesis that stated on bibliography.

Metro, June 22nd 2024
The researcher

Devi Widiyasari
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 Juni 2024


Devi Widiyasari
NPM: 1801071010

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ...

“Allah does not require of any soul more than what it can afford”

(Q.S Al-Baqarah: 286)

DEDICATION PAGE

- ❖ *My Beloved parents (Mr. Wakidi and Mrs. Wiwik Iriyanti)*
- ❖ *My Beloved Husband (Mr. Farid Najmuddin)*
- ❖ *My Daughters (Najma Raiqana Chaka and Nayyara Devaridza Chafiya)*
- ❖ *My Sponsor (Mrs. Dr. Umi Yawisah, M.Hum)*
- ❖ *My Almamater IAIN Metro and especially class (A) of TBI 18.*
- ❖ *My Friends (Fivty Travika , Novita Dian Utari & Novita Maharani)*

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In the name of Allah, the Most Gracious, The most merciful, praise is only to Allah SWT. Salawat and salam also do not forget to send the prophet Muhammad SAW. Finally the writer can accomplish a Undergraduated Thesis entitles "IMPROVING THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT BY USING GENRE-BASED APPROACH OF THE EIGHTH GRADE OF SMP NEGERI 3 METRO".

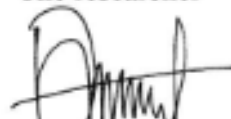
At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, Rector of State Institute For Islamic Studies (IAIN) Metro Lampung.
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The researcher do apologizes that research still has shortcomings. Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this undergraduate thesis can be useful for researchers and for those who read.

Metro, June 22nd 2024

The researcher



Devi Widiyasari

St.Number: 1801071010

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CHAPTER I

INTRODUCTION

A. Background of Study

In learning English, students are required to engage in one of the language activities, namely productive activities such as writing. Writing is one of the four skill of listening, speaking, reading and writing has always formed parts of syllabus in the teaching of English.¹ However, writing is considered the most difficult skill to teaching and learning because writing tends to encourage students to focus on the accurate and requires them to think before writing.²

For the students, learning English writing is important because it helps developing students' critical thinking skills and helps them to understand and to communicate complicated ideas.³ The ability to writing or compose is essentially a form of communication from the author to the reader. In order to be able to communicate properly, a writer must have several abilities, one of which is linguistic or grammatical ability, namely regarding linguistic rules.

Students directly practice writing without having to learn how to write. Usually teachers ask students to write according to the basic competencies in the curriculum. When finished, the writing is collected, corrected, and immediately assessed by the teacher. If this activity is continuously carried

¹ Jeremy Harmer. *How to Teach Writing*. Essex, UK: Pearson Education.2004, p.31

² J.B Heaton. *Writing English Language Test*. New York: Longman. 1988, p.135

³ Pam Allyn, *Top 5 Reasons Writing Important For Kids On NBC's Education Nation*, 2015.

out, it will result in students feeling bored and not interested in participating in learning to write. As a result, students' writing ability is low. Therefore, it is necessary to change the learning methods used by teachers to teach writing competence, especially narrative texts.

The emergence of curriculum reform, it is necessary to have a way of learning English, especially narrative text writing skill. As an alternative solution to this problem, a new approach is used, namely a genre-based approach as a way of teaching narrative text writing. The genre-based approach is an approach that aims at the social language and not just the language itself. It is assumed that a Genre-Based Approach can improve narrative text writing skill so that students find it easier to write narrative texts and enjoy the creative process.

Most of the genre-based approaches are carried out for learning English. Genre-Based Approach sees language learning as the result of collaboration between teachers and students. That is, both teachers and students have an equally important role in the learning process, so both teachers and students are more dominant in the class. This approach makes students more active in class.

Based on the pre-survey which was done on October, 4th 2023 in SMP Negeri 3 Metro it was known that the students' writing skill is still low, especially in writing narrative text. It can be proven from test result of writing narrative text that we can see on the following table.

Table 1
Data of The Students Test Result of Writing Narrative Text
of The Eighth Grades of SMP Negeri 3 Metro

No	Grade	Category	Number Student	Percentage
1.	≥ 75	Complete	6	20%
2.	< 75	Incomplete	24	80%
Total			30	100%

Source: the teacher's archive, taken on October 4, 2023

The data shows that students got low score in writing. There are only 6 students got the complete score and 24 students got incomplete. The score is complete when it can reach the Minimum Mastery Criteria (MMC) that is 75. It can be can be inferred that the students' narrative text writing ability is still low with the average of 60.

Based on the conditions above, the students are not able to write properly, and they have low skills in writing subjects, especially in narrative texts. In addition, students are find it difficult to construct the texts, because students are lack of vocabulary and grammar. The researcher use Genre-Based Approach to improve the students ability and should be taught by using Classroom action Research. The researcher want to conduct the research entitled "Improving The Students Ability of Writing Narrative Text by Using Genre-Based Approach of the Eighth Graders of SMP Negeri 3 Metro."

B. Problem Identification

Based on the background of the study, the problem identification are as follows:

1. The students had less interest in writing ability
2. The students had low writing ability especially in writing narrative text.
3. The students had less motivation to write in English.
4. The new approaches, techniques, methods in teaching narrative text have not been applied yet.

C. Problem Limitation

Based on the problem identification, the researcher focused on the students who has low writing ability, less interest and motivation in teaching learning process. This study, researcher used Genre-Based Approach to improve the students ability in writing narrative text of the eighth grade of SMP Negeri 3 Metro.

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem limitation above : Can the use of Genre-Based Approach improve the learning process of writing narrative texts for the students at the grade VIII F of SMP Negeri 3 Metro ?

E. Objectives and Benefits of the Study

1. Objectives of the study

Based on the problem formulation in this research, the objectives of research to improve the learning process of writing and to describe the improvement in writing narrative text for class VIII F of SMP Negeri 3 Metro through a Genre-Based Approach.

2. Benefits of the study

The application of this method is aimed at improving the ability to write narrative texts in English lessons and makes the students to be more creative in expressing ideas in writing. The application of a Genre-Based Approach makes it easy for the teachers to deliver material in class and the students also understand it more easily. This study is expected to provide the benefits for other researchers and to give a useful information for the next researchers who are interested in conducting the similar research.

F. Prior Research

Considering the topic discussed in this research, there are some previous studies that have related to this topic. The first prior research was done by Puzah Aisah ALAzhar & Elis Homsini Maolida from Suryakencana University of Cianjur. In this study the students still have difficulties in writing skill. This research aims to find out the use of process Genre-Based Approach in the teaching narrative text.

This research applied qualitative research. The data of this research were collected from there instrument classroom observation, questionnaire, and interview. This research was carried out in Senior High School in Cianjur by involved 23 students of ten grades. The first meeting finding shows that in applying process Genre-Based Approach in teaching writing of narrative text there were six steps conducted by the teacher following preparation, modeling, planning, join constructing, independent constructing, revising, and editing. Secondly, the benefits of using Genre-Based Approach in teaching writing narrative text from the teacher's side are the students can write a text step by step. The last finding shows there were two obstacles, the first was students low grammar mastery and the second was students low vocabulary mastery.⁴

The second prior research has purpose by Tran Thi Thuong, Pilanut Phusawisot, and Pimyupa Praphan from Rajabhat University in Thailand. This study focus on classroom teaching and the solutions in teaching English narrative writing at university level. The findings indicated that the participants narrative writing ability significantly improved this was determined by their pre test at 33.00 and post test scores at 75.87. This study used spiral structure action research designed. The participants is English major at a Rajabhat University selected by purposive sampling.⁵

⁴ Pauziah Aisah Al Azhar and Elis Homsini Maolida. “ *Process Genre Approach in Teaching Writing Narrative Text: Implementation, Benefits and obstacles.*” Joepallt Journal Suryakencana University of Cianjur. Vol. 7, no. 2 (2019).

⁵ Tran Thi Thuong, Pilanut Phusawisot, and Pimyupa Praphan, “An Action Research on the: *Integration of Process Writing and Genre-Based Approach in Enhacing Narrative Writing Ability*” curriculum and instraction journal Rajabhat Univeristy 12, no.33 (2020) 147-148.

The third study, by Piyatida Changpueng from King Mongkut's University of Technology north Bangkok, Thailand. The present study aims examining writing achievement of Thai engineering students receiving writing instruction through the explicit Genre-Based Approach (GBA) and their attitudes toward this method of teaching. The participants were 28 fourth-year engineering students enrolled in a basic writing course. This study use mix-method research design with analyzing quantitative and qualitative data. One lesson in teaching writing recount was provide during three sessions, the result of T-test reveald clear improvement in the students' writing ability after attended in the lesson⁶

The similarity and differences between my study and other :

1. The similarities

The study used Genre-Based approach as a method to improve the students ability in teaching writing process.

2. The differences

From the first research, conducted in Senior High School by involved 23 students of ten grades and applied a qualitative research and this study were collected the data from instrument classroom observation, questionnaire, and interview. Secondly, the study focus on university level. And used spiral structure action research designed. Third, this study use mix-method research design with analyzing quantitative and qualitative data.

⁶ Piyatida Changpueng, "*The Implementation of Genre-Based Approach in the teaching of writing to engineering Students*", Internasional journal of modern language and applied Linguistik 1, no.1 (2017) 59

The novelty contained in this study was use a picture from type of narrative text as learning media. So that, it could make it the students more be active and creative in writing text narrative.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

Writing is the written productive language skill to convey information to a reader or group of readers. According to Donn Byrne writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.⁷ Then, Harmer stated writing is a process, and the fact that we write is often heavily influenced by genre boundaries, so these elements need to be present in the learning activity.⁸

Meanwhile, that writing can be defined by a series of contrast it is both a physical and mental act to express and impress.⁹ Writing is used as a communication tool in daily activities. Regardless of their age, be aware of the need to communicate in writing with students. However, we as teachers must make writing activities more enjoyable. Teaching writing provides opportunities for students to develop clear thinking skills. When students are given time to write and process their thoughts, they develop ways of analyzing their thinking. As teachers, we face the task of helping students see writing as important.

⁷ Donn Byrne. *Teaching Writing skill*, (London and New York: Longman Group, 1998),p.1.

⁸ Harmer, J. 2004. *How to Teach Writing*. New York: Longman, p.86

⁹ David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Sydney: Macquarie University, 1991), p.88

Moreover, writing is a process by which we transfer our thinking, our ideas, and experiences into written form.¹⁰ The ability to write is not naturally acquired skill, it is often learned or culturally transmitted as a set of practices in formal instructional settings or other settings.¹¹ To produce good writing the writer must have ability in writing. Because, writing ability is the skill to express ideas and feeling to others through writing symbols so that the readers can understand the idea. In other words, writing skills are special abilities that help the writers to put their thoughts into words in meaningful forms and convey messages.

Based on the definition above, the writer concludes that writing is process an activity to express a thought or idea into meaningful information by using language into written text which is strongly influenced by genre boundaries. Writing ability is not obtained naturally, so it must be learned and practiced.

2. The Importance of Writing

The importance of writing the idea that learning writing is a need for students is agreeable. There are some reasons that make the ability of writing important as :

a. Writing helps to remember

Writing is an aid to remembering. By taking notes, people can make information safe and semi permanent or even permanent.

¹⁰ Mora-Flores, E. *Writing Instruction for English Learners*. United States of America: Corwin Press. (2009),p.12

¹¹ Dr. Azadah Asgari, *Language Attrition On L2 Writing Skill*, (2003), p.17

b. Writing helps to think

Writing would be an aid to thinking. For example when they are planning or in the middle of writing a composition because thoughts could come anytime

c. Writing helps to communicate

In the past, writing was the only possible way to communicate with anyone out of earshot.

3. The Process of Writing

The process of writing is engaging in planning, pre-writing, and revision to improve their texts. Furthermore, Process of writing is learning how to write by writing. The process of writing has four main elements:¹²

a. Planning

Planning is a series of strategies designed to find and produce information in writing.

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (editors) who comment and make suggestions, a series of strategies designed to re-evaluate the choices that have created a piece of writing.

¹² Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.4-5

d. Final

Version Final version is when the writer has edited their draft, making the change they consider to be necessary, they produce their final version.

4. The Benefits of Writing

There are several benefits of writing as follows :

- a. Writing Sharpens Intellegence
- b. Develop Initiative and creative power
- c. Growing courage, and
- d. Can courage motivation to seek and find information

5. The Purpose of Writing

There must be any purposes in writing. It is impossible if people write with no purpose, although people just write a simple writing. There are some purposes of writing. They are:¹³

a. To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

b. To Persuade

People sometimes write to make someone do or believe something by giving some reason. It is to persuade someone through their writing.

¹³ James A. Reinking & Andrew W. Hart, *Strategies for Successful Writing*, (New Jersey: Prentice-Hall,1986), p.4.

c. To Express

People writes almost everything includes their selfexpression. Writing also provides opportunity to show their personality.

d. To Entertain

Writing is also able to entertain. Buy reading the funny story writing, people may laugh and it can really entertain someone with purpose.

B. Definition of Genre-Based Approach

Genre-Based Approach (GBA) is a methodology which is designed to support language learning as a social process an approach, organization, and language features on every kind of text.¹⁴ According by Lin, Genre Based Approach is a teaching method that developed for delivering a text type or genre based on it is social purpose, the interpreting process will be more focus on the whole of the text rather than its sentence by sentence.¹⁵

Futhurmore, Genre-Based Approach is approach to learning writing combine product and process, aims to prepare students to enter the real world of language use by focusing on how language is used to achieve various goals, for example making experiments, telling stories, or explaining something. Genre-Based Approach are becoming increasingly influential in the field of English language teaching.¹⁶

¹⁴ Feez, S., and Joyce, H. 1998. *Writing Skills: Narrative and Nonfiction Text Types*. Melbourne: Phoenix Education Pty. Ltd

¹⁵ Lin. *Vygotskian Priciples In A Genre Based Approach To Teaching Writing*. NUCB JLCC, 6(3), 69-83.

¹⁶ Derewianka, B. *Trends and Issues in Genre-Based Approaches*. (2003, RELC Journal, 34(2), 133-154.

Approaching language learning through texts necessitates the development of a methodology that allows students to develop the knowledge and skills necessary to deal with spoken and written texts in social contexts. This method is seen as having advantages compared to other language learning methods because this learning allows students to learn language explicitly. In addition, genre-based learning is able to develop students' critical thinking skills because this learning is very thick with speaking, reading, and writing which are the most effective ways to develop critical thinking skills.

Improving students' writing skills through the use of a Genre-Based Approach provides students with more opportunities to solve their problems. Students at genre based approach become active participants in their academic and professional settings, as well as in their larger community.

1. The advantages of Genre Based approach

First, about the advantages, students generally appreciate models or models or models examples that show specifically what they should do linguistically. The advantages of genre based writing instruction that can be summarized as follows:¹⁷

- a. **Explicit**; Makes clear what is to be learned to facilitate the acquisition of writing skills.
- b. **Systematic**; Clarifies what must be learnt to promote the acquisition of writing abilities.

¹⁷ K. Hyland. *Genre And Second Language Writing*. University of Michigan Press. 2004.,p.

- c. **Needs-based**; Cohesive framework for focusing on settings and language.
- d. **Supportive**; Ensures that the goals and content of the course are based on the requirements of the students. gives teachers a key role in fostering students' creativity and learning;
- e. **Empowescring**; Provides access to the patterns and possibilities of variation in valued texts.
- f. **Critical**; Gives pupils the tools they need to comprehend and question cherished discourses;
- g. **Consciousness Raising**; Increases teacher understanding of texts and their ability to effectively offer pupils writing advice.

2. Disadvantages of the Genre-Based Approach

Although in presenting the rationale for their approach, the advocates of genre based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.

3. The Teaching and Learning Cycle of Genre-Based Approach

All the principles previously mentioned are packed in the teaching and learning cycle of Genre-Based Approach. They are integrated into the stages of a genre-based cycle. According to Joyce and Frez (1998) there are five stages in the process teaching writing using Genre-Based Approach (GBA).¹⁸

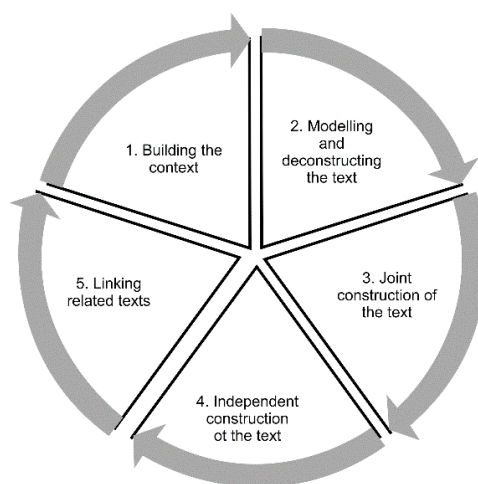


Figure 1.
Learning Cycle of Genre-Based Approach (Frez and Joyce, 1998)

a. Building Knowledge of The Field

In this stage aims to build the students' background knowledge about the topic they are going in terms of content and vocabulary. The teacher identifies what the field is, what part of the field will be explored, and what the students already know about it. The students are introduced the social context, explore features of the general cultural context and explore the immediate context of situation by investigating the register of a model text.

¹⁸ Susan Frez and Helen Joyce, *Text Syllabus design*. Sydney: Macquarie University. 1998. p.

b. Modeling and Deconstruction of Text

The modeling and deconstruction of the text stage involves analyzing and discussing about and how why the texts presented in the previous stage are organized to make meaning. According to Joyce and Frez, in this stage the students “Investigate the structural pattern and language features of the model and compare the model with other examples of the text type”.

c. Joint Construction of Text

In this stage the students begin to contribute to the construction of whole examples of the text type and the teacher gradually reduces the contribution to next construction while students move closer to being able to control the text type independently.

d. Independent Constructions of the Text

In this stage through independent constructions, students are given a chance to individually practice the production skills they have acquired from the previous stage and with the text in which their work would be used for assessment.

e. Linking to Related Texts

The students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar contexts and to the future or past cycles of teaching and learning process.

C. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is a writing that tells about a story and one of the most commonly read, though least understood of all the genres.¹⁹ According by Quillan defined narrative text is a story that is told in language, that is converted into language signs.²⁰ Narrative text is found in all kinds of contexts, short story and novels obviously. But also news story in newspaper and magazines, anecdotes in conversation. The purpose of narrative text is to present a view of the world that entertains or informs to the readers and listeners.²¹

From the definition above, the researcher can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are use narrative text when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

2. Types of Narrative Text

There are many types of narrative text tthat common narrative text writing can be imaginary, factual or a combination of both, they may includes:

¹⁹ Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assesing Writing*, (Australia: University of South Wales Press Ltd, 2005), p. 220.

²⁰ McQuillan, Martin. *The Narrative Reader*. (Routledge is an imprint of the taylor and francis group, Canada,2000),p.85.

²¹ Anderson and Anderson 1998, op, cit., p.6

- a. Fairytales : folk tales for children's stories which contain elements of the miracle/impossibility of the characters in the story and at the end have a moral message.
- b. Myth : the story is widely developed in society and is generally considered to be a factual or actually.
- c. Legend : folklore that tells about the originally of story place.
- d. Fables : the story that about animals.
- e. Romances : a love story emphasizes thee of the story which contains to get love for the main characters
- f. There are other types such as: Sience fiction, mystery, history, Horror stories, Slice of life, and personal experience etc.

3. Generic Structure of Narrative Text

Structure of narrative text has been discussed by Anderson and Anderson 2003. They explain five steps in narrative text, they are :²²

a. Orientation

The narrator tells audience who the characters in the story are, where the story is taking place, and when the action happens who is in the story.

b. Complication

This section contains the problems that occur in a story. In more detail, the complication is divided into 3 parts, namely, rising action, climax, falling action.

²² Anderson, M. & Anderson, K. *Text Types in English 2*. Macmillan Education Australia PTY, Ltd. 2003.

c. Sequence of events

This section the narrator tells how the characters react to the complication. The character and what they are included the events can be told in chronological order the order in which they happen or with flashback. The audience are gave the narrator's point of view.

d. Resolution

In the resolution part, complication is sorted out or the problem is solved.

e. Coda.

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

4. Language Features of Narrative Text

The language features of narrative text are nouns, adjective, verb, and time word.²³

a. Using Simple Past Tense

The main verb are in the simple past tense, like: unlocked, closed, lived, and stayed.

b. Using Conjunction

The succession of events in time is reinforced by using of adverb, like: next, before, after, soon.

²³ Anderson 1998,op, cit., p.8

c. Using Pronouns

In narrative text there is the use of personal pronouns, like: the girl, the boys, the princess.

d. Using Time words

That connect in the events to tell when they occur, the use of simple past tense and simple continuous tense.

5. The Procedure of Genre-Based Approach in Writing Narrative Text

a. Building Knowledge of the Field (BkoF).

This stage aims to building students' background knowledge about the topic they were going to write in terms of content and vocabulary. In this stage researcher distribute the materials of narrative text and researcher needs to guide the students to master the materials.

b. Modeling of Text (MoT).

This stage the teacher and students carry out some activities. First, the teacher makes group and choosen a types of text from narrative text. The students are doing analyze and discussion to determine the generic structure, language features, and types of the text. After doing the activity, the students are directed to understand the social function of narrative text.

c. Join Construction of Text (JCoT)

In this stage, the teacher's role is to provide a chance for the students practice writing in groups and apply their critical thinking skills in working group. But, the students have not been allowed to write themselves. The students must be creative to create or compose the texts together with a group and assisted by the teacher.

d. Independent Construction of Text (ICoT).

Through independent construction, the students are given a chance to individually practice to production skill they have acquired from the previous stage. This phase was manifested in an activity the students where a text on their own. Before coming to this stage, the teacher make sure that students have already gotten the competencies. The students are asked to compose narrative text individually. They made a draft, revised and submitted their work to the teacher.

e. Linking to Related Texts

The last stage is the time when students should investigate how what they have learned in the previous stages can be related to other texts in the same contexts. The activities for this stage can include: comparing the use of the text across different fields, researching other text type used in the same field, and researching how language features used in this text types.

D. Action Hypothesis

Based on the theoretical framework and assumptions above the researcher formulated the action hypothesis that the use of Genre-Based Approach can Improve The Students Ability In Writing Narrative Text of the Eighth Grade of SMP Negeri 3 Metro.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

A variables can be defined as an attribute of a person or of the object which “varies” from person to person or from object to object.²⁴ Meanwhile operational definition is the specific way in which a variable is measured in a particular study. This research consists of two variables, they are independent variable and dependent variable.

1. Independent Variable

An independent variable was a variable that affected other variable. Independent variable also the that may cause the results.²⁵ It is the variable which is selected, manipulated, and measured by the researcher. The independent variable in this study was using Genre-Based Approach could improve the students ability in writing narrative text..

2. Dependent Variable

Dependent variable is the variable which you observe and measure to determine the effect of the independent variable.²⁶ Dependent variable in this study was the students ability in writing narrative text. The students increase writing ability of the students during in learning process by using Genre-Based Approach.

²⁴ Hatch, E., and farhady, H. *Research Design and Statistic for Apllied Linguistics*, (Massachusetts: Newbury House Publishers, 1982), p. 12

²⁵ Allison Mackey and Susan Mgass, *Second Languages Research Methodology and Design*, (Mahwah New Jersey: Lawrence Erlbaum Associates Publisher, 2005), p.103

²⁶ *Ibid*,... p. 12

B. Research Setting

The research location was SMP Negeri 3 Metro which was located on Jl. Letjend Alamsyah Ratu Prawiranegara No.1 Central Distric Metro, Metro City, Lampung. There are eighth classes of the eighth grade there, VIII A class until VIII H. The researcher take one class as the sample and focused to improve ability in writing narrative text by using Genre-Based Approach. From the result of research conducted by researcher, it could be seen that class VIII F has writing ability very low.

C. Research Subject

The subject of this research was students ability in writing narrative text. In this research, the researcher collaborated with an English teacher, she was Mrs. Nita Eriyani, S.Pd. This subject the researcher used Classroom Action Research (CAR) as a research method. The sampled of this research eighth class of SMP Negeri 3 Metro. The researcher choose eighth grade, because many students have writing ability very low. In order to improve the students' ability, the researcher used the Genre-Based Approach as a strategy in learning process especially in writing narrative text

D. Research Procedure

This study employed Classroom Action Research (CAR) which involved the Genre-Based Approach as a method to improve students' ability in writing narrative text. Classroom Action Research was name given to a

particular way of researching your own learning.²⁷ Futhurmore, Anne Burns also talked that classroom action research is kind of research which is done by the teacher as a researcher in order to bring the improvement on the result of teaching learning process.²⁸

Based on statement above, the researcher can state Class Action Research is a reflective study conducted by teacher in the classroom and can helps the teacher to solve problems by applying technique, methods or strategies as an alternative to innovation in their process learning.

This study adapted Jean McNiff's researche design (2002) as illustrated in the following design:

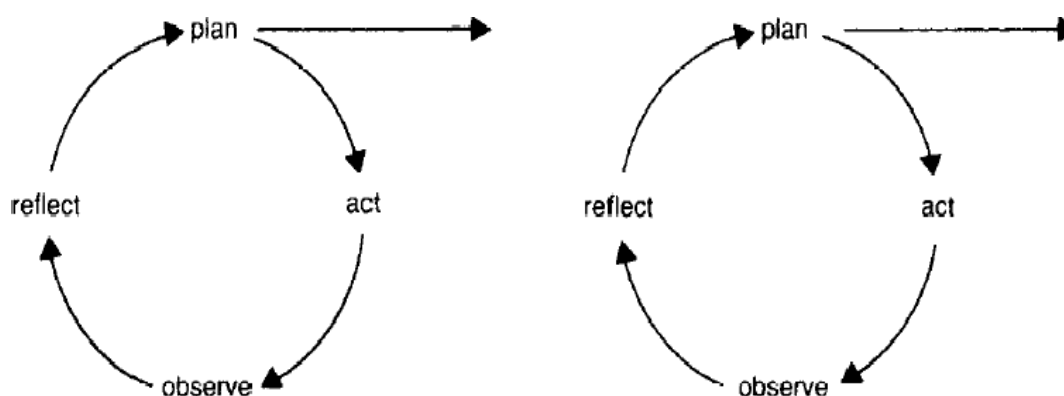


Figure 2.
Classroom Action Research Jean McNiff's Model

²⁷ Jean Mc Niff and Jack Whitehead, *Action Research Principle and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.1

²⁸ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2s

The research designed used was Classroom Action Research (CAR) model of Jean McNiff. This model which consisted of four stages, namely : planning, acting, observing, and reflecting. The explanation as follows:

1. Planning

The researcher prepared a lesson plan and answer sheets designing to evaluate the students activity. This step carried out in order to collect the information about all student in the situation of learning process.

2. Action

Action was carried out by the researcher as the teacher. The implementation was assisted by English teacher as an observer who acted as an assessor. The assessment used data collection intruments of the students' learning process that has been prepared.

3. Observation

Observation were made during to got information during teaching and learning process. Observation could be made by direct observation, observation and by interview. The collecting data by observation aims to shown and observe all students in learning process.

4. Reflection

Based on observation and interview in cycle I as a guide. From the situation it could be improvement cycle II actions.with focus to the students in the class. There for in the cycle I therefore changes were also made ini cycle II. This research has 2 cycle, in the first cycle contains: planning, action, observation, and reflection.

E. Data Collecting Technique

Data collecting techniques include test, interviews, observations (direct and participant), questionnaires, and relevant documents.²⁹ The data collection technique will be explained as follow:

1. Test

The researcher used test to collect the data. As one of the instrument to measure the students writing ability. The test was divided into two kinds, they were:

a. Pre Test

The researcher gave a pre test to the students before doing the treatment. The pre test was done to know the students ability in writing narrative text. The writing test in this form of determine generic structure, types, and language features of narrative text from the text.

b. Post Test

Post-test gave in the last meeting after doing treatment to find out whether the treatment give any contribution to the students achievement in the class or not. It was implemented to know the student writing ability. The teacher gave some picture and the students asked to produce good writing based on the picture by individually.

²⁹ Robert K. Yin, *Case Study Research Design and Methods*, CJPE Journal; Volume 30, University of Ottawa : 2014, p. 1-5

2. Observation

Cresswell states, that the observation is also used to collect the data. It is a technique where the researcher takes field notes of the target behavior and activities in this research.³⁰ The purpose of observation is to explain the situation being investigated, people activities or individual are involved in data collecting technique in which the activities of subject are visually examined. In this research, the researcher was observed about learning process in the classroom and the student preparation before start the learning process.

3. Documentation

Documentation was the collection, selection, processing and storage of information in the field knowledge. In addition, documentation was also defined as providing and collecting information such as lesson plan, school profile, total of the students, the teachers and the condition of the school at SMP Negeri 3 Metro.

F. Data Analysis Technique

According by Weigle (2002) was five components was in the analytical scoring rubric for writing there are: content, organization, vocabulary, language use and mechanic.³¹ Researchers use analytical scoring rubric to analyze the data related to the students writing narrative text of writing ability. The analytical scoring rubric using as follows:

³⁰ John Cresswell, *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches*. Sage publication. 2014. p.

³¹ Sara Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002)p.116

Table 2
Rubric Scoring of Writing Narrative Text

Aspect	Criteria	Score
Content	• Relevant to the topic and easy to understand	20
	• Mostly relevant to the topic and easy to understand	15
	• Relevant to the topic but is not quite easy to understand	10
	• Quiers relevant to the topic but is not quite easy to understand	5
Organization	• Most of the text are related to the main idea	20
	• Text are related to the main idea	15
	• Text are related to the main idea	10
	• Text are not complete and unrelated to each other	5
Vocabulary	• Effective choice or words and word forms	20
	• Few grammatical or agreement inaccuracies but not effect on meaning.	15
	• Limited range confusing words and word forms	10
	• Very poor knowledge or words, words forms, and not understandable.	5
Grammar	• Very few grammatical or agreement inaccuracies	20
	• Few grammatical or agreement inaccuracies but not effect on meaning	15
	• Limited range confusing words and words forms	10
	• Very poor knowledge or words, words forms, and not understandable.	5
Mechanics	• It has correct spelling, punctuation, and capitalization.	20
	• It has occasional errors of spelling, punctuation, and capitalization.	15
	• It has frequent errors of spelling, punctuation, and capitalization.	10
	• It is dominated by spelling, punctuation, and capitalization.	5
Total :		100

To get the mean of the students' writing score uses the formula:³²

$$X = \frac{\sum X}{N}$$

X = Mean

$\sum X$ = The total number of students' scores

N = Number of students

To get the class percentage which passes the Minimum Mastery Criteria (MMC) 75. Researcher uses the formula:³³

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of Students Activity

F = The total number of students' scores

N = Number of students

G. Indicators of Success

The indicator of success for the students in writing ability of narrative text using Genre-Based Approach can be seen in the criteria of the students improvement in learning process it is called successful if 70% of the students get minimum score 75 and 70% of students active in learning activity.

³² Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Radja Grafindo Persada, 2008), p.81.

³³ *Ibid*, p.43.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Description of Research Location

1. Background of UPTD SMPNegeri 3 Metro

UPTD SMP Negeri 3 Metro was the background of the formal education was located in Jl. Letjend Alamsyah Ratu Prawiranegara No. 1, Central Metro District, Metro City. SMP Negeri 3 Metro was established in 2018 with the principal Mrs. Lusi Andriyani, S.Pd, M.Pd. I.

This school has been operated since 1979 with an operational permit decree from the Metro City Government on February 17, 1979. Since 2017 it has been accredited Grade “A” and this school uses the curriculum of 2013 prepared by the teacher team to enable program adjustments to needs and potential that exist at SMP Negeri 3 Metro.

2. The Condition of Teacher and Employers in SMP Negeri 3 Metro

Table 3
List of the Teachers of SMP Negeri 3 Metro

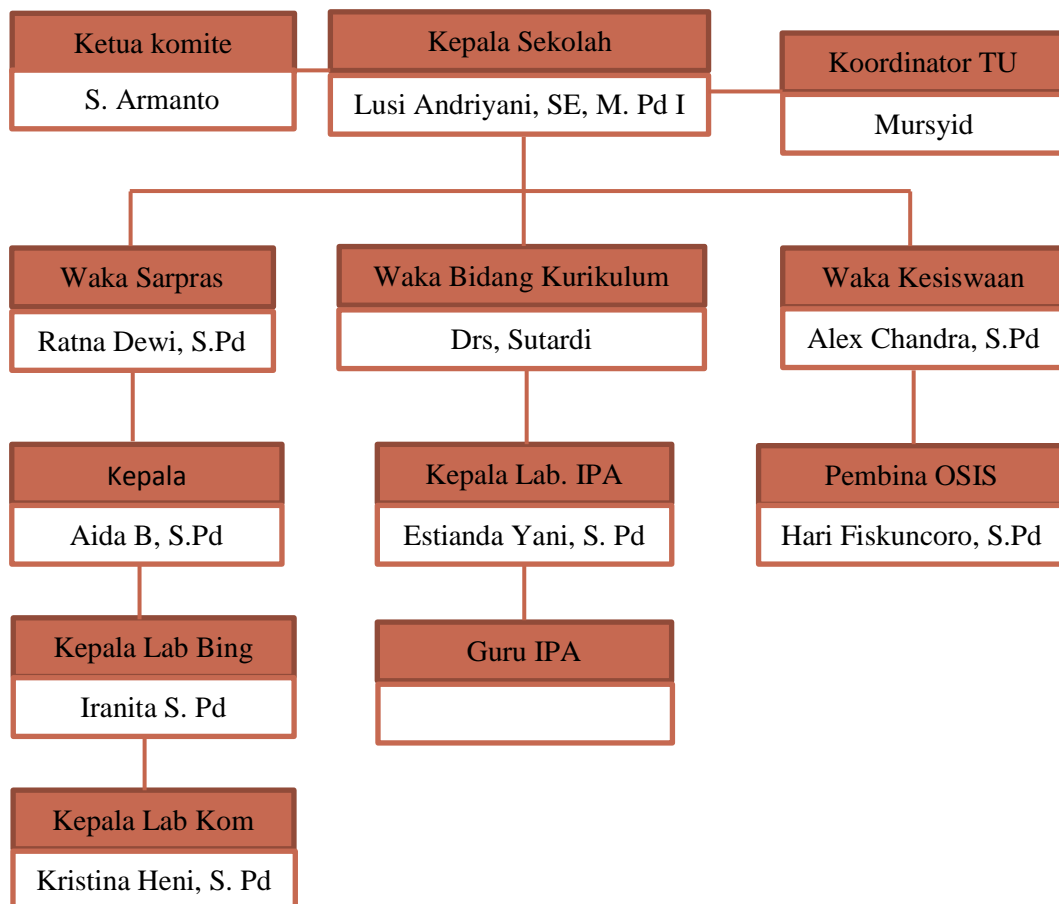
No	Jenis	Status		Kualifikasi Pendidikan					
		PNS	TT	S2	S1	D3	D2	D1	SMA
1.	Tenaga Pendidik	48	3	4	46	-	1	-	-
2.	Tenaga Kependidikan	5	9	-	6	-	-	-	8
Jumlah		53	12	4	52	-	1	-	8

Source : Data of SMP Negeri 3 Metro

3. The Organization Structure of SMP Negeri 3 Metro

The organization structure of SMP Negeri 3 Metro can be shown in the figure as follows:

Figure 3
Organization Structure of SMP Negeri 3 Metro



B. Description of Research Data

This research used Classroom Action Research (CAR) whose had purpose to improve students ability in writing narrative text by sing Genre-Based Approach. The research consisted of two cycles: cycle I and cycle II. Each of cycle consisted of two meetings including it was mentioned before each cycle consists of planning, action, observation and reflection. And for reach meeting took time of 2x 40 minutes.

Before giving an action the researcher done the observation to make sure there were improvement of the students' ability in writing narrative text in VIII F class. The researcher come to observe the situation of class and observe teaching learning process from greeting until the end of class before doing the action.

After done the observation before conducted this research, researcher found the students has low ability in writing narrative text and lack motivation in English writing. After done, researcher get the result from the research in class VIII F. The explanation of result as follows:

1. Pre-Test Activity

Pre test used to measure students' ability in writing narrative text before implementing Genre-Based Approach in action. Pre test conducted on February 21st 2024 each time took 2x 40 minutes and followed by all students of VIII F that consisted of 30 students in total. Researcher started pre activity by greeting students without used stages in the Genre-Based Approach.

The researcher gave pre test for the students in form essay writing.

The pre test result could be seen on table as follows:

Table 4
The Data of the Students Pretest Result

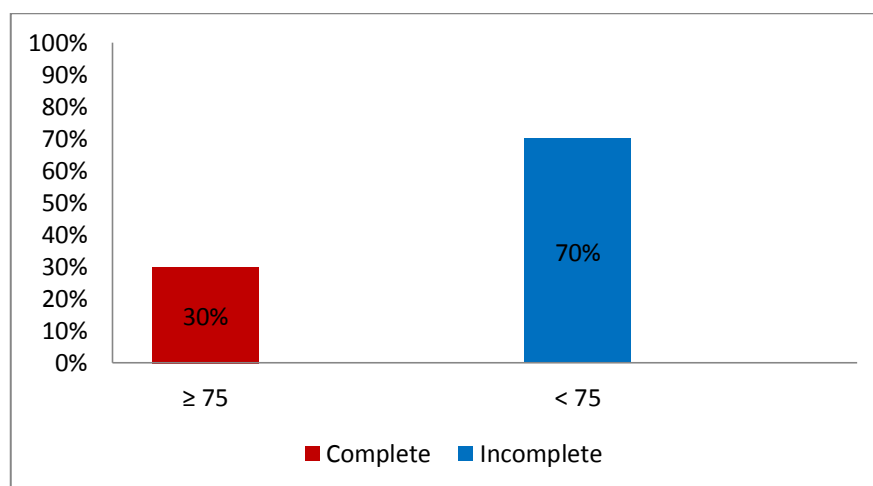
No.	Name	Rubric writing score					Total	Level
		C	O	V	L	M		
1.	BW	15	15	15	15	20	80	Good
2.	BC	10	10	10	15	15	60	Poor
3.	CF	10	10	10	10	10	50	Very poor
4.	CC	15	10	15	10	15	65	Poor
5.	DP	10	10	15	15	10	60	Poor
6.	DDR	15	15	15	15	15	75	Fair
7.	DK	15	15	10	10	10	60	Poor
8.	DS	20	15	15	15	15	80	Good
9.	EPF	10	15	15	15	15	70	Fair
10.	EAP	10	15	15	10	10	60	Poor
11.	FM	15	15	20	15	15	80	Good
12.	FGM	5	15	10	10	10	50	Very poor
13.	KM	20	20	10	15	15	80	Good
14.	KA	15	10	15	15	10	60	Poor
15.	LDA	10	10	10	5	15	50	Very poor
16.	MD	10	10	15	15	15	65	Poor
17.	MMDC	10	10	15	15	15	65	Poor
18.	MBS	15	20	20	15	10	80	Good
19.	MAA	10	15	10	10	5	50	Very poor
20.	MPD	10	5	15	10	10	50	Very poor
21.	MRI	20	15	15	10	10	70	Fair
22.	ND	20	20	15	15	15	85	Good
23.	NNA	10	15	15	15	15	70	Fair
24.	NN	20	15	15	20	10	80	Good
25.	PLM	10	10	10	10	15	55	Very poor
26.	RDAM	10	10	15	15	15	65	Poor
27.	RR	20	15	15	15	15	80	Good
28.	RS	15	15	15	10	15	70	Fair
29.	SZ	15	15	20	15	10	75	Good
30.	TA	10	15	15	10	10	60	Poor
Total :							2000	
Average :							66,66	

Table 5
The Percentage of The Students Pretest Score

No.	Grade	Category	Frequency	Percentage
1	≥ 75	Complete	9	30%
2	< 75	Incomplete	21	70%
Total			30	100%

Source: the result of pre-test on February 21st, 2024

Figure 4
The Frequency of The Students Pretest Score



Based on the data result above, it could be inferred that there only 9 students (30%) who succeeded and was 21 students (70%) were not succeeded. The successful of students, were students who got MMC of SMP Negeri 3 Metro (75). Based on the pretest result the total of students who where not succesfull to get Minimum Mastery Criteria. Researcher got average score of pre test of 66,66. It could be showed that VIII F class was unsatisfied because it far form the indicator of success from CAR research. Therefore, researcher used a GBA to improve the students ability in writing narrative text.

2. Cycle I

b. Planning

At planning stage, researcher and collaborator prepared many things that used in teaching and learning process like a English subject lesson plan, prepared the media (picture of text narrative, material, post test I to examined the students ability in writing narrative text and observation sheet to examined students learning activity.

c. Acting

2. The First Meeting

The first meeting conducted on February 23th 2024. The class took time 2 x 40 minutes and followed by 30 students. Researcher began the meeting by greeting, praying together, and check attendance list the students. Class continued by researcher acted as the teacher to explain the materials for the students.

In the cycle I consisted of the full cycle Genre-Based Approach. The learning process in the first meeting used Genre-Based Approach – Building Knowledge of the Field, Modeling and deconstructions of Text, Joint Constructions of Text, Independent of Text, and Linking Related of Text. The detail process are presented below.

a) Building Knowledge of Field.

The researcher explained the materials such as definition, generic structure, types, and language features of narrative text. The teacher choosed “Fairytale” the one types of narrative text for cycle I. After that, the teacher gave some picture based on the title.

b) Modeling and Deconstruction of Text

In the stage modeling and deconstruction of text, where the students required to analyze text and sentence structure. Started the teacher makes some group consist 4 students and the students choosed one picture to write a narrative text with group and determine generic structure and language features of text.

c) Joint Construction of Text

After finished, one of the students from each group write the result on whiteboard and the teacher also guied the students in writing process to find out wheter they are difficulties of the students when write a narrative text.

d) Independent Construction of Text

The activity in this stage where the students produce a narrative text from the the result of discussion by individually. The students could be editing the text from determine the generic structure and language features of text.

e) Linking Related of Texts

Before closing of the class, the students submitted their works and the teacher gave homeworks with a different title to compared with the previous text. At the end of the class, after the students submitted their works the teacher gave homework for them to look for a narrative text with a different title.

3. The Second Meeting

Continued in the second meeting conducted on, February 28th 2024. The class took time 2 x 40 minutes and followed by 30 students. Researcher began the class by greeting students, continued pray together and checked attendance list of students.

In the second meeting the teacher explained again about narrative text. Before gave post test in cycle I. The teacher choosed one of text entitled “Snow White” to discussed together with students. The learning process in the second meeting also used Genre-Based Approach. The detail of process are presented:

a) Building Knowledge of Field.

The teacher explains again about narrative text and step by step in writing fairytale types of narrative text. After that, teacher gave some picture of “snow white” as a media in writing process. The students discussed with group based on the picture.

b) Modeling and Deconstruction of Text

The students asked back to with the previous group in first meeting. In the stage the text was initiated by comparing booth text gave previously and explaining the generic structure of narrative text.

c) Joint Construction of Text

After finished, one of the students from each group write the result on whiteboard and the teacher also guied the students in writing process to find out wheter they are difficulties of the students when write a narrative text.

d) Independent Construction of Text

The activity in this stage where the students produce a narrative text from the the result of discussion by individually. The students could be editing the text from determine the generic structure and language features of text.

e) Linking Related of Texts

Before closing of the class, researcher gave different picture of narrative text from the same topic to identify with the students to evaluated the result in the second meeting.

After finished the discussion use carrying out every stage in Genre-Based Approach. The teacher gave them post test 1 in form essay writing to know the improvement students ability in cycle I. The result of post test 1 could be seen on table as follows:

Table 6
The Data of The Students Post Test 1 result

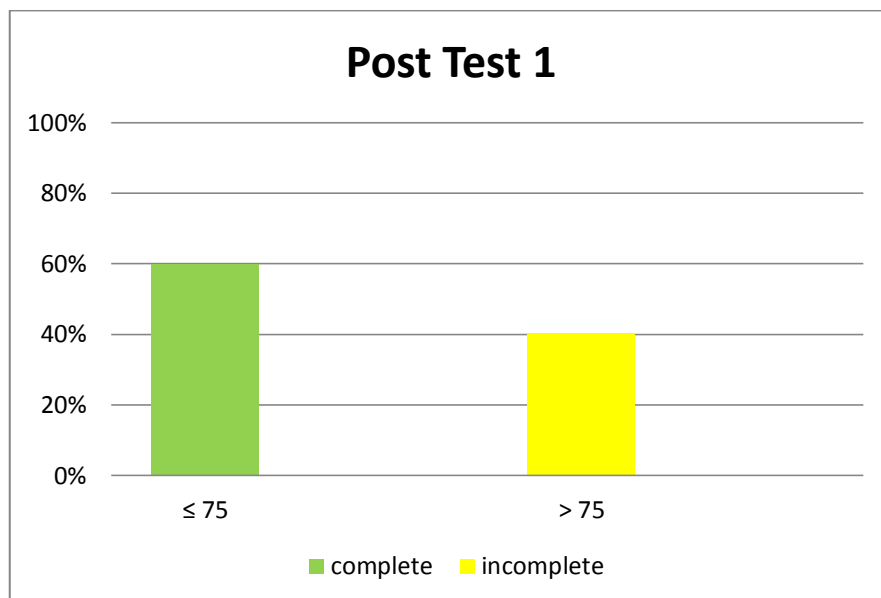
No.	Name	Rubric writing score					Total	Level
		C	O	V	L	M		
1.	BW	15	15	20	20	15	85	Very good
2.	BC	10	15	10	15	15	65	Poor
3.	CF	15	10	15	10	10	60	Poor
4.	CC	15	10	15	10	15	65	Poor
5.	DP	15	15	20	20	10	80	Good
6.	DDR	15	15	20	15	15	80	Good
7.	DK	20	15	15	15	20	85	Very good
8.	DS	20	15	15	15	15	80	Good
9.	EPF	15	20	15	15	10	75	Good
10.	EAP	15	15	15	10	10	65	Poor
11.	FM	20	15	15	15	15	80	Good
12.	FGM	10	15	15	10	10	60	Poor
13.	KM	20	15	15	15	15	80	Good
14.	KA	15	15	15	15	10	70	Fair
15.	LDA	20	15	15	10	15	75	Good
16.	MD	10	10	15	15	15	65	Poor
17.	MMDC	15	15	15	15	15	75	Good
18.	MBS	15	20	20	15	10	80	Good
19.	MAA	10	15	10	10	15	60	Very poor
20.	MPD	20	15	10	15	15	75	Good
21.	MRI	15	15	15	15	10	70	Fair
22.	ND	20	20	15	15	15	85	Very good
23.	NNA	15	15	15	15	10	70	Fair
24.	NN	20	20	15	15	15	85	Very good
25.	PLM	20	15	10	15	15	75	Good
26.	RDAM	15	15	10	15	15	70	Fair
27.	RR	20	15	15	20	10	80	Good
28.	RS	15	10	15	15	15	70	Fair
29.	SZ	20	15	20	15	10	80	Good
30.	TA	20	15	15	15	10	75	Good
Total :							2220	
Average :							74,00	Fair

Table 7
The Percentage of The Student Post Test 1 score

No	Grade	Frequency	Percentage	Category
1.	≥ 75	18 students	60%	Complete
2.	<75	12 students	40%	Incomplete
Total		30 students	100%	

Source: The score result of writing Post-test I February 28th 2024

Figure 5
The Frequency of The Students Post Test 1 score



Based on what showed in table and figure above, it could be inferred that the students succeeded to get MMC in this cycle was 18 students (60%) and the rest of students 12 students (40%) was not able to get MMC. If it compared to pretest result then there were improvement of students VIII F of SMP Negeri 3 Metro.

The improvement it could be seen from amount of students who got Minimum Mastery Criteria increased from pretest with 9 students became 18 students in post test 1. This showed the improvement in cycle I. but the result has not reach with the indicator of success where 70% students got Minimum Mastery Criteria of the SMP Negeri 3 Metro.

a. Observing

In the observation, collaborator observed the students activities. The researcher explained the material in front of class about writing narrative text using Genre-Based Approach. While the action done, students activities being observed. There are four indicators of students activities in the class as follows:

- 1) Giving an attention to the teacher's explanation
- 2) Answering the question
- 3) Active in participating in the class
- 4) Following the teacher instructions

The result of the students learning activity in cycle I that observed by researcher and collaborator could be seen as follow:

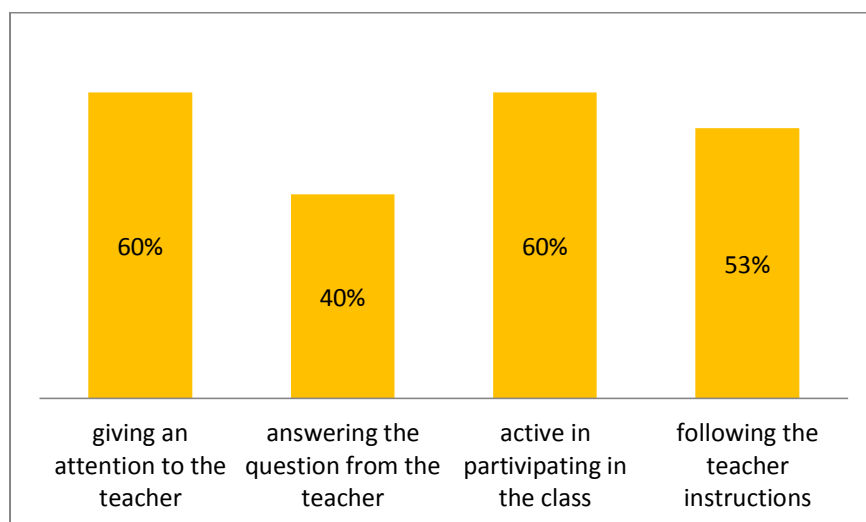
Table 8
The Data of The Students Learning Activity In Cycle I

No	Name	The Aspect of Learning Activities			
		1	2	3	4
1.	BW	-	√	-	√
2.	BC	-	-	√	-
3.	CF	-	√	√	-
4.	CC	√	√	-	-
5.	DP	-	√	√	-
6.	DDR	√	√	√	-
7.	DK	√	-	-	√
8.	DS	√	-	√	√
9.	EPF	√	-	√	√
10.	EAP	√	-	-	-
11.	FM	-	-	√	-
12.	FGM	-	-	-	√
13.	KM	-	-	√	√
14.	KA	√	√	√	-
15.	LDA	√	√	-	√
16.	MD	-	-	√	√
17.	MMDC	√	-	√	√
18.	MBS	√	-	√	√
19.	MAA	√	-	-	-
20.	MPD	-	-	√	-
21.	MRI	√	-	-	√
22.	ND	-	√	√	√
23.	NNA	√	√	-	√
24.	NN	-	-	√	√
25.	PLM	-	-	√	-
26.	RDAM	-	-	√	-
27.	RR	√	√	√	-
28.	RS	√	-	-	-
29.	SZ	√	√	-	√
30.	TA	√	√	-	√
Total		18	12	19	16

Table 9
The Percentage of The Students Learning Activity In Cycle I

No	Students Activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	18	60%
2	Answering the question from the teacher	12	40%
3	Being active in participating in the class	18	60%
4	Following the teacher instructions	16	53%
Total Students		30	

Figure 6
The Frequency of The Students Learning Activity in Cycle I



From the table, it could be inferred that not all students was active in class during the learning process in cycle I. There were 18 students (60%) who gave attention to the teacher's explanation, 12 students (40%) answering the question from the teacher, 18 students (60%) was active participant in the class, and 16 students (53%) followed the teacher instruction about the material.

From the result, there were two activities which still has low frequency that were answering the question from the teacher and following the teacher intructions.

b. Reflecting

From the result of this research in cycle I. Researcher could conclude that the learning process has not achieved Minimum Mastery Criteria (MMC). In this stage, researcher processed and calculated all the data. In the pre-test it could be seen that total from 30 students, 9 students (20%) of the total students were able to achieve the Minimum Mastery Criteria that is ≥ 75 . And then the students who did not achieve were 21 students or 80% of the total students.

In the post test 1, that were 18 students (40%) was complete. Then those who were not able to achieve the Minimum Mastery Criteria were 12 students (60%) of the total students. The average score has improved, the students average score are in 66,66 in pre-test and 74,00 in post test 1. Even though there was an increase in student learning outcomes in cycle I, It can be concluded that cycle I was not successful because the indicators of success had not been achieved namely 70% students get 75 score Minimum Mastery Criteria (MMC). The researcher needed to revise the teaching and learning process. Therefore, this research was continued in cycle II.

3. Cycle II

After done the action in cycle I. The result was not successful enough. Because the result was not reach the indicator of success. This research continued to cycle II was decided repair the weakness in the cycle I. There steps of cycle II as follows:

a. Planning

Based on teaching learning process in the cycle I. The researcher found some problems with students in the class. The first problem the students still have difficulty in writing process. The second problem, some students have low attention when the researcher explained the materials. In the cycle II researcher used powerpoint and displayed video short story of narrative text as a media in learning process.

b. Acting

1) The First Meeting

The action was conducted on March 1st, 2024. The class took time 2x 40 minutes. The researcher acted as the teacher well the English teacher as the collaborator observed the teaching learning process. The action used to explained the material about narrative text and focused on implementing the cycles in Genre-Based Approach. The details of process are presented below:

a) Building Knowledge of the Field

The teacher began the class by displaying a video short story about narrative text. That use visualized media displayed with technology was effective. Then, The teacher explained the materials by displayed a powerpoint to make easier the students to understand the material was presented. Text choosed in the cycle II is “Fable”.

b) Modeling and Deconstruction of Text

In the second stage, was also focused on learning language features of a text fable in narrative text. The teacher make some group consist 4 students and gave picture an example from text of fables. Furthermore, students choosed one picture to discussed with group.

c) Joint Construction of Text

In this stage, the students practiced writing by jumbled words into good writing. The next activity was writing a text together and one of the students from each group write the result of discussion on the whiteboard also guide by the teacher in writing process to find out wheter there are difficulties of the students when write narrative text.

d) Independent Construction of Text

In this stage, the students produce a narrative text by independently. The students asked write narrative text based on the picture. After that, the students editing the text from determine the generic structure, types and language feature of text.

e) Linking Related of Texts

Before closing of the class, researcher gave different picture of narrative text from the same topic to identify with the students to evaluated the result in the second meeting.

2) The Second Meeting

The second meeting conducted on March 6th 2024. The class took time 2x 40 minutes and followed by 30 students. Researcher began the class by greeting, pray together, and check attendance list. The class continued by researcher acted as the teacher would be explained the material implementing Genre-Based Approach to support the students in learning process. The details procedure of process are presented below:

a) Building Knowledge of Field

The teacher explains again about narrative text and step by step in writing fairytale types of narrative text. After that, teacher gave some picture as a media in writing process. The students discussed with group based on the picture.

b) Modeling and Deconstruction of Text

The students asked back to with the previous group in first meeting. In the stage the text was initiated by comparing booth text gave previously and explaining the generic structure of narrative text.

c) Joint Construction of Text

After finished, one of the students from each group write the result on whiteboard and the teacher also guied the students in writing process to find out wheter they are difficulties of the students when write a narrative text.

d) Independent Construction of Text

The activity in this stage where the students produce a narrative text from the the result of discussion by individually. The students could be editing the text from determine the generic structure and language features of text.

e) Linking Related of Text

Before closing of the class, researcher gave different picture of narrative text from the same topic to identify with the students to evaluated the result in the second meeting.

After finished the discussion use carrying out every stage in Genre-Based Approach. The teacher gave them post test 2 in form essay writing to know the improvement students ability in cycle II. The result of post test 2 could be seen on table as follows:

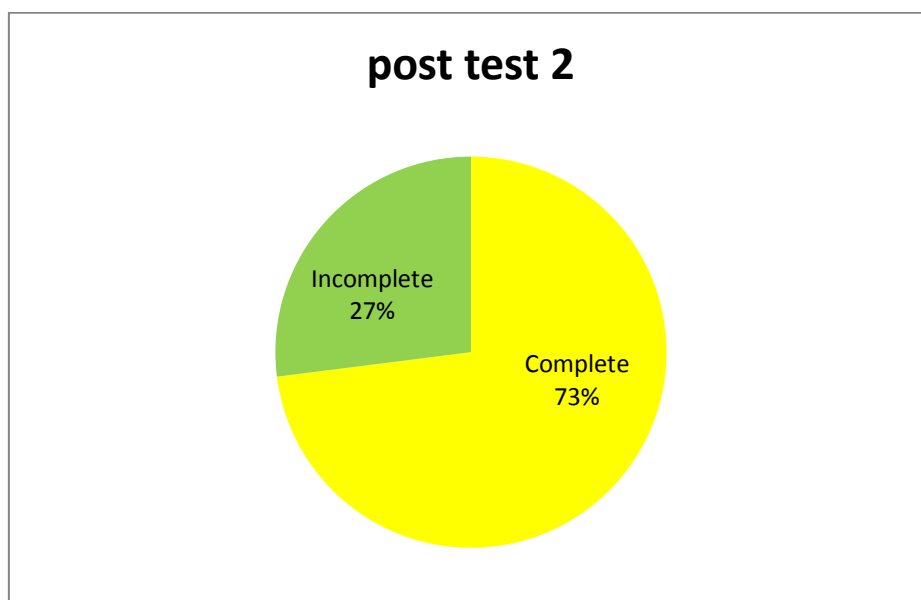
Table 10
The Data of The Students Post Test 2 Result

No.	Name	Rubric writing score					Total	Level
		C	O	V	L	M		
1.	BW	15	15	20	20	20	90	Very good
2.	BC	10	15	10	15	15	65	Poor
3.	CF	15	15	15	15	15	75	Good
4.	CC	20	15	15	15	15	80	Good
5.	DP	15	15	20	20	10	80	Good
6.	DDR	15	15	20	15	15	80	Good
7.	DK	20	15	15	15	20	85	Very good
8.	DS	20	20	15	15	15	85	Very good
9.	EPF	15	20	15	15	10	75	Good
10.	EAP	15	15	15	15	10	70	Fair
11.	FM	20	15	15	15	15	80	Good
12.	FGM	10	15	15	10	10	60	Poor
13.	KM	20	20	15	15	15	85	Very good
14.	KA	20	15	15	15	15	80	Good
15.	LDA	20	15	15	10	15	75	Good
16.	MD	10	10	15	15	15	65	Poor
17.	MMDC	15	15	15	15	15	75	Good
18.	MBS	15	20	20	15	10	80	Good
19.	MAA	10	15	10	10	15	60	Very poor
20.	MPD	20	15	10	15	15	75	Good
21.	MRI	15	15	15	15	15	75	Good
22.	ND	20	20	15	15	15	85	Very good
23.	NNA	15	15	15	15	10	70	Fair
24.	NN	20	20	20	15	15	90	Very good
25.	PLM	20	15	10	15	15	75	Good
26.	RDAM	15	15	10	15	15	70	Fair
27.	RR	20	15	15	20	10	80	Good
28.	RS	10	10	15	15	15	65	Poor
29.	SZ	20	20	20	15	15	90	Very good
30.	TA	20	15	15	15	15	80	Good
Total :							2300	
Average :							76,66	Good

Table 11
The frequency of The Student Post Test 2 Score

No	Grade	Frequency	Percentage	Explanation
1.	≥ 75	22 students	73%	Complete
2.	<75	8 students	27%	Incomplete
Total		30 students	100%	

Figure 7
The Frequency of The Students Post Test 2 Score



Based on what showed in the table and figure above, it could be inferred that the students who successful to got MMC in this cycle is 22 students (73%) were successful and 8 students (27%) were not able to got Minimum Mastery Criteria. If it compared to post test 1 result then there were improvement of students VIII F of SMP Negeri 3 Metro students ability in writing.

The improvement it could be seen from amount of students who got MMC increased from post test 1 with 18 students became 22 students in post test 2. The other improvement could be seen from average score from 74,00 became 76,66. After fixed some problems in cycle I, the researcher examined the result of cycle II.

After examined the post test 2 and compared it to cycle I. The result was able to achieve the indicator of success where 70% students were able to get Minimum Mastery Criteria. Therefore, this research was success that Genre-Based Approach can improve students' ability in writing narrative text.

b. Observing

In the observation, the researcher was a useful activity in implementation of this research. The researcher gave some materials about writing narrative text by using Genre-Based Approach. The researcher was observed the learning process and students activities in class used observation sheets. There are four indicators of students activities in the class as follows:

- 1) Giving an attention to the teacher's explanation
- 2) Answering the question
- 3) Active in participating in the class
- 4) Following the teacher instructions

The result of students learning activity in cycle II that could be seen on the table below:

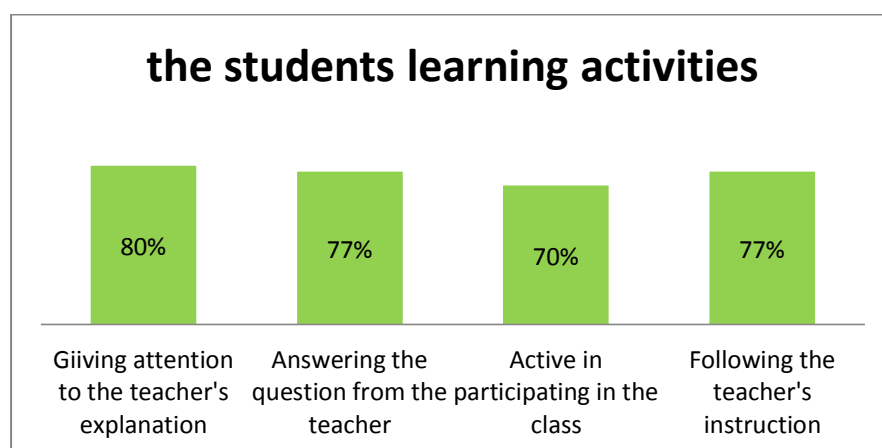
Table 12
The data of The Students Learning Activity In Cycle II Result

No.	Name	The Aspect of Learning Activities			
		1	2	3	4
1.	BW	√	-	√	√
2.	BC	√	√	-	√
3.	CF	√	-	√	√
4.	CC	√	√	√	√
5.	DP	√	-	√	√
6.	DDR	√	√	-	√
7.	DK	-	√	√	√
8.	DS	√	√	√	-
9.	EPF	√	√	√	√
10.	EAP	√	-	√	√
11.	FM	√	-	√	√
12.	FGM	√	√	-	√
13.	KM	√	√	√	√
14.	KA	√	√	√	-
15.	LDA	√	√	√	√
16.	MD	√	-	√	√
17.	MMDC	-	√	√	√
18.	MBS	√	√	√	-
19.	MAA	-	√	-	√
20.	MPD	√	√	-	√
21.	MRI	√	-	√	√
22.	ND	-	√	√	-
23.	NNA	-	√	√	-
24.	NN	√	√	√	√
25.	PLM	√	√	√	√
26.	RDAM	-	√	√	-
27.	RR	√	√	√	√
28.	RS	√	√	-	√
29.	SZ	√	√	√	√
30.	TA	√	√	-	√
Total		24	23	23	24

Table 13
The Frequency of The Students Learning Activity In Cycle II
Result

No.	Students Activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	24	80%
2	Answering the question from the teacher	23	77%
3	Active in participating in the class	23	77%
4	Following the teacher's instruction	24	80%
Total Students		30	

Figure 8
The Percentage of The Students Learning Activity in Cycle II
Result



The table above showed the activity in cycle II it was increase. The students activity that had high percentage, were the students attention of the teacher explanation 80%, the students answered the question 77%, the students active in the class 77% and the students followed the teacher instruction 80%. Based on the result, researchers indicated that the learning process in cycle II it was successfull.

c. Reflecting

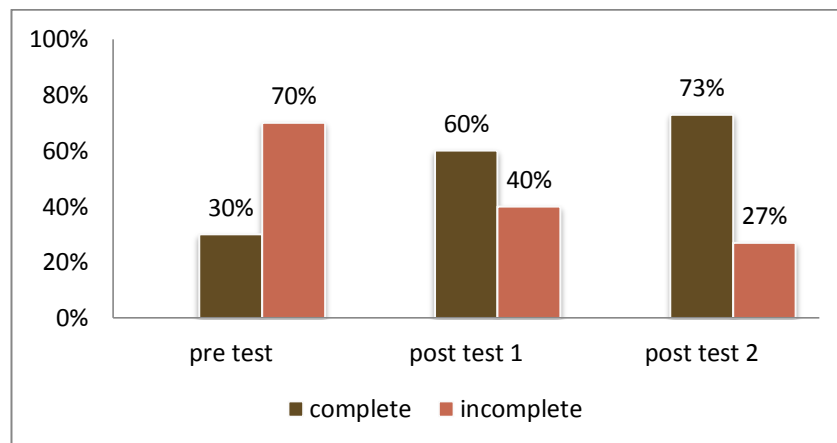
From the result of learning process in cycle II the researcher analyzed that used Genre-Based Approach the students writing ability would improve. At the end in this cycle, the researcher and collaborator analyze and evaluated all the process like post test 2 and learning activity in cycle II.

The researcher explained and discussed the result of the students' by using Genre-Based Approach during learning process, like strengths and weakness done by teacher and students the learning process. Furthermore, the comparison of the students score in post test 1 and post test 2 can be summarized into the table of percentages and figure below:

Table 14
The Percentage of The Students in Post test 1 and Post test 2
Score

Interval	Post test 1		Post test 2		Category
	F	%	F	%	
≥ 75	18	60%	22	73%	COMPLETE
< 75	12	40%	8	27%	INCOMPLETE
Total	30	100%	30	100%	

Figure 9
The Frequency of The Students in Pre-test Post-test 1 and Post test 2 Score



From the table above, it could be seen that increase in pretest, post test 1 and post test 2. In the pre test students who completed the MMC were 9 students (30%). In the post test 1 students who completed the MMC were 18 students (60%). This is increase of 30% from pre test and post test 1. Futhurmore, in post test 2 there were 22 students (73%) who completed the MMC. Obviously, from the post test 1 and post test 2 score there were increase of 13%. The improvement could be seen from the students' average score of each cycle.

Regarding the result of cycle II above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because the learning process entirely reached the indicator of success and it means the Genre-Based Approach could improve the students' writing ability.

C. Discussion

In learning process the researcher use Genre-Based Approach to improve the student ability in writing narrative text. Before conducted this research, researcher must to know the problems of the students face during the learning process in writing class. And than with used this approach researcher to make changes in learning process.

The research results show that the majority of students experience difficulties in writing activities and low motivation in the learning process. From the pre test activities showed that 24 of 30 students did not pass the test. Therefore, 24 students who failed could be the subject of this research. The researcher used this techniques to improve the students ability in writing narrative text and made a students to be more active in writing English. Therefore, Genre-Based Approach hopefully is useful in the learning activities. The explanation of research result could be seen as follows:

1. Pre test

The result of students ability on pre test the average score of students VIII F of SMP Negeri 3 Metro before treatment was 66,66. The total of students who got Minimum Mastery Criteria from the pre test was 9 students of 30 students in class with percentage 30%. Meanwhile, the total of students who does not get Minimum Mastery Criteria was 21 students.

2. Post test 1

On post test 1 after doing the treatment improve students ability in writing narrative text using Genre-Based Approach in learning process. the data that researcher got from post test 1 shown that where improvement from the pre test. The average score of students VIII F at SMP Negeri 3 Metro in pre test was 66,66 and improved to 74,00 in post test 1. Other improvement was from the total of students who got MMC.

3. Post test 2

From the post test 2 could be sheen that improvement of students was 13% in post test 1. The researcher concludes that post test 2 in cycle II was successful. Because 22 students got the score ≥ 75 of MMC that the average score of students was 76,66. From the explanation, the researcher concluded that the research is successful because the indicator of success is 70% of students get ≥ 75 and it can be stopped in cycle II.

4. Learning activities in cycle I and cycle II

The result of students activities in cycle I and cycle II are improve. In cycle I, the students gave attention to the teacher explanation 60%, the students answered the question 40%, the students active in the class 60%, and the students followed the teacher instruction 53%. And could be showed the activity in cycle II it was increase. The students attention to the teacher 80%, the students answered the question 77%, the students active in the class 77% and the students followed the teacher instruction 80%. Based on the result, the researcher indicated that the students' learning activity in cycle I and cycle II it was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research from two cycles using Genre-Based Approach has helped improve the students ability of the class VIII F students of SMP Negeri 3 Metro. The main aspect within the framework of the genre-based that used approach as strategy in learning process. It could be seen used Genre-Based Approach that makes the students should be more active and creative in writing narrative text.

During the teaching and learning process, the students and researcher worked collaboratively as we conducted in the class. Researcher shared information and knowledge both about narrative text. In addition, the activity also gave the students experiences in constructing the text and used what they had learned in the previous stage. The researcher helped the students to produce a good writing. And finally, the students are able to made a texts individually.

In terms of Classroom Action Research, the improvement was seen from the comparison of students' scores in before and after the actions. The students who achieve the Minimum Mastery Criteria (MMC). The students' mean scores improved from pre-test 66,66 improved in post test 1 became 74,00 and the last post test 2 improved became 76,66. This research was success in aim the indicator of success from Classroom Action Research where 70% students in the class passed the test got Minimum Mastery Criteria (MMC).

B. Suggestion

After conducting the research, based on that described above. Researcher would like to give some suggestions are recommended to improvement teaching learning activities. The suggestion presented below:

1. For the teacher

In this research, the teacher being involed as collaborator had a better perspective about teaching learning process in the classroom. Therefore, it is suggested that the teacher can improvement teaching quality by taking an approach to the students to find out problems be faced by students. The teachers can also evaluate and reflect on teaching methods. Teaching is not about controlling the students, but teaching is to collaborate with the students in order to achieve the learning and teaching objectives and that can build student characters.

2. For the students

In successful of writing process, the role of the teacher and positive respons from students. The teachers gave the motivation that the students should be more active and creative in constructing and made a narrative text. Students writing a text guided by the teachers. So that, the students get produce a good writing by individually.

3. For the Headmaster

To support the learning process, headmaster provide the support facilities in the classroom. So that, the teachers and students can carry out in the good teaching and learning process.

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APPENDICES

LESSON PLAN

School : SMP Negeri 3 Metro

Subject : English

Grade/Semester : VIII/2

Time Allocation : 2x 40 minutes

A. *Standard of Competence*

Mengekspresikan pikiran, perasaan dan pengalaman dalam membuat teks tulisan fungsional dan esai pendek sederhana berbentuk narrative untuk mengetahui konteks sosial yang ada dalam teks.

(To express idea, feeling, and experience in makes a text writing functional and short essay have the form narrative to find out social context in the text).

B. Basic Competency

Menulis teks yang sesuai dengan struktur umum teks naratif

(writing a text based on generic structure of narrative text)

C. Indicators

1. Identifying things in a picture
2. Understanding the content of narrative text
3. Determine generic structure of narrative text carefully and confidently
4. Determine characteristic of narrative text
5. Writing a text consisted with picture.

D. Instructional Objectives

With direction and explanation from the teacher followed by individual/group activities and tasks, students are expected to be able to identify the meaning of narrative text to express their ideas in written form of narrative text related to themselves and their surroundings.

E. Instructional Materials

1. Definition of Narrative Text
2. Generic Structure of Narrative Text
3. Types of Narrative Text
4. Language Features of Narrative Text
5. Characteristic of Narrative Text

Picture Story of narrative text :



F. Teaching Method

Presentation, practice, production

G. Teaching Media

1. Picture
2. Powerpoint
3. Short Video

H. Teaching Learning Activities

1. *Opening*
2. *Greeting*
3. *Praying*
4. *Checking attendance list*

Whilst-Teaching

Building Knowlegde of Field (BKoF)

1. The teacher explained about narrative text such as definition, types of narrative text, characteristic and language features.
2. The teacher tells about types of narrative text to identify in the learning activity
3. The teacher are asked the students to understand the materials
4. The teacher gave some picture to identify with group.

Modeling and Deconstruction of Text (MoT)

1. The teacher made some group consist 4 students.
2. The teacher are asked students to choosen one picture
3. The students disccuss with group to determine generic structure and language features of the text.

Joint Construction of Text (JCoT)

1. The students write the result of disccussion on whiteboard
2. The teacher guide the students in writing process and correct group works.

Independent Construction of Text (ICoT)

1. The teacher ask the students to writing a text based on picture individualy.

Linking Related to Text

1. The teacher give another text with the same topic, in different text types
2. The teacher concludes the materials have been taught
3. The teacher give to the students the materials they feel unclear.
4. The teacher invites the students to reflect on their learning experience during the stages of learning.
5. The teacher closes the class and lead students to pray together.

I. Setting : Classroom

Lampiran 1: Contoh Soal

Tuliskan sebuah teks naratif sesuai dengan contoh gambar yang dipilih dan tentukan generic structure, types of narrative text, and characteristic of narrative text.

Contoh soal 1



Rubric Scoring of Writing Narrative Text

Aspect	Criteria	Score
Content	<ul style="list-style-type: none"> • The topic is complete and clear the details • The topic is complete and clear but the details are almost relating the topic • The topic is complete and clear but the details are not relating to the topic • The topic is not clear and the details are not relating to the topic. 	20
		15
		10
		5
Organization	<ul style="list-style-type: none"> • Text is complete and each paragraph • Text is almost complete and each paragraph • Text is not complete and each paragraph with few • Text is not complete and each paragraph is arranged with missue of conectives 	20
		15
		10
		5
Vocabulary	<ul style="list-style-type: none"> • Effective choice or words and word forms • Few grammatical or agreement inaccuracies but not effect on meaning. • Limited range confusing words and word forms • Very poor knowledge or words, words forms, and not understandable. 	20
		15
		10
		5
Language Use	<ul style="list-style-type: none"> • Very few grammatical or agreement inaccuracies • Few grammatical or agreement inaccuracies but not effect on meaning • Limited range confusing words and words forms • Very poor knowledge or words, words forms, and not understandable. 	20
		15
		10
		5
Mechanics	<ul style="list-style-type: none"> • It has correct spelling, punctuation, and capitalization. • It has occasional errors of spelling, punctuation, and capitalization. • It has frequent errors of spelling, punctuation, and capitalization. • It is dominated by spelling, punctuation, and capitalization. 	20
		15
		10
		5
Total :		100

PRE TEST

Name :

Class :

Write a narrative text based on the picture !



Please answer the question !!!

1. *What type of the text above ?*
2. *Determine generic structure from the text !*
3. *Please write the language features from the text !*

POST TEST 1

Name :

Class :

Choose one and please write a narrative text based on the picture !



Please answer the question !!!

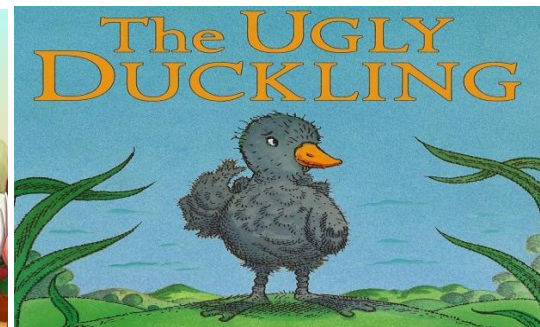
- 1. What is the title of the text above !*
- 2. Determine the generic structure from the text !*
- 3. What type of the text above ?*
- 4. Please write the language features from the text !*
- 5. What is the purpose of the text above ?*

POST TEST 2

Name :

Class :

Chooosed one and please write a narrative text based on the picture !



Please answer the question !!!

- 1. What is the title of the text above !*
- 2. Determine the generic structure from the text !*
- 3. What type of the text above ?*
- 4. Please write the language features from the text !*
- 5. What is the purpose of the text above ?*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1094/In.28.1/J/TL.00/02/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DEVI WIDIYASARI**
NPM : 1801071010
Semester : 12 (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS ABILITY OF WRITING NARRATIVE TEXT BY USING GENRE BASED APPROACH AT EIGHTH GRADERS OF SMP NEGERI 3 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Februari 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.



**PEMERINTAH KOTA METRO
SMP NEGERI 3 METRO**

Jl. Letjend AR Prawiranegara Telpon (0725) 41829 Kota Metro
Email : smpn3komet@gmail.com website : 10807603.siap.sekolah.com

Nomor : 351/1.12.3/SMP.3/10/2023

Lampiran : -

Perihal : Izin Pra survey

Kepada

Yth : Ketua IAIN Metro

Di tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor: B-4741/In.28/J.TL.03/10/2023 tanggal, 04 Oktober 2023 tentang izin Pra survey, sebagai berikut:

No.	Nama	NIM	Jurusan
1.	Devi Widiyasari	1801071010	Tadris Bahasa Inggris

Mahasiswa yang tercantum diatas telah kami terima di UPTD SMP Negeri 3 Metro dan akan melaksanakan Pra survey.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Metro, 04 Oktober 2023

Kepala SMP Negeri 3 Metro


Lusio Andriyani, S.E.M.Pd.I
140829 200604 2 008



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Nomor : B-1239/In.28/D.1/TL.00/02/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 3 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1238/In.28/D.1/TL.01/02/2024, tanggal 21 Februari 2024 atas nama saudara:

Nama : **DEVI WIDIYASARI**
NPM : 1801071010
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 3 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING NARRATIVE TEXT BY USING GENRE BASED APPROACH AT THE EIGHTH GRADERS OF SMP NEGERI 3 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Februari 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 METRO

Jl. Letjend AR Perwiranegara Telpn (0725) 41829 Kota Metro
Email : smpn3komet@gmail.com website : 10807603.siap.sekolah.com



Nomor : 077/I.12.3/SMP.3/02/2024
Lampiran : -
Perihal : Research

Kepada
Yth : Ketua Jurusan IAIN Metro
Di -
Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-1239/In.28/D.1/TL.00/02/2024 tanggal, 21 Februari 2024 tentang Izin Research, sebagai berikut :

No	Nama	NIM	Jurusan
1	Devi Widiyarsi	1801071010	Tadris Bahasa Inggris

Telah melaksanakan Research di SMP Negeri 3 Metro.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Metro, 26 Februari 2024
Kepala SMP Negeri 3 Metro


Eusi Andriyani, S.E.M.Pd.I
NIP. 19740829 200604 2 008



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-1238/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DEVI WIDIYASARI**
NPM : 1801071010
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING NARRATIVE TEXT BY USING GENRE BASED APPROACH AT THE EIGHTH GRADERS OF SMP NEGERI 3 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 21 Februari 2024



Mengetahui,
Pejabat Setempat

LUSI ANDRIYANI, S.E. M. Pd. I
NIP. 1974 0829 2006 04 2 008

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatimah MA
NIP 19670531 199303 2 003

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Devi Widiyasari
NPM : 1801071010
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Metro, 12 Februari 2024

Ketua Jurusan TBI

Dr. Much Deinjatur, M.Pd.B.I
NIP. 198803082015031006



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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-124/ln.28/S/U.1/OT.01/02/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Devi Widiyasari
NPM : 1801071010
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801071010

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Maret 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Devi Widiyarsi
NPM : 1801071010

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 20/5	✓	abstract → Revise	ly
2.	Selasa 21/5	✓	chapter I → Prior research write the novelty of your research	ly
3.	Rabu 22/5	✓	chapter II → elaborate the procedure!	ly

Mengetahui
Ketua Program Studi TBI



Dr. Much Damiatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Devi Widiyarsi
Jurusan : TBI

NPM : 1801071010
Semester : XI

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	Tanda Tangan Dosen
	Jumat 1/12-23	✓	ACC APD	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd
NIP.198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah M.Hum
NIP.196204241999032001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Devi Widiyarsi
NPM : 1801071010

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 27/5 2024	✓	Chapter III → elaborate the theory of CAK	
2.	Selasa 28/5 2024	✓	Chapter IV → step Achip Explain based on the steps You wrote on chapter II	
3.	Rabu 29/5 2024	✓	-Revision is OK -Ace for Munasorg-9	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deimatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

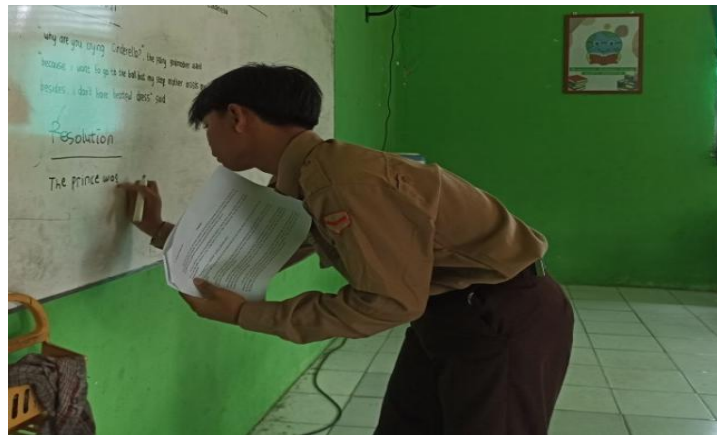
Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

DOCUMENTATION

1. Pre test activity



2. Learning activity in cycle I



3. Learning activity in cycle II



The last meeting



CURRICULUM VITAE



The name of the researcher is Devi Widiyasari. She was born in Metro, on Desember 6th 1998. She is the one and only child of Mr. Wakidi and Mrs. Wiwik Iriyanti. She has graduated from Elementary school (SD Negeri 5 Metro Pusat) in 2011. Then she continued her study in Junior High School of (SMP Negeri 3 Metro) and graduated in 2014. In 2014, the researcher continued in SMK Negeri 1 Metro has graduated in 2017. She registered in State Institute For Islamic Studies of Metro in 2018.