

**IMPROVING SENIOR HIGH SCHOOL STUDENTS' ABILITY IN  
WRITING NARRATIVE TEXTS BY USING PROCESS GENRE MODEL**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
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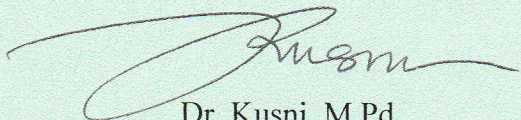
### **Improving Senior High School Students' Ability in Writing Narrative Texts by Using Process Genre Model**

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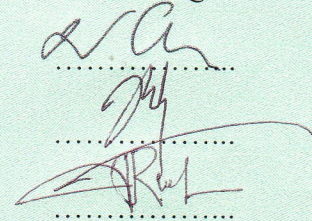
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## ABSTRAK

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Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran writing mengimplementasikan *process genre model*. Kemampuan siswa SMA dalam menulis teks naratif masih sangat kurang dimana mereka mengalami kesulitan dalam menyusun ide dan menuangkannya dalam bentuk tulisan yang layak untuk dibaca. Hal ini disebabkan karena teknik pengajaran yang digunakan terlalu menekankan pada pengajaran grammar yang membuat siswa menjadi pasif. Sementara kebutuhan siswa untuk mempelajari jenis-jenis teks dan ikut serta dalam proses kegiatan menulis menjadi terabaikan. Untuk itu diperlukan model pengajaran yang menyeimbangkan kebutuhan siswa agar mampu menulis dengan baik. Salah satu model pengajaran yang tepat dalam hal ini adalah "*Process Genre Model*".

*Process Genre Model* merupakan suatu model pengajaran yang mampu menyeimbangkan kebutuhan siswa untuk memahami jenis-jenis teks yang berbeda dan mengalami sendiri seluruh proses kegiatan menulis sehingga kemampuan mereka dalam menulis menjadi semakin meningkat. Adapun langkah-langkah pengajaran *writing* dengan menggunakan *Process Genre Model* yaitu *preparation, modeling and reinforcing, planning, join constructing, independent constructing, and revising*. Pada *preparation*, guru memeriksa kesiapan siswa untuk belajar dan kemudian memberikan pertanyaan yang berkaitan dengan hal-hal yang akan dipelajari. Pada *modeling and reinforcing*, guru memperkenalkan sebuah jenis teks dan menjelaskan secara terperinci *generic structures and grammatical features* teks tersebut. Pada *planning*, guru membimbing siswa untuk memikirkan topik tertentu yang nantinya akan dikembangkan menjadi sebuah tulisan. Pada *join constructing*, guru dan siswa secara bersama mulai menulis menggunakan jenis teks yang diajarkan. Pada *independent constructing*, siswa menulis secara individu sementara guru tetap membantu proses menulis. Yang terakhir pada *revising*, guru menyuruh siswa untuk memeriksa, mendiskusikan, dan mengevaluasi hasil kerja mereka dengan teman sebangku sementara guru tetap memberikan *feedback*.

Dengan menggunakan model pengajaran ini, diharapkan siswa mampu meningkatkan kemampuan menulis mereka dengan mengalami sendiri seluruh proses dalam kegiatan menulis (*writing*) sebagaimana mereka juga memahami fungsi sosial dari teks yang dipelajari.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

It is generally agreed that writing is the most difficult skill to master for foreign or second language learners whose exposure to English is limited to a few hours per week. As many teachers of English in China have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other three other skills (Zheng, 1999). In fact, Nunan (1999) considers it an enormous challenge to produce a coherent, fluent, extended piece of writing in one's second language. This is magnified by the fact that the rhetorical conventions of English texts- the structure, style and organization- often differ from the conventions in other languages. It requires effort to recognize and manage the differences (Leki, 1999).

Writing is an activity that combines words to form meaningful messages. Since writing is regarded as a means of communication between the writer and the reader, it is important to consider number of writing aspects. The aspects involve lower level skills such as spelling, punctuation, or word choice, and higher level skills such as planning and organizing ideas. Writing in term of well organized is the highest level and commonly regarded as a difficult activity for most people both in mother tongue and in foreign language. The difficulty is due not only to the need to generate ideas using an appropriate choice of vocabulary, sentence, and paragraph organization, but also to turn such ideas into a readable text. But,



however the difficulties of writing are, it needs to be learned since the current school curriculum known as School Based Curriculum (KTSP) clearly states that senior high school students are expected to master written skills as well as oral skills.

Based on my experience during training practice at SMA Adabiah Padang and having discussion with some teachers of English in that school (grand tour), it was known that students had difficulties in writing narrative texts. The problems came from both the students and the teachers' instructional methodology. From the students was that the only reason for them to practice writing was to pass examinations or to get a good grade in the class. This focus on writing reduces students' interest which becomes decontextualised and artificial, giving them no real sense of purpose or perspective of a target audience.

Furthermore, in learning English composition as a second or foreign language, the students struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas for specific topics. More importantly, they have trouble in developing functional language skills, such as proper natural language used in different social contexts and using language in creative ways. It happens because grammatical structures taught are separated from the context. As a result, they fail to find a close relationship between grammatical form and function, and their knowledge of grammar is not carried over to their ability to write. In addition, even if the students have developed a large vocabulary, which can be enough to express when writing, their vocabulary cannot be applied into real communication.

Those problems are worsened because of writing instructional methodology used by the teachers. Much of teaching writing still concentrates heavily on traditional form-dominated approach that is mainly concerned with knowledge about the structure of language and writing development, as the result of the imitation of input, in the form of texts provided by the teacher (Pincas, 1982; Badger and White, 2000). In this approach, the writing tests the accurate application of grammatical rules. Controlled composition tasks provide the text and ask the student to manipulate linguistic forms within that text (Raimes, 1991). Also the problem is that the teachers often find difficulties in adapting a new method successfully in their classroom because the students need for grammar instruction, and so they continue place linguistic accuracy at the forefront of their instruction.

Due to this gap between the students' needs and the teachers' instructional methodology, the problem becomes how the teachers can help their students express themselves freely and fluently to be more autonomous writers, and how the teachers can help their students become more successful readers and writers of academic and workplace texts. Additionally, the problem is how the teachers can help their students understand social functions, allowing them to make writing more meaningful and productive in different social contexts. There is pressing need for writing class to help students develop their skills in using language by experiencing a whole writing process as well as knowledge of the contexts in which writing happens and the purpose of the writing.



Relating to the problem above, it motivates the writer to discuss one of the models that can be implied to improve senior high school students' ability in writing narrative text. The model that will be discussed in this paper is Process Genre Model.

Process genre model is a combination of the essential features from two approaches that is the process approach and the genre approach (Yan, 2005). Badger and White (2000) have applied this approach. They said that this model allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. The using of these steps can develop students' awareness of different text types and the composing process by experiencing a whole writing process.

## **B. Identification of the Problem**

Based on the background above, there are some problems found in teaching writing especially in writing narrative text. The problems come from both students and teachers. From the students, it is known that they get too much emphasis on grammatical form. It is caused education systems that emphasize writing for taking tests which test grammar accuracy. The need to learn other types of text reduces little by little.

From the teachers, teaching technique they use in class is still the traditional one. Most teaching learning activities done by most teachers are still concern with knowledge about the structure of language and writing development. Grammatical features that are taught separated from the context make the students

fail to find a close relationship between grammatical form and function. Kinds of teaching learning like these may have caused the students failure in increasing their writing ability.

### **C. Limitation of the Problem**

Based on the statement above, this paper will focus on the using of process genre model in improving senior high school students' ability in writing narrative text.

### **D. Formulation of the Problem**

One of the main factors that cause senior high school students' low performance in English writing is heavy emphasis on grammatical form. Difficulties in adapting a new teaching method because of students need for grammar instruction makes the teachers continue to place linguistic accuracy at the forefront of their instruction. One way to solve this problem is by applying process genre model which allows students to learn different text types and experience a whole writing process. For that case, the problem of this paper would be formulated as follow: "How can the teachers apply process genre model in improving senior high school students' ability in writing narrative text?"

### **E. The Purpose of the Paper**

The main purpose of this paper is to explain how the teachers can use the model of process genre in effort to improve senior high school students' ability in writing narrative text.