The Implementation of Genre Based Approach And TPACK To Improve Students' Learning Outcomes in Narrative Text

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ABSTRAK

Unsur kebahasaan, karakteristik, tujuan menjadi aspek yang fundamental ketika mengajar narrative text. Genre based approach merupakan salah satu pendekatan yang dapat diimplementasikan dalam proses pembelajaran suatu genre text, salah satunya yaitu narrative text. Di era globalisasi, penggunaan Technological Pedagogical Content Knowledge (TPACK) menjadi aspek fundamental dalam proses pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan learning outcomes peserta didik pada narrative text. Penelitian menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini melibatkan 36 peserta didik XI-MIPA 1 SMA 06 Negeri Semarang tahun pelajaran 2022/ 2023. Dalam pelaksanaannya, penelitian ini terbagi menjadi dua siklu. Data kuantitatif diperoleh dari penilaian sebelum peserta didik mendapatkan tindakan, hasil dari siklus pertama dan kedua. Data menunjukkan nilai rata-rata peserta didik sebelum mendapat perlakuan yaitu 70,86%, siklus I 82,69%, dan siklus II 88,11%. Selain itu, data kualitatif diperoleh dari observasi tentang sikap peserta didik dalam proses pembelajaran berlangsung. Hasilnya menunjukkan 51,78% sebelum peserta didik mendapat treatment. Sedangkan pada siklus I meningkat 31,58% menjadi 83,36%. Selanjutnya siklus II menunjukkan 89,50%. Data kualitatif menunjukkan, peserta didik menyambut positif pembelajaran dengan implementasi genre based approach dan TPACK.

Keywords: Genre based approach; TPACK; Learning outcomes; narrative text

ABSTRACT

Language features, characteristics, and function as an important aspect in teaching narrative text. Genre based approach is an approach that can be implemented in teaching a kind of genre text. In today's globalization era, the use of Technological Pedagogical Content Knowledge (TPACK) is a fundamental aspect in English Language Teaching (ELT). The study aimed to improve the students' learning outcomes by implementing genre based approach and TPACK. The research applied the Class Action Research (CAR) method. This research involved 36 students of XI-MIPA 1 grade students of SMA Negeri 06 Semarang academic year 2022/ 2023. Conducting this classroom action research, the researcher divided the action into two cycles. The quantitative data were acquired from a pre-treatment test, the result of the first and second cycle. The data showed the students' mean score at the orientation was 70,86%, 82,69% in the first cycle, and 88,11% in the second cycle. Moreover, the qualitative data were obtained by the observation about the students' attitude in the learning and teaching process. The result calculated 51,78% in the pre-treatment. Meanwhile, it increased 31,58%,, it is 83,36 in the first cycle. Next, for the second cycle showed 89,50%. The qualitative data highlighted positive attitudes among the students regarding by implementing genre based approach and TPACK.

Keywords: Genre based approach; TPACK; Learning outcomes; narrative text

1. INTRODUCTION

1.1. Genre Based Approach

English is one of the subjects taught in Senior High School. In the Merdeka curriculum. Furthermore, in the decision of the head of the national standardization body, curriculum, and assessment of the Ministry of Education, Culture, Research, and Technology, Number 008/h/kr/2022 regarding learning achievements in early childhood education, primary education, and secondary education in the Merdeka curriculum, it is mentioned that the general approach used in English language teaching is the genre-based approach. This approach focuses on text-based learning in various modes, including oral, written, visual, audio, and multi-modal. This is in line with the statement by Halliday and Mathiesen (2014) that "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret." There are four stages in the genre-based approach, and these four stages are carried out in discussing the same topic. The following are the stages of the genre-based approach:

Building Knowledge of the Field (BKOF): The teacher builds students' knowledge or background knowledge about the topic that will be written or discussed. In this stage, the teacher also builds the cultural context of the taught text.

Modeling of the Text (MOT): The teacher provides models/examples of texts as references for students in producing works, both orally and in writing.

Joint Construction of the Text (JCOT): The teacher guides students and together they produce texts.

Independent Construction of the Text (ICOT): Students independently produce oral and written texts (Emilia, 2011).

In addition, Using a genre-based approach, instruction and learning are concentrated on comprehending and producing writings in a particular genre. According to Hyland (2003), GBA is a phrase used to describe how authors frequently utilize language to address recurring circumstances. According to this definition, there are many different styles of writing in English, and students can learn and properly understand the structure of writing by using their writing abilities to cultivate their critical thinking abilities.

A genre-based approach can aid students in identifying textual changes, vocabulary, and structural elements—all of which were factors in the listening process Aswani, A., Simatupang, N. N., Yusuf, M., & Adha, T. K. R. (2023). Moreover, Zhai, X., & Razali, A. B. (2023) showed GBA is currently often utilized to teach English academic writing to tertiary and graduate ESL/EFL students. The effectiveness of the using genre based approach also supported by the research had been done by Waji, A. B. T., & Manindar, M. (2023). It showed the writing skills of students can be greatly enhanced by the use of a genre-based approach in both structure and content. Students responded favorably to the supplementary materials for teaching learning of writing explanatory text based on a genre-based approach (Cornelia, C., Ikhsanudin, I., Sumiyati, S., Apriliawati, R., & Rezeki, Y. S., 2023).

In this research genre based approach helped students to understand more about the language features, characteristic, function, etc. of narrative text as a functional text especially legend story. It gained students to create or rewrite their text effectively. Moreover, if they can create an effective text, they will have a good performance in retelling the text.

1.2. TPACK

According to the Minister of National Education (Permendiknas) Regulation No. 16 from 2007, instructors must own any technology used to enhance student learning. However, mastering TPACK usage is not sufficient. TPACK is a fundamental aspect that can be implemented by teachers and students. In this instance, teachers should direct the students to use the learning media directly rather than simply saturating them with ICT and TPACK-integrated learning media.

According to Kohler and Misra (2006), TPACK is a framework for integrating multiple technologies utilized in the learning process. The usage of TPACK in education nowadays is crucial for improving the efficiency of the teaching

and learning processes. It can also make it simpler for teachers to provide entertaining English language teaching (ELT). Hence, one method to improve, enhance, and have more meaningful interactive conversation in large classroom spaces is to embed technology that permits interactions. The use of TPACK in English Language Teaching (ELT) can improve the standard of instruction and help younger students learn the language more effectively (Mudra, 2020). Hernandez (2018) backs up this claim, saying that employing technology can boost pupils' motivation. In this case, the researcher embedded kinds of technology namely Canva, Liveworksheet, Google drive, Instagram. This also supported by Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A., (2023), the integration of TPACK like Gamification can increase students' learning outcomes.

Canva as free online graphic design helps teachers to create remarkable learning media like PPT,mind map, video, etc. This is supported by the previous research. It stated that students had a positive perspective in learning recount text by utilizing comic strip templates on Canva Dewi, F. U., Lestari, M. Y. W., Budiman, T. C. S., & Rossana, R. (2023).

Moreover, the use of Liveworksheet web helps both teacher and students. In teachers' point of view, they can create an interactive assessment from this web. Then, from students' point of view, they will not only get conventional assessments but also different forms of assessment that can be accessed easily by using their smartphone.

1.3. Learning Outcomes

Learning outcomes are those that originally define what students should know, be able to accomplish, or value as a result of attending a course. They are typically subject-specific. Thus, prior research has demonstrated the instructional value of discussions involving other subjects, such as science (Vo & Morris, 2006). Additionally, it has been recognized that discussants play a role in fostering conversations (Davidson, 2003).

In this research, the researchers focused on the improvement of students'

learning outcomes. Namely retelling skill and student's attitude by implementing genre based approach and TPACK.

1.4. Narrative Text

A narrative is a description of events, particularly in a novel or story, or the act or process of feeling a story (A.S Hornby). A narrative is typically personalized or individualized and tells the story of the person or people involved (M. Celce Murcia Elite Olshtain; 2000). The generic structures of this text are orientation, complication, resolution and coda.

The researchers are facing students at eleventh grade of MIPA 1 who need to explore more about the language features in this text. Namely the use of simple past tense, past continuous tense, past perfect tense, direct speech, indirect speech, action verbs, etc. Moreover, they just present their text on a piece of paper. In this case, they need to know how to present the text interestingly. They need to be introduced how to present the text by integrating TPACK like creating a video, podcast, etc.

Based on the focused problem above, the writer proposed a question: How are the students' learning outcomes through the implementation of genre based approach and TPACK?

2. RESEARCH METHOD

This study used a CAR (classroom action research). Arikunto (2010) defines classroom action research as a study of activities that are consciously held in a classroom. A popular study technique for enhancing teaching and learning procedures in educational environments is CAR. In order to improve the teaching-learning process, teachers actively investigate their own teaching practices, make changes, and evaluate the results, according to Sugiyono (2010), a well-known Indonesian researcher in the field of education. Sugiyono (2010) lists numerous essential elements and procedures for classroom action research, including:

a. Collaboration: CAR encourages a participative approach to research by bringing together instructors and researchers.

b. Iterative, cyclical process: CAR is an iterative process made up of cycles. Planning, doing, observing, and reflecting are common processes in each cycle. The researcher used two cycles in this situation.

c. Problem identification: CAR begins by determining a particular issue or problem in the classroom. This issue could be connected to student learning, instructional techniques, evaluation procedures, or any other element of the teaching-learning process.

d. Action planning: After identifying the issue, educators create an action plan outlining the activities they will take to resolve it, followed by efficient assessment.

e. Action plan implementation: The planned methods or interventions are carried out in the classroom by the teacher in accordance with the action plan.

f. Observation and data collection: Various techniques, including observation, and, are used to gather data throughout the implementation phase. This information aids in assessing the success of the interventions. The assignment for the students is to produce a movie on a hortatory exposition text. The spoken scoring rubric will then be used to grade the project. Additionally, the researcher used an observation tool to track the students' attitudes.

g. Data analysis: The gathered data is then examined to ascertain how the interventions affected student learning or other pertinent outcomes, like the development of students' speaking abilities and attitudes.

h. Reflection and evaluation: Teachers consider the outcomes of the data analysis and assess

i. Documentation and sharing: The findings and insights gained from the CAR process are documented and shared with other educators, contributing to the collective knowledge and improvement of teaching practices.

The steps of Classroom Action Research allows teachers to continuously refine their teaching methods, creating evidence-based decisions, and foster a culture of reflective practice. It gives instructors the power to take an active role in raising the standard of instruction in their classrooms. This study's methodology used the descriptive qualitative approach. The researchers created a learning module based on the cycles about narrative text especially legend stories by implementing genre based approach and TPACK. In designing a learning module, the researcher is responsible for the students' needs so it is appropriate to the students.

Moreover, to gather the students' learning outcomes, the researcher prepared two scoring rubrics. The first rubric to assess the student's retelling skill. This scoring rubric was adapted from Djiwandono, (2008) and constructed by the researcher. The indicators are pronunciation, fluency, accuracy, grammar, and delivery. Every indicator has a maximum score of 25. After finding the score, the researcher analyzed the average, the highest score, the lowest score, students' passing KMM, and students who did not pass KKM.

The second rubric to assess the students' attitude during the implementation of genre based approach and TPACK in the learning process. Namely responding, discussing the topic, asking, practicing, and submitting the project. The five indicators had a maximum score of 4. In addition, to find the percentage of students' attitude the score was multiplied by 25. Moreover, the researcher analyzed and compared the percentage from every cycle.

3. FINDING AND DISCUSSION

From the data that has been calculated, showed significant improvement. The researcher showed two kinds of data. The first data related the improvement of retelling skill in narrative text especially legend stories. The second data discussed the students' attitudes

improvement in the learning process by implementing genre based approach and TPACK. The detailed discussion can be seen below.

3.1. Students' speaking skill improvement

Regarding quantitative data analysis, the finding of the research proved that the implementation genre based approach and TPACK can increase student's retelling skill in narrative text especially in legend stories. The results showed that after implementing TPACK and a genre-based approach, students' recounting skills in narrative texts significantly improved. It is evident from the rising mean score of the students from orientation to the second post-test cycle. According to the data, the students' mean orientation score was 70,86%. The mean score increased to 82,69% in the first cycle after the therapy was administered. After that, it was agreed to move on to cycle II, where the students' mean score was 88,11%. It can be calculated from the project of the students. They submitted videos about narrative text, especially legend stories. They completed their video with their voice, animation, and sound effects. Some of them choose to retell The Legend of Danau Toba, The Legend of Sura Baya, etc. The figure below illustrates the detail.

Graphic 1 Students' retelling skill improvement based on the pre-treatment, first and second cycle
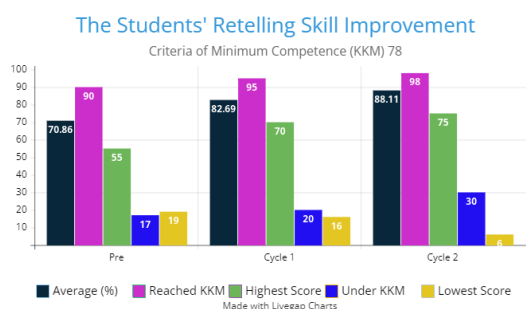
Out of the 36 students that took the orientation test, 17 students passed the KKM. 20 students passed KKM in post-test cycle I with scores up to 78. There were 30 students that passed the KKM exam in post-test cycle II. Between the orientation test and post-test cycle I, there was an almost 25% increase, and between post-test cycle I and post-test cycle II, there was an approximately 11.11% increase.

Seeing from data provided above, it can be concluded that the students' retelling skill obtained greater percentage at the end of cycle II after being taught by the researcher by implementing genre based approach and TPACK. Based on the analysis, students had improvement in many aspects. Genre based approach helps students to master the language features of narrative text especially legend stories. Namely simple past tense, past continuous tense, past perfect tense, direct speech, indirect speech, action verbs, etc. Moreover the students also understand more about the characteristics and the function of this kind of functional text. So, the students can maximally create or rewrite narrative text. Moreover, after they had an effective text based on the language features, they presented their text precisely and interestingly by using TPACK. From totally students at eleventh grade MIPA 1, they can retell their narrative-legend story interestingly in a video. They added animation, pictures, subtitles, sound effects etc. This is the result of the implementation of TPACK in the learning process.

3.2. Students' attitude improvement

The data calculations revealed a considerable improvement in student attitude. Regarding the first indication, responding, pre-treatment results were 54,86%; first cycle results were 79,29%; second cycle results were 85,71%. The second indicator was talking about the subject; the result was 54,86% in the pre-treatment and increased to 79,86% in the first cycle. The rise for the second cycle is 4.17%, or 84, 03%. The third indicator had a pre-treatment value of 38.19% and climbed to 78.47% in the subsequent cycle. For the second cycle, 88,19% was computed. The practice indicator, which first displayed a reading of 72,22%, then increased to 81,94% in the first cycle. Second cycle results were 89,58%. Additionally, the final indication showed a 93,06% value. It is classified as positive before treatment is administered. Because

they consistently turned in their projects on time, the project was also done interestingly. Pre-treatment levels rose to 97,22% and then 100%. The improvement of five indicators from three cycles can be seen on the graphic below:

Graphic 2 Students' attitude improvement based on the pre-treatment, first and second cycle

The Students' Attitude Improvement
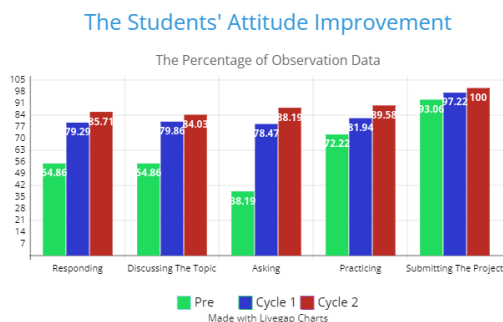
The students enjoyed the treatment, which led to a positive improvement in the overall situation. They practiced in class with their pal. 51,78% of the indications that were all combined were used in the pre-treatment. In the meantime, it grew by 31,58% and reached 83,36 in the first cycle. The second cycle then revealed 89,50%. Because genre based approach boosted the students to mastery of these characteristics, function and deepened their comprehension of language features of narrative text, especially legend story. Moreover, TPACK promoted interesting learning, boosted motivation,

4. CONCLUSION

The findings revealed a significant improvement in students' learning outcomes in narrative text especially legend after implementing genre based approach and TPACK. The students of XI MIPA 1 also demonstrated a positive attitude during the learning process. They responded to the teacher, discussing the topic, asking, practicing, and submitting the project in the form of a video about narrative text, especially legend stories.

The outcomes of this research contribute to the teachers about the effective language learning methodologies, especially in teaching genre text. Genre based approach and TPACK can be implemented to enhance students' learning outcomes.

The outcomes of this research contribute to the growing body of knowledge on effective language learning methodologies, particularly in the realm of vocabulary mastery and speaking skills development. The findings suggest that incorporating

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