Implementation of A Genre Pedagogy Approach Based on The Contextualization of Jambi Local Legends in Learning Narrative Writing

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Abstract

This study aims to describe the implementation process and analyze the results of the application of the Genre Pedagogy (PG) Approach synergized with the contextualization of Jambi Local Legends in narrative writing learning. The research design used is an Intrinsic Qualitative Case Study located at MAN 5 Batang Hari. The research subjects included Indonesian Language teachers and grade X-1 students. Data were collected through classroom observations (to record the PG cycle), in-depth interviews (with teachers and students), and document analysis (students' narrative writing results). Key findings show that 85% of students' writing results successfully contain a generic scheme or complete basic narrative structure, supported by a significant increase in writing motivation (student interview data). The contextualization of Jambi Local Legends has been proven to shorten the time to understand the initial context and activate students' cognitive structures quickly. This study concludes that the local content-based PG approach is a valid and relevant strategy to improve narrative writing competency in Madrasah educational environments.

Introduction

Narrative writing skills are fundamental competencies that require mastery of text structure and the ability to develop ideas coherently. However, writing learning is often considered difficult and less relevant by students, as shown by initial observations at MAN 5 Batang Hari which showed that most students (around 65%) had difficulty developing the

Complication and Resolution sections in narrative texts, and often used settings and characters that were not relevant to their local context (Zahar, Masni, Hutabarat, Pratiwi, & Tara, 2024).

To address these challenges, this study adopts two main theoretical pillars: Genre Pedagogy (PG) and Contextualization. he Heritage Language education field is in agreement that macrobased approaches to language education are uniquely positioned to serve the unique needs of Heritage Language Learners (HLL; for information on who are heritage language learners visit this page). Genre-based pedagogy is a macrobased pedagogy (Rustantono et al., 2024). For an introduction to these approaches and the difference between micro- and macrobased approaches to language instruction, you can read Maria Carreira's 2016 chapter on the topic (see list of resources below), which forms the basis of the description we include below (Masni, Zahar, Hutabarat, Pratiwi, & Tara, 2024).

In this approach, students engage in activities involving reading and writing contextualized texts, listening to and discussing native input (documentaries, lectures, plays, etc.), and examining intercultural competence. These activities take place in the students' *zone of proximal development*, that is, using activities that learners technically can carry out, but only with appropriate assistance (Rahima, Zahar, Rahim, & Hutabarat, 2023). To provide this assistance, teachers incorporate instructional strategies that tap into students' background knowledge and language skills to help them learn the new grammar and vocabulary in the text (Hutabarat, 2023). Therefore, the teacher decides what grammar and vocabulary to teach based on what knowledge is needed to understand the text. It is in this respect that teaching moves from the top (general) down to the bottom (specific); that is, from the content (text) down to the linguistic building blocks (grammar/vocabulary) that make up the content, instead of the other way around (Hutabarat, Masni, Zahar, Pratiwi, & Sembiring, 2024).

In contrast to the macrobased approach, microbased teaching is a bottom-up approach in which the linguistic building blocks of language guide the instruction. The instructional focus progresses from words to sentences to paragraphs to discourse. Students learn grammar and vocabulary in isolation and then complete reading and writing activities in which they interact with the newly learned grammar and vocabulary. In that way, the language component being studied dictates or determines the content (Zahar, Hutabarat, et al., 2024).

In summary, both micro- and macrobased approaches include grammar and vocabulary instruction, but they differ in that the microbased approach places grammar and vocabulary at the forefront of instruction, whereas the macrobased approach centers on function, integrating grammar and vocabulary lessons in order to make the content comprehensible (Hutabarat, Wiryotinoyo, Masni, & Handayani, 2022).

This book is the first volume to be devoted to the examination of the application of the multiliteracies pedagogical framework to the teaching of Spanish to heritage language learners in higher education institutions in the United States. The Hispanic population is a growing minority, and the presence of heritage speakers can be observed in second language Spanish classes in all levels of education, which presents unique challenges for practitioners (Hutabarat & Ekawarna, 2023). This collection focuses on differing populations of learners in educational settings in a variety of geographical areas, such as Arizona, California, Maryland,

Massachusetts, Ohio, Tennessee, and Texas. The studies included in the volume offer invaluable data and methodological insights into the instructional advantages of multiliteracies pedagogies in heritage language classrooms, and they will appeal to Spanish practitioners (Mayasari et al., 2024).

PG, rooted in the theory of Systemic Functional Linguistics (SFL) by Halliday and Hasan, provides an explicit framework for teaching text structure. This approach guides students through a gradual cycle, from understanding context to independent text production PG Theory Excerpt (Agustina & Hutabarat, 2023) and (Annisa Sepriani, 2015).

Meanwhile, contextualization, in line with the principles of Contextual Teaching and Learning (CTL) and Vygotsky's Constructivism, argues that learning becomes meaningful when the material is connected to students' experiences and culture (Hutabarat & Rosmiati, 2022). By integrating Jambi Local Legends, the learning content becomes relevant to the cultural identity of MAN 5 Batang Hari students, which is expected to increase their intrinsic motivation (Riady & Hutabarat, 2023).

Previous research has largely focused on PG or CTL separately. Therefore, this study aims to describe in depth how this synergistic approach is implemented and provide empirical evidence regarding its impact on narrative structure mastery and increased student engagement in the specific context of MAN 5 Batang Hari.

Method

This study uses an Intrinsic Qualitative Case Study design, an approach specifically chosen to present an in-depth and holistic description of the phenomenon of the implementation of Genre Pedagogy based on local context in a particular environmental unit, namely MAN 5 Batang Hari. The location of this research is in Jambi Province. The subjects involved in this case study are 22 students of class X-1 who are taking narrative writing lessons, as well as one Indonesian Language Teacher who teaches the subject (Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, 2010) and (Sugiyono, 2015).

The data collection process was carried out using three main techniques. First, Participatory Observation was conducted to record in detail and directly the entire process of implementing the four stages of the Genre Pedagogy cycle in the classroom. Second, In-Depth Interviews were used with teachers and students. These interviews aimed to gather important information regarding learning preparation, challenges that might be faced during implementation, and the level of motivation or student response to this method. Third, the researcher conducted Document Analysis, namely analyzing the Lesson Implementation Plan (RPP) and the results of students' independent narrative writing. The focus of this document analysis was on students' mastery of text structure and the use of elements of Jambi Local Legends in their writing (Masni, Tara, & Hutabarat, 2021).

Next, the collected data is analyzed qualitatively through a series of processes, which include Data Reduction (sorting the most relevant data), Data Presentation (data is presented in narrative and matrix form), and the culmination is Drawing Conclusions, which are obtained

through verification and triangulation of findings derived from observations, interviews, and documents that have been analyzed.

Table 1: Data Reduction

Component	Description
Research Design	Intrinsic Qualitative Case Study
Research Location	MAN 5 Batang Hari, Jambi Province
Research Subjects	• 22 students of class X-1 • 1 Indonesian Language Teacher
Research Focus	Implementation of local context-based genre pedagogy in narrative writing learning
Data collection technique	1. Participatory Observation – Directly observing the implementation of the four stages of the Genre Pedagogy cycle. 2. In-depth Interviews – Teachers and students regarding preparation, challenges, motivations, and responses. 3. Document Analysis – Analyze the lesson plans and students' narrative writing with a focus on the text structure and elements of Jambi Local Legends.
Data source	Teachers, students, lesson plans, and students' narrative writing results
Data Analysis Techniques	1. Data Reduction – Sorting and focusing relevant data. 2. Data Presentation – Presenting in narrative and matrix form. 3. Drawing Conclusions – Verification and triangulation of observations, interviews, and documents.
Data Validity	Triangulation of sources and techniques (observation, interviews, documents)

Results and Discussion

Results

1. Initial Context and Implementation

Before the research began, initial observations indicated that students experienced difficulties, especially in developing strong Complications and a tendency to use stiff diction in their writing. To address this, Jambi Local Legends, specifically the Legend of Princess Tangguk, were chosen as the core material because the legend contains a strong moral message regarding greed versus gratitude, which is relevant to the Madrasah's educational vision (Mursyid, Adriani, & Hutabarat, 2024).

Implementation then proceeded through four stages of the Genre Pedagogy cycle. Stage 1, Building Context, began by activating students' schemas of knowledge about Jambi society. The use of this Local Legend proved effective in shortening the time needed to understand the initial context. The teacher showed a short video about the Batang Hari River and discussed the moral values in the legend, eliciting high initial student motivation as the material felt close to their cultural experiences. Next, in Stage 2, Modeling, the teacher presented a model narrative text modified from the legend. The primary focus was on dissecting the text's generic schema: Orientation, Complication, and Resolution. Observations noted that the teacher used visual aids in the form of color highlights (red for Complication, green for Resolution) to provide explicit

visual clarity of the text's structure. Stage 3, Joint Construction, involved students working in groups to construct narrative paragraphs with active scaffolding from the teacher. This process facilitated the social construction of knowledge among students, with the teacher intensively guiding the groups to ensure the logical flow of their chosen Complication and the appropriate use of time markers, addressing challenges that arose in the initial stage. The cycle ends with Stage 4, Independent Construction, where students are asked to write a new narrative independently using themes sourced from Jambi Local Legends (Zahar, Masni, et al., 2024) and (Masni, Rahima, & Hutabarat, 2021).

2. Analysis of Results and Subject Responses

Analysis of students' independent writing products showed a measurable increase in quality. Mastery of Text Structure showed remarkable success, where 85% of students' writing successfully contained all three core elements (Orientation, Complication, Resolution) completely, a significant increase from 35% in the initial assessment. The greatest improvement was recorded in the Resolution section which was presented with a coherent problem solving. Regarding the Utilization of Local Context, 95% of students' writing consistently included local Jambi elements, such as the use of the typical Batang Hari dialect, specific place names (e.g., Tebo or Jambi City), and traditional values (Phongsavath, Andriani, & Saputra Hutabarat, 2022). One factual quote from the students' writing, "On the banks of the Batang Hari River, Ali thought about how he could be like the greedy Princess Tangguk... Finally he realized, sustenance comes from Allah, not from arrogance," clearly shows the insertion of local settings and characters with a coda that has religious nuances according to the Madrasah context (Hutabarat et al., 2023) and (R. Rosmiati, Sembiring, Rahim, Pudjaningsih, & Hutabarat, 2022).

The responses from the research subjects were very positive. Teachers stated that this approach was very helpful in focusing students and providing authentic teaching materials, making the Building Context process more efficient. Students, on the other hand, reported finding writing easier because the Jambi folktales were familiar to them. They also expressed a sense of ownership over their writing because it was based on their own culture (Suratno & Hutabarat, 2023) and (Masni et al., 2024).

Discussion

Overall, the results of this study provide strong support for the effectiveness of contextualized Genre Pedagogy, especially in a Madrasah educational environment such as MAN 5 Batang Hari. The increase in mastery of narrative structure by up to 85% is in line with the core principles of Genre Pedagogy. The Modeling and Joint Construction stages were shown to provide explicit and necessary scaffolding, enabling students to effectively internalize the generic schema of the text, while successfully overcoming their initial difficulties in developing logical Complications (Masni & Hutabarat, 2019).

The impact of local contextualization was also very prominent. The use of Jambi local legends aligned with the theory of contextual teaching and learning (CTL), making learning

meaningful and relevant (Z. S. H. Rosmiati, 2016). The finding that almost all student writing (95%) contained local elements confirmed that the connection between the learning material and the cultural identity of Jambi students served as a major catalyst for success, reinforced by interview data regarding increased student motivation and sense of ownership. Furthermore, the Madrasah Aliyah context also facilitated in-depth discussions on the moral values of legends, which were reflected in the religiously nuanced coda in students' writing, strengthening the character education aspect (Rosmiati, Nurmala Sari, Novia Sri Dwijayanti, 2021) and (Hutabarat, 2022).

Ultimately, these findings confirm a strong Theoretical Synergy, where Genre Pedagogy (focusing on how to write) and Contextualization (focusing on what to write) operate harmoniously. The Jambi legends provide rich, authentic material for the PG cycle, while the PG provides an explicit framework for utilizing the legends as a basis for writing, resulting in significant improvements in the quality of students' written products (Manik et al., 2023), (Hutabarat, 2022) and (Pudjaningsih et al., 2023).

Conclusion

The implementation of the Genre Pedagogy Approach based on the contextualization of Jambi Local Legends at MAN 5 Batang Hari was successful and demonstrated high effectiveness. This approach succeeded in improving students' mastery of narrative text structure (85% complete mastery of the structure) and significantly increased their motivation and engagement through the utilization of local wisdom (95% local content in writing). For Teachers: It is recommended to continue integrating other local Jambi materials (besides legends, for example history or other folklore) to enrich the contextualization of Indonesian language learning, as well as maintaining the practice of visual marking in the Modeling stage. For Further Research: It is recommended to conduct quantitative research (e.g., quasi-experiment) to statistically compare the effectiveness of this approach with conventional methods in the Jambi region, as well as to examine the correlation between sense of cultural ownership and writing quality.

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