THE EFFECT OF GENRE-BASED APPROACH ON SENIOR HIGH SCHOOL STUDENTS' NARRATIVE WRITING PERFORMANCE

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Article Info

Abstract

This study investigates the Genre-Based Approach (GBA) in improving the narrative writing performance of high school students. This study uses a pre-experimental pre-test-post-test design involving 30 eleventh-grade students from SMA Negeri 1 Pinggir. The intervention was implemented through four sessions following the stages of the Genre-Based Approach: Building Knowledge about the Field, Text Modeling, Joint Text Construction, and Independent Text Construction. Students' writing performance was evaluated in five components: content, organization, grammar, vocabulary, and mechanics, using an assessment rubric. The data were analyzed using the Shapiro Wilk test and paired sample t-test through SPSS version 26. The results revealed a statistically significant increase in students' writing scores ($p = 0.000$; $t = -10.667$), with the largest increase observed in content and vocabulary. These findings confirm that GBA effectively improves students' ability to generate and organize ideas coherently in the narrative genre. This study contributes to the growing body of research supporting process- and genre-based teaching in the context of English as a Foreign Language (EFL) and recommends the wider application of GBA in secondary school writing classes in the Indonesian Merdeka Curriculum.

INTRODUCTION

Writing plays an important role English as a Foreign Language (EFL) education, not only as a means for learners to express ideas, but also as a tool for developing critical thinking, creativity, and self-expression. In Indonesia, writing is a fundamental part of English language teaching, enabling students to communicate their thoughts, emotions, and arguments coherently and meaningfully. However, despite its pedagogical importance, writing remains the most challenging skill for EFL learners due to its cognitive and linguistic demands (Palanisamy & Abdul Aziz, 2021). Writing in English not only involves generating ideas, but also organizing, sequencing, and conveying those ideas using appropriate grammar, vocabulary, and cohesive devices. As emphasized by Fitria (2024), writing is a developmental process that evolves through practice, feedback, and a supportive learning environment.

However, Indonesian EFL students often experience persistent writing difficulties, including limited vocabulary, grammatical inaccuracies, lack of practice, and lack of constructive feedback from teachers and peers (Hartono & Maharani, 2020). Classroom observations in this study indicate that writing instruction often relies on an outcome-oriented and teacher-centered approach, which emphasizes the final product over the writing process. This approach renders students' passive learners, limiting opportunities for collaboration, feedback, and creative engagement. As a result, many students struggle to produce coherent and well-organized texts, resulting in low motivation and minimal improvement in writing performance. These challenges highlight the need for a more structured, interactive, and student-centered approach to writing instruction.

The Genre-Based Approach (GBA) offers a pedagogical alternative that combines process-oriented learning with explicit guidance on text structure and purpose. This approach involves students in analyzing, modeling, and producing texts through four stages: Building Knowledge of the Field (BKOF), Modeling Texts (MOT), Joint Construction of Texts (JCOT), and Independent Construction of Texts (ICOT) (Emilia, 2005). Through these structured stages, students gradually develop independence while gaining a deeper understanding of language use in specific communicative contexts. Nugraha (2024) also notes that GBA is in line with the Merdeka Curriculum, which emphasizes student-centered learning, learning stages, and skill-based outcomes.

Empirical studies consistently show the effectiveness of GBA in improving writing skills. Ahmad (2018) reports that GBA improves students' ability to construct coherent narrative texts, particularly in content organization and vocabulary enrichment. Similarly, Fatmawati (2022) found that systematic instruction through GBA facilitates students' mastery of text organization and linguistic features in narrative writing. Uday (2019) highlights the role of this approach in encouraging creativity and collaboration in writing classes. At the international level, experts such as Hyland (2007) and Yasuda (2011) also emphasize GBA's ability to connect linguistic forms with communicative functions, helping English as a foreign language (EFL) learners produce contextually appropriate texts.

However, despite growing evidence, several research gaps remain. Most previous studies have focused on descriptive and report genres, with little attention to narrative writing at the high school level. In addition, previous research has often focused on urban or college contexts, neglecting the challenges faced by learners in disadvantaged educational environments.

Furthermore, few studies have explored detailed aspects of writing development, such as vocabulary richness, grammatical accuracy, paragraph organization, and text cohesion.

Therefore, this study aims to address these gaps by examining the effectiveness of the Genre-Based Approach (GBA) in improving high school students' narrative writing skills in the context of Indonesian EFL. This study contributes to theoretical understanding and pedagogical practice, providing insights into how GBA can improve students' ability to produce coherent, well-organized, and meaningful narrative texts.

METHODS

Research Design

This study employed a one-group pre-test–post-test pre-experimental design to examine the effectiveness of the Genre-Based Approach (GBA) in improving students' narrative writing performance. According to Mahbub (2023), a pre-experimental design allows researchers to observe the effect of an intervention on a single group within a specific time frame. Fraenkel and Wallen (2012) also emphasize that the one group, pre-test and post-test model is suitable for identifying learning improvements following instructional treatment. The intervention was implemented over four instructional sessions, each lasting 45 minutes, based on the GBA framework proposed by Feez and Joyce (1998). The learning process followed four structured stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). A pre-test was administered before the intervention to assess students' initial writing ability, and a post-test was conducted after all sessions to evaluate improvement. The comparison between pre-test and post-test scores served as the primary evidence of the GBA effectiveness.

Setting and Participants

This study was conducted at SMA Negeri 1 Pinggir in the 2024/2025 academic year. The research population included all 249 students in grade XI from eight different classes. The cluster random sampling method was used to determine the research sample. According to Sugiyono (2018), cluster sampling is a sampling technique that divides the population into small groups, then randomly selects several groups to represent the population. Based on this method, Class XI.3 was selected as the experimental group consisting of 30 students.

Data collection was carried out in three stages, namely Pre-test (O_1), Treatment (X), and Post-test (O_2). To ensure objectivity and consistency in assessment, the pre-test and post-test results were evaluated by three independent assessors, namely an English lecturer from the Islamic University of Riau (UIR), an English lecturer from the Sultan Syarif Kasim Riau State Islamic University (UIN SUSKA Riau), and an English teacher from SMA Negeri 5 Pekanbaru.

Data Collection Method(s) and Analysis

Data collection consisted of three main stages: Pre-Test (O_1), Treatment (X), and Post-Test (O_2). Students' writing performance was evaluated using an analytic rubric covering five dimensions: content, organization, grammar, vocabulary, and mechanics. To ensure objectivity and consistency, three independent raters two university English lecturers and one senior high school English teacher participated in a rater calibration session prior to scoring to standardize their interpretation of rubric criteria. Data analysis was conducted using SPSS version 26. The Shapiro Wilk test was used to verify the normality of data distribution, as it is appropriate for small sample sizes (Mishra et al., 2019). After confirming normality, a paired-sample t-test was

applied to determine whether the difference between pre-test and post-test scores was statistically significant, following the procedures outlined by Bulajic (2012).

FINDINGS

This study aimed to examine how the Genre-Based Approach (GBA) affected the narrative writing proficiency of senior high school students. The data were obtained from pre-test and post-test results and processed through appropriate statistical analyses. The evaluation of writing ability was based on five core components: content, organization, grammar, vocabulary, and mechanics. To enhance assessment objectivity, three separate raters independently reviewed and scored the students' work. The key findings are presented below:

Figure 1

Comparison of Pre-Test and Post-Test Scores in Writing Components
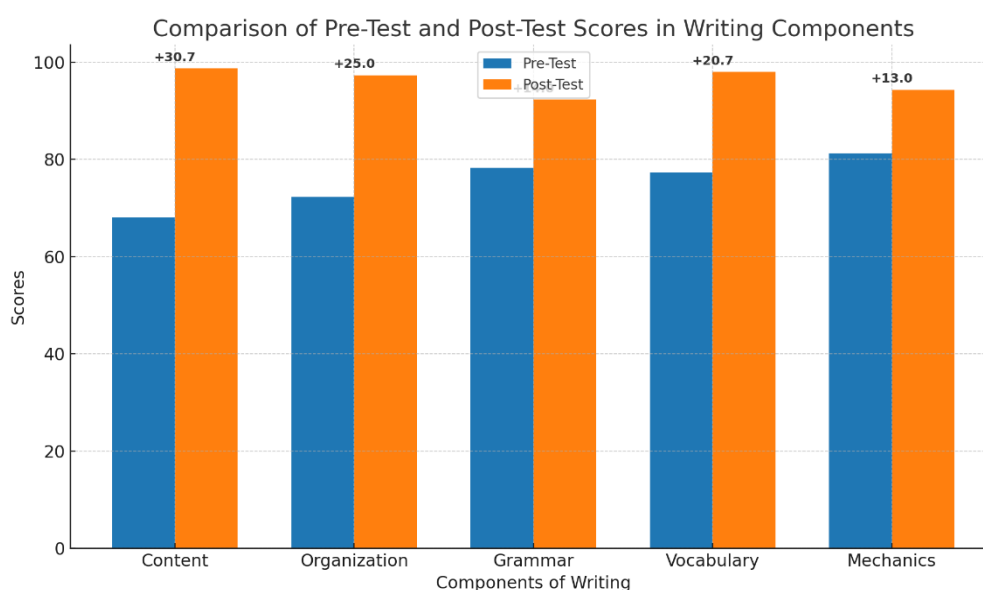
According to the data in Figure 1, show a significant increase in all components of writing skills after the implementation of the Genre-Based Approach (GBA). The content component experienced the highest increase of 30.7 points, followed by organization (25.0 points), grammar (20.7 points), vocabulary (20.7 points), and mechanics (13.0 points). This consistent improvement in every aspect shows that GBA is effective in improving students' writing skills overall. Through the stages of text building knowledge of the field, modeling of the text, join construction of the text and independent construction of the text, students showed better ability in developing ideas, constructing paragraphs logically, and using sentence structure and understanding appropriate to the context. Although the improvement in mechanics was relatively smaller than in other components, these results still reflect progress in spelling and punctuation. Overall, these findings confirm that the application of GBA contributes positively to improving the quality of students' writing in terms of both content and writing style.

Table 1

Descriptive Statistics

N		Minimum	Maximum	Mean	Standard Deviation
Pre-Test	30	35.00	83.33	62.94	
Post-Test	30	61.67	93.33	80.16	

The descriptive data in Table 3 reflect a considerable increase in students' writing achievements after the use of the Genre-Based Approach, as evidenced by the comparison of pre-test and post-test results. The average score prior to the intervention was 62.94, with a score range between 35.00 and 83.33. Post-intervention, the average score improved to 80.16, with minimum and maximum values of 61.67 and 93.33, respectively. This enhancement highlights the beneficial effect of the Genre-Based Approach on students' overall writing skills, providing advantages for both high-performing and lower-performing students.

Once the pre-test and post-test data had been collected, the analysis process was conducted through SPSS software, beginning with a normality check to assess score distribution. Subsequently, a t-test was performed to compare the average scores and determine whether the differences were statistically significant. These procedures aimed to measure how successfully the Genre-Based Approach enhanced students' narrative writing abilities. The detailed results of the normality assessment are displayed in the table below:

Table 2

Tests of Normality

	Shapiro-Wilk		
Test	Statistic	df	Sig.
Pre-Test	0.977	30	0.743
Post-Test	0.964	30	0.384

Table 2 reveals that the p-values for the pre-test (0.743) and post-test (0.384) surpassed the significance level of 0.05, verifying the normality of both distributions. Consequently, parametric statistical procedures, particularly the paired sample t-test, were deemed suitable for the following hypothesis analysis.

Table 3

Paired Samples Test

Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
-17.222	8.843	1.614	-10.667	29	0.000

Based on the results of the paired sample t-test, a t-value of -10.667 was obtained with a degree of freedom (df) = 29 and a significance value (Sig. 2-tailed) of 0.000, which is smaller than the significance threshold of 0.05. This value indicates a significant difference between the pre-test and post-test results. In addition, the Mean Difference value of -17.222 shows that the average post-test score is higher than the pre-test score, with an increase of 17.22 points. Thus, the research hypothesis (H_1), which states that there is a significant effect of the Genre-Based Approach (GBA) on students' writing skills, is accepted. These findings confirm that the use

of GBA has a positive and significant impact on improving students' writing skills on narrative text.

DISCUSSION

Significant improvements in content and organization reflect the pedagogical strengths of the Genre-Based Approach, particularly through the stages of Building Knowledge of the Field and Modeling of the text, which actively engage students in analyzing contextual knowledge and text structure. These stages help students understand genre conventions and assist them in producing coherent and well-structured narratives. These findings are in line with previous studies by Mastura (2020) and Rohimah (2019), which also reported significant improvements in content development and vocabulary use through GBA-based instruction. This finding also corroborates Nasir's (2021) evidence of sustained improvement in students' narrative writing performance. In contrast to Resmini's (2023) study, which primarily emphasized motivational outcomes, the present research underscores tangible enhancements in the overall quality and coherence of students' written texts.

Importantly, although the results of this study confirm the effectiveness of GBA in improving creative and organizational writing skills, the reliance on a single-group pre-test–post-test design limits the generalization of the findings. Future studies should include a control group or longitudinal design to better capture the sustained impact of GBA. However, in the context of Indonesia's Merdeka Curriculum, which emphasizes student-centered and skill-based learning, GBA aligns with promoting learning autonomy and genre awareness. As noted by Pham (2021), integrating GBA with student-centered principles promotes inclusivity and active participation, making it a promising framework for improving the writing competencies of EFL students.

CONCLUSIONS

The results of this study indicate that the application of the Genre-Based Approach (GBA) has a positive and significant effect on improving students' narrative writing skills. This approach has been proven effective in helping students develop ideas, enrich their vocabulary, and compose texts in a more organized manner. The Building Knowledge of the Field and Modeling of the Text stages in GBA play an important role in strengthening students' understanding of text structure and function. These findings are in line with previous studies that confirm the effectiveness of GBA in improving the quality of writing and student learning motivation. With its systematic, gradual, and student-centered characteristics, the Genre-Based Approach (GBA) is recommended for wider application in writing instruction at the senior high school level, especially in the context of teaching narrative texts in EFL settings.

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Authorship Contribution Statement:

All authors made significant contributions to the conception and design of the study, data acquisition, analysis, and interpretation. Arundina Azzahra Mahendra, Afrianto, and Dahnilsyah drafted the manuscript, and all authors critically revised it for important intellectual content. All authors approved the final manuscript and take responsibility for the integrity of the work.

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