ABSTRACT

Nashfati, Davina Alifah., (2023). Improving EFL Students' Narrative Text Writing Using Genre-Based Approach: A Pre-Experimental Study at SMAN 26 Bandung

This research was conducted to investigate the effectiveness of the genre-based approach on students' writing skills. This study aims to: (1) find out EFL students' writing skills before applying a genre-based approach through narrative text (2) find out EFL students' writing skills after applying a genre-based approach through narrative text (3) to determine the significance difference between EFL students' writing skills before and after using the genre-based approach through narrative text.

This study employed a quantitative method with a pre-experimental research design. The pre-test and post-test were used to collect data for this investigation. Furthermore, many treatments are used to achieve the most effective results. The participants in this study were 33 first-grade students from SMAN 26 Bandung in the 2022/2023 academic year.

It was discovered by research that (1) the mean score of the students' pretest was 66.3258 (2) the mean result of post-test score was 87.4242. It was higher than the pre-test score (3) the result of this research found there was a significant difference in students' score, which is tested by Wilcoxon signed rank test. The result of test is Asymp. Sig. (2-tailed) 0.000< 0.05. As a result, because the Asymp.Sig (2-tailed) exceeds the Significant value, the alternative hypothesis Ha is accepted, and H0 is rejected. This means that the genre-based approach used in the classroom can significantly improve EFL students' writing skills of narrative text.

To sum up, the genre-based approach can be useful to become a method to improve EFL students' writing skills, especially in narrative text. It shows that the genre-based approach is effective to improve EFL students' writing skills.

Keywords*: Writing Skill, Narrative Text, Genre-Based Approach.*