



The Effect of a Text-Based Approach on Students Writing Ability in the Narrative Text in Eleventh Grade at SMA Negeri 1 Siantar

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Abstrak

Penelitian ini bertujuan untuk menyelidiki apakah pendekatan berbasis teks memiliki pengaruh yang signifikan terhadap kemampuan siswa kelas XI dalam menulis teks naratif. Studi ini menggunakan metode kuantitatif dengan desain quasi-eksperimental. Populasi penelitian terdiri dari 330 siswa kelas XI di SMA Negeri 1 Siantar. Dari populasi tersebut, dua kelas, XI-6 dan XI-7, dipilih secara purposif, dengan masing-masing kelas terdiri dari 31 siswa yang menjadi sampel penelitian. Alat penilaian yang digunakan adalah Pre-Test dan Post-Test menulis. Kinerja menulis dievaluasi menggunakan sistem penilaian standar Brown, yang berfokus pada tata bahasa, kosakata, dan mekanika penulisan. Analisis data dilakukan menggunakan SPSS 30, yang meliputi analisis deskriptif, uji normalitas, uji Wilcoxon, dan uji Mann-Whitney. Hasil menunjukkan bahwa nilai Asymp. Sig (2-tailed) adalah < 0.001 , yang lebih rendah dari 0.005. Oleh karena itu, hipotesis alternatif (H_a) diterima, sementara hipotesis nol (H_o) ditolak. Disimpulkan bahwa pendekatan berbasis teks secara signifikan meningkatkan kemampuan menulis naratif siswa di SMA Negeri 1 Siantar.

Kata kunci: *Pendekatan Berbasis Teks, Narasi, Menulis, Kemampuan Menulis*

Abstract

This research aimed to investigate whether the text-based approach had a significant effect on students' ability to write narrative texts in the eleventh grade. The study applied a quantitative method with a quasi-experimental design. The population consisted of 330 eleventh-grade students at SMA Negeri 1 Siantar. From this population, two classes, XI-6 and XI-7, were purposively selected, with 31 students from each class serving as the research sample. The assessment instrument was a writing Pre-Test and Post-Test. Writing performance was evaluated using Brown's standard scoring system, focusing on grammar, vocabulary, and mechanics. Data analysis was carried out using SPSS 30, which included descriptive analysis, normality testing, the Wilcoxon test, and the Mann-Whitney test. The results indicated that the Asymp. Sig (2-tailed) value was < 0.001 , which was lower than 0.005. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. It was concluded that the text-based approach significantly enhanced students' narrative writing ability in SMA Negeri 1 Siantar.

Keywords: *Text-Based Approach, Narrative, Writing, Writing Ability*

INTRODUCTION

Language was the most important tool in human communication. Everyone needed language when interacting, expressing ideas and opinions, and maintaining other social relationships (Prasasti, 2016) cited in (Politik & Bangsa 2020). Language was used to express human feelings and ideas, either orally or in writing (Rabiah, 2018). Through language, human communication or interaction began. Good language was a skill that had to be possessed by every human being, especially by students (Utami et al, 2023). Students could add insight and communicate well with the school environment and with the community. Language was important for humans. Thus, language was an important means for people to communicate by conveying and receiving information (Budiyo et al, 2021).

Every country had a different national language as its identity and main means of communication within the country. In Indonesia, Indonesian was the mother tongue and also the national language. However, in the era of globalization, English had an important role that had to be mastered, especially in the world of education and work (Andayani, 2022). Therefore, the importance of mastering English was undeniable for people, including students in Indonesia (Isadaud et al, 2022).

English was taught to students at school to enhance their foreign language skills and develop their communicative abilities (Toro et al, 2019). Students who learned English had to master four skills in English (Ali, 2022). According to Harmer (2007:265), the use of English included four main skills, namely reading, writing, speaking, and listening (Nan, 2018). These four skills were divided into two categories, which included receptive skills, such as reading

and listening, and productive skills, such as speaking and writing (Sukma et al, 2025). Listening was a receptive skill that included the ability to understand information conveyed verbally. Listening was the foundation for the development of other language skills, especially speaking (Gultom et al, 2023). According to Brown (2001:247) cited in (Sinurat et al, 2025), listening was “the active process of receiving, constructing meaning from, and responding to spoken or nonverbal messages.” In other words, listening did not only mean receiving sounds, but also included understanding the meaning and giving an appropriate response. Speaking was a productive skill that dealt with the capacity to express ideas, opinions, or information orally in English. According to Nunan (2003:48) cited in (Lestari, 2021), speaking was “a productive auditory/oral skill. It involved generating organized spoken expressions to communicate ideas.” Reading was a receptive skill that included the ability to understand, interpret, and analyze writing in English. Anderson (1999) stated that “reading was an active, fluid process that involved the reader and the reading material in creating meaning.” In other words, reading was an active process that involved interaction between the reader and the text to create understanding. Writing was a productive skill that related to the ability to express ideas or information in an organized and consistent writing format (Fitria, 2024). Harmer (2004:31) cited in (Masitoh & Suprijadi, 2015), stated that “writing was a process and the way we wrote was often strongly influenced by genre constraints, so these elements had to be present in learning activities.” This highlighted that writing involved complex thought processes and calculations regarding structure and genre.

Writing was one of the key skills in English language learning and had an important role in the communication process as well as language development (Isu et al, 2025). Ningsih and Rosa in (Torong et al, 2023), added that writing was a skill to express experiences to readers and became a means of communication between writers and readers. Writing skills required regular practice and had to be practiced. In addition to maintaining a clear purpose in writing, students also had to consider their ideas. As Bodiyaniti (2014:68) asserted, writing not only functioned as a means of communication, but also as a medium for learning and developing thinking skills, thoughts, and emotions that were more profound than oral expression. Therefore, teachers had to prioritize teaching and fostering writing thoroughly as a basic aspect of language skills. This meant that writing was an indirect communication between the writer and the reader.

Writing was a versatile skill that produced many written outcomes, including personal formats such as letters, diaries, and journals, as well as formal documents such as job application letters, advertisements, reports, and academic papers. Each type of writing required different creativity, logical thinking, and technical skills. Therefore, the writing

process could change over time, according to the goals of the writer and the reader. As stated by (Sari and Heriyawati 2020) cited in (Taye & Mengesha, 2024), "successful writing demanded not only technical ability, but also the ability to connect words in creative, convincing, and informative ways." This indicated that writing was more than just putting ideas on paper; it also required planning, drafting, revising, and refining to produce coherent and meaningful text (Suprpto et al, 2022).

A text consisted of a series of words or sentences that followed a certain structure and grammar. Based on the work of Napitupulu and Kisno (2020:28), "there were various types of English texts that were often used in Indonesia." In senior high schools (SMA), there were thirteen genres or types of texts that had to be taught, namely narrative, recount, spoof, procedure, report, analytical exposition, hortatory exposition, descriptive, discussion, news, review, and anecdote. The text that was often used for educational purposes in Senior High School was narrative text.

Narrative text was a type of text that aimed to describe a chronologically organized sequence of events or occurrences (Keith et al, 2023). It generally involved characters, places, conflicts, and resolutions, and was meant to entertain, convey moral values, or provide learning. According to Emilia (2011) cited in (Mayasari, 2020), "Narrative text was a text that retold an event or events that had occurred, with the aim of entertaining readers and conveying certain messages through the characters and events presented." Like other types of text, narrative text also had its general structure and linguistic structure. The initial structure of narrative text began with Orientation, which introduced the characters and set the time and place of the events. The second was Complication, where the unexpected problems and occurrences were revealed to the characters. The third was Resolution, detailing how the issues presented in the story were resolved. Finally, the fourth was Coda, which concluded the narrative with a brief remark on the events or a reflection on the character's future. The linguistic features (language features) of narrative text were marked by the use of connectives, past tense, and action verbs. Narratives not only served as a source of pleasure and recreation, but also offered a unique platform for exploring real and imagined experiences. Therefore, narrative text was a type of text that aimed to convey a story to the reader while providing entertainment. Examples of narrative texts included fairy tales, fables, myths, legends, folklore, romantic stories, scary stories, science fiction, and personal experiences. Through writing ability, students could express what was in their mind and ideas related to what they wanted to mention in learning"

Globally, the level of English proficiency among high school students in non-native English-speaking countries remained below expectations. According to the EF English

Proficiency Index (2023), a significant number of countries—particularly in regions such as Asia, Africa, and Latin America—were still categorized as having moderate to low proficiency. Many students struggled with aspects such as grammatical accuracy, vocabulary development, and overall writing fluency. This widespread issue was influenced by several contributing factors, including limited real-life exposure to English, ineffective instructional methods, insufficient practice in writing, and an instructional focus that prioritized grammar over communicative competence. In addition, findings from the OECD (PISA 2018) indicated that many students across global education systems demonstrated weak writing abilities, particularly in organizing ideas, building arguments, and expressing opinions coherently.

A similar condition could be observed in Indonesia, especially at the senior high school level, where mastering writing skills remained a challenge for many learners. Although writing was included in the national English curriculum, a considerable number of students still fell short of achieving the required standards. Developing writing proficiency entailed complex processes such as engaging higher-order thinking skills, understanding various text genres, applying accurate language use, and demonstrating creativity—all of which demanded structured guidance and regular practice.

Based on the researcher's experience while teaching at SMA Negeri 1 Siantar, the researcher found a number of challenges faced by students when writing narrative text. At the beginning, students had difficulty in using the right tenses (past tense) when writing narratives. The use of grammar was crucial in writing narrative texts because grammar included rules that governed how words were arranged or formed to produce sentences and paragraphs that were meaningful and easy to understand. If grammar was not applied appropriately, sentences could become vague or confusing, hindering the reader's ability to capture the narrative or events presented. Secondly, students had difficulty in choosing appropriate words, which was an important component in writing to construct sentences and convey thoughts and ideas in narratives. Thirdly, students had difficulties in punctuation and capitalization, which hindered their ability to write clearly. They often faced challenges in the use of capital letters at the beginning of sentences and for specific names of things. In addition, problems with punctuation such as commas and periods made sentences long and difficult to understand. Fourth, students had difficulty in organizing their story drafts in a sequential manner; they often wrote stories in a haphazard manner. In this situation, educators needed to be innovative in determining appropriate materials to improve the writing process.

In the implementation of the (MBKM) Curriculum in Indonesia, students were encouraged to express their ideas and feelings creatively through writing narrative texts in

the form of legends. This activity aimed to improve narrative writing skills while building students' imagination and creativity in creating folklore that was rich in cultural and moral values. Through legend writing, students were invited to explore the richness of Indonesia's traditional stories while reliving past experiences in an engaging, expressive, and meaningful way. With the achievement standards set, students were expected to reach the minimum completion criteria (KKM) of 75 so that they could demonstrate optimal understanding and writing skills.

Based on the difficulties experienced by students in writing narrative texts, it was important for teachers to overcome these challenges by applying appropriate methods, approaches, techniques, strategies, and learning media. In this case, the researcher focused on using the Text-Based Approach as an innovative approach to improve students' writing skills, especially in writing narrative texts. Creating a narrative text required students to not only excel in grammar and vocabulary, but also generate ideas, organize events in chronological order, and use appropriate language characteristics. Despite this, many students faced difficulties with these elements, leading to poor writing results. Therefore, a more organized and efficient approach was needed to help students in the writing process. Consequently, in light of various issues noted in students' capacity to compose narrative texts—including insufficient idea expansion, limited comprehension of text organization, and poor grammar usage—the researcher suggested adopting the Text-Based Approach as an efficient instructional strategy to enhance students' writing skills. This approach offered a systematic framework that aided students in grasping how narrative texts were created, from cultivating background knowledge to independently crafting their own stories. The Text-Based Approach focused on genre-based instruction and provided systematic stages—namely Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT)—to guide students in producing well-structured narrative texts (Feez & Joyce, 1998) cited in (Gustinefa, 2021).

Research conducted by Haerazi, H. (2017) with the title *“Effectiveness of Genre-Based Approach on Enhancing Creative Writing Skills in English among the Secondary School Students”* used a quasi-experimental design on grade IX students in Telangana, India. The results showed that GBA significantly improved students' creative writing skills in English, including in the narrative genre.

This research presented an innovative approach of using a text-based approach as a strategy for teaching writing, with a particular emphasis on developing narrative texts. This approach aimed to lead students through planned steps in understanding the structure and

language characteristics of narrative texts, as well as improving their ability to convey ideas in an organized, creative, and logical manner. According to Hyland (2004), genre-focused approaches such as the Text-Based Approach were very beneficial in improving writing skills, as they provided a clear understanding of the structure and social purpose of different types of texts, including narrative texts. In addition, Martin and Rose (2008) also asserted that this method could provide students with an understanding of how texts were shaped in diverse social contexts and helped them write with more focus. Narrative text was a type of text that told a story, either fiction or nonfiction, with a chronological or coherent sequence of events.

Based on the above background, the researcher conducted a study with the title "The Effect of a Text-Based Approach on Students' Writing Ability in the Narrative Text in Eleventh Grade at SMA Negeri 1 Siantar."

RESEARCH METHOD

Research design was an essential stage of this study. According to Yin (2014:28), a research design was the logical framework that connected the collected data and the conclusions drawn to the initial research questions. This study employed a quantitative method. Creswell (2014:32) stated that quantitative research was a means of testing objective theories by examining the relationships among variables. These variables were measured through instruments, and the numerical data were analyzed using statistical procedures. The researcher applied a quasi-experimental design. As Fraenkel et al. (2012:275) explained, a quasi-experimental design was conclusive because the researcher assigned different treatments to the samples and compared the resulting effects. This study aimed to investigate the effects of using a text-based approach in teaching narrative texts compared to conventional media.

The quasi-experimental design involved two groups: an experimental class and a control class. Prior to treatment, both groups were given the same pre-test. The experimental class received treatment using the text-based approach, while the control class was taught using conventional media. Following the treatment, both classes were administered a post-test. By comparing the pre-test and post-test results, the effects of the different treatments were identified and analyzed.

Participants and Research Instrument

The sample utilized in this study included two classes selected through a purposive sampling method. Class X6-1 served as the experimental group with 31 students, while Class X7-2 acted as the control group, also consisting of 31 students at SMA Negeri 1 Siantar. The primary instrument employed was a writing test, administered in two phases: pre-test and post-test. The test was constructed in accordance with the 2013 Curriculum (K13) and was designed to evaluate students' competence in composing narrative texts.

Participants were instructed to write a narrative story inspired by a well-known or traditional legend, such as *The Legend of Lake Toba*, *Malin Kundang*, or *Timun Mas*. This task aimed to assess students' understanding of the fundamental structure of narrative texts, which consists of four main elements: orientation, complication, resolution, and re-orientation (coda).

Technique of Data Collection

In this study, data were collected through pre-test, treatment, and post-test. The pre-test was administered to both the experimental and control classes before the treatment in order to measure the students' initial writing ability. The task required students to write a narrative text in their own words with the theme of a legend, and their works were assessed using a scoring rubric.

The experimental class then received treatment through the implementation of the Text-Based Approach, while the control class was taught using conventional methods without the approach. The treatment in the experimental class was conducted over several meetings and followed the four stages of the Text-Based Approach as outlined by Feez and Joyce (1998) and Emilia (2011), namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. At the first stage, students were introduced to the concept and purpose of narrative texts, along with relevant vocabulary, sentence structures, and cultural context. In the second stage, they analyzed examples of narrative texts to identify their generic structure and linguistic features, including the use of past tense verbs, time connectives, and descriptive language. At the third stage, students collaborated with the teacher to compose a narrative text, while at the final stage, they independently wrote their own narrative texts by applying the knowledge and skills they had acquired. Feedback was provided to guide improvement in structure, coherence, and grammar.

After the treatment, a post-test was administered to both groups to measure any improvement in narrative writing ability. Both classes received the same task to ensure

fairness and consistency. In this test, students were asked to write a narrative story based on a traditional or local legend, such as *Malin Kundang*, by demonstrating their understanding of the generic structure of narrative texts, which included orientation, complication, resolution, and re-orientation. The comparison of the pre-test and post-test results was then used to determine the effectiveness of the treatment.

DATA ANALYSIS AND FINDINGS

The research data was collected from eleventh grade students at SMA Negeri 1 Siantar. This research focused on improving students' writing skills, particularly in narrative texts, through the Text-Based Approach. For this research, the researcher selected two classes, XI-6 and XI-7, with a total of 62 students. These students were divided into two groups: a control group of 31 students who used conventional media (textbooks) and an experimental group of 31 students who used the Text-Based Approach as a learning approach to improve their writing skills.

1. Data of Experimental Class

The experimental class for this study consisted of 31 eleventh-grade students at SMA Negeri 1 Siantar. In this class, the researcher used the Text-Based Approach as a learning approach to improve students' writing skills, particularly in narrative texts. This innovative approach aimed to improve students' ability to express their ideas and experiences in written form.

Table 1. Students Score of the Experimental Class

No.	Initial Name	Pre-Test	Post-Test
1	S.M	68	89
2	F.F	63	90
3	Y.E	69	92
4	Y.N	80	88
5	K.P	60	87
6	J.K.P	61	88
7	I.M.Q	79	92
8	A.C.S	73	92
9	R.S.R	53	89
10	M.S.R	69	87
11	N.H	58	92
12	W.K	57	91

No.	Initial Name	Pre-Test	Post-Test
13	G.S	64	93
14	E.S.M	62	94
15	S.G.S	67	90
16	V.A.S	54	90
17	R.W.S.D	56	95
18	A.D.M	55	93
19	M.Y.R.R	51	90
20	F.D	59	92
21	J.A.P	65	88
22	G.S.L	74	92
23	R.H	61	89
24	F.Q.T.S	70	90
25	P.K.G	59	89
26	A.N.S	54	95
27	J.A.P	68	90
28	D.M.N	54	91
29	A.R	49	87
30	R.A.S	78	90
31	K.S.R	62	91
	Sum	1934	2804
	Mean	62,39	90,45

Based on Table 1, the highest pre-test score in the experimental class was 80, achieved by the student with the initials Y.N. According to the generic structure scoring rubric, the student earned 25 points in the Orientation aspect because the introduction clearly presented the characters, time, and place in full detail, 20 points in the Complication aspect because the conflict was clear but not fully developed, 20 points in the Resolution aspect because the ending attempted to resolve the problem but lacked depth, and 15 points in the Re-orientation aspect because the closing was present but not strongly connected to the story content. In total, these points resulted in a score of 80.

On the other hand, the lowest pre-test score was 49, obtained by the student with the initials A.R. Based on the rubric, this student earned 10 points in Orientation because the introduction did not clearly describe the characters, time, and place, 12 points in Complication because the conflict was vague and underdeveloped, 15 points in Resolution

because the ending was weak and did not fully solve the conflict, and 12 points in Re-orientation because the closing was minimal and did not give a clear moral or message.

In the post-test results, the highest score was 95, achieved by two students, R.W.S.D and A.N.S. According to the rubric, both earned 25 points in Orientation for giving a detailed and contextual introduction, 25 points in Complication because the conflict was clear, well-developed, and engaging, 25 points in Resolution for providing a logical and complete ending to the conflict, and 20 points in Re-orientation because the closing included a reflection or moral value, even though it was not very long.

Meanwhile, the lowest post-test score was 87, obtained by two students, K.P and A.R. Both earned 25 points in Orientation for a complete and clear introduction, 20 points in Complication because the conflict was presented clearly but lacked detail in its development, 22 points in Resolution because the ending addressed the conflict but was short, and 20 points in Re-orientation because the closing was not strongly connected to the story.

Overall, the total pre-test score in the experimental class was 1934, with an average of 62.39. In the post-test, the total score increased to 2804, with an average of 90.45, indicating a significant improvement in students' ability to write narrative texts based on the generic structure after the treatment

2. Data of Control Class

The control group in this research was made up of 31 students from Grade XI at SMA Negeri 1 Siantar. In conducting the lessons, the researcher relied on conventional materials, primarily student handbooks, to deliver writing instruction. the lessons centered on narrative text, and the purpose was to support the development of students' writing abilities through traditional classroom resources.

Table 2. Students Score of the Control Class

No.	Initial Name	Pre-Test	Post-Test
1	A.D.S	61	71
2	A.F.S	51	72
3	A.C.S	52	74
4	A.M	47	75
5	B.H.M.H	69	72
6	C.F.F.B	65	73
7	C.A.S	67	70
8	C.O.S	57	70
9	E.C.H	53	75

10	E.M.R.S	48	76
11	F.I.D	46	73
12	F.K.P	64	74
13	F.M.S	55	74
14	G.N.D	49	69
15	H.A	75	78
16	K.T.S	69	75
17	L.P	56	73
18	L.H	63	77
19	M.F	59	72
20	M.S.S	62	69
21	M.S.M	68	71
22	M.S	72	72
23	N.A.S	54	76
24	P.T.D	76	68
25	R.S.S	78	69
26	R.A	52	74
27	R.D.E.S	45	72
28	S.I.S	74	71
29	S.A.H	74	75
30	S.P	58	80
31	T.S	59	75
	Sum	1878	2265
	Mean	60,58	73,06

Based on Table 2, the highest score in the pre-test was 78, obtained by the student with the initials R.S.S. According to the assessment rubric, the student earned 25 points in the Orientation because the story clearly introduced the characters, time, and place in a fully contextualized way. In the Complication, the student received 23 points because the conflict was present and clear, but some parts lacked deeper elaboration. For the Resolution, the student scored 20 points because the ending attempted to resolve the problem but was not fully detailed. Finally, the Re-orientation score was 10 points because the closing was present but minimal and weakly connected to the story.

The lowest pre-test score was 45, obtained by the student with the initials R.D.E.S. Based on the rubric, this student earned 15 points in the Orientation because the

introduction of characters and setting was limited and unclear. In the Complication, the score was 10 points because the story had no clear conflict. For the Resolution, the score was 11 points because the ending was incomplete and abrupt. The Re-orientation score was 9 points because there was no meaningful or moral closing.

In the post-test, the highest score was 80, obtained by the student with the initials S.P. According to the rubric, the student earned 25 points in the Orientation because the introduction was complete and fully contextualized. In the Complication, the student received 23 points because the conflict was developed well and built narrative interest. For the Resolution, the score was 20 points because it logically followed the complication, even though it could be more detailed. The Re-orientation score was 12 points because the ending was present but not strongly connected to the rest of the story.

Meanwhile, the lowest post-test score was 68, obtained by the student with the initials P.T.D. Based on the rubric, the student earned 20 points in the Orientation because the introduction was adequate but lacked vivid detail. In the Complication, the score was 15 points because the conflict was vague and not fully developed. For the Resolution, the score was 18 points because the ending attempted to resolve the problem but lacked depth. The Re-orientation score was 15 points because the closing was minimal.

In total, the pre-test score for the control class was 1,878, resulting in a mean score of 60.58. In the post-test, the total score increased to 2,265, with a mean score of 73.06, indicating an improvement in students' ability to write narrative texts after conventional teaching, though the gain was smaller compared to the experimental class.

Data Analysis

1. Descriptive Analysis

Table 3. Descriptive Statistics

N		Minimum	Maximum	Mean	Std. Deviation
PreTest_Experimental	31	49	80	62.97	8.349
PostTest_Experimental	31	87	95	90.52	2.204
PreTest_Control	31	45	78	60.58	9.773
PostTest_Control	31	68	80	73.06	2.828
Valid N (listwise)	31				

There were 31 students in each class, denoted by the letter *N*. In the experimental class, the pre-test scores ranged from 49 to 80, with a mean score of 62.97 and a standard deviation of 8.349. After the treatment, the post-test scores ranged from 87 to 95, with a

mean score of 90.52 and a standard deviation of 2.204. In contrast, the control class obtained pre-test scores ranging from 45 to 78, with a mean score of 60.58 and a standard deviation of 9.773. After the treatment using conventional media, the post-test scores ranged from 68 to 80, with a mean score of 73.06 and a standard deviation of 2.828.

2. Normality Test

Table 4. Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class Statistic			df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	PreTest_Experimental	.095	31	.200*	.964	31	.375
	PostTest_Experimental	.141	31	.120	.957	31	.245
	PreTest_Control	.080	31	.200*	.958	31	.263
	PostTest_Control	.098	31	.200*	.977	31	.716

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Statistics, df, and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogorov-Smirnov test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this research no more than 50 data, so the focus is on the significant value (Sig.) in the Shapiro-Wilk test. All significant values in the Shapiro-Wilk test are normality distributed because the significance value is greater than 0.05.

3. Independent Sample T-Test

Table 5. Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means			t-test for Equality of Means		t-test for Equality of Means	
	t	df	Significance	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
			One- Two-			Lower	Upper

				Sided p	Sided p				
Students Learning Outcomes	Equal variances assumed	-6.832	60	<,001	<,001	-12,484	1.827	-16,139	-8.829
	Equal variances not assumed	-6.832	34.988	<,001	<,001	-12,484	1.827	-16.194	-8.774

The Sig. (2-tailed) value of 0.000 leads to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), confirming the effectiveness of the text-based approach as a approach in improving writing skills among grade XI students at SMA Negeri 1 Siantar

These findings highlight the potential of the Text-Based Approach as an innovative learning approach in teaching writing. The results showed that applying the Text-Based Approach in teaching narrative text can significantly improve students' writing skills, particularly in mastering the generic structure, for eleventh-grade students at SMA Negeri 1 Siantar.

4. Hypothesis Testing

Hypothesis testing was conducted to determine the effect of the Text-Based Approach on students' writing skills in narrative texts. The null hypothesis (Ho) stated that the Text-Based Approach did not significantly affect the writing skills of eleventh-grade students at SMA Negeri 1 Siantar in narrative text, particularly in the generic structure. Conversely, the alternative hypothesis (Ha) stated that the Text-Based Approach significantly affected the writing skills of the students in narrative text, especially in the generic structure. The decision criterion was that if the Sig. (2-tailed) value from the paired samples t-test was less than 0.05, the alternative hypothesis (Ha) would be accepted. The analysis results showed a Sig. (2-tailed) value of 0.000, which was lower than 0.05. Therefore, the null hypothesis was rejected, and Ha was accepted, confirming that the Text-Based Approach had a significant effect on students' writing skills in narrative text, particularly in mastering the generic structure.

Research Findings

After conducting the data analysis process, several findings were obtained that answered the research problems:

- a. The results of the analysis showed that the use of the Text-Based Approach had a significant effect on writing skills in narrative text among eleventh-grade students at SMA Negeri 1 Siantar, particularly in mastering the generic structure. The Sig. (2-tailed) value in the independent samples t-test was 0.000, which is less than 0.05, thus fulfilling the requirement to accept H_a . This result indicated a significant effect of the treatment.
- b. In the experimental class, the pre-test scores ranged from 49 to 80, with a mean of 62.97 and a standard deviation of 8.349. The post-test scores ranged from 87 to 95, with a mean of 90.52 and a standard deviation of 2.204. These results indicated a substantial improvement in students' writing skills after the implementation of the Text-Based Approach.
- c. In the control class, the pre-test scores ranged from 45 to 78, with a mean of 60.58 and a standard deviation of 9.773. The post-test scores for the control class ranged from 68 to 80, with a mean of 73.06 and a standard deviation of 2.828. The improvement in the control class was less prominent compared to the experimental class.
- d. The results of hypothesis testing supported the conclusion that the Text-Based Approach had a significant impact on students' writing ability, especially in the generic structure of narrative texts. Because the value of Sig. (2-tailed) was 0.000, which is less than 0.05, H_a was accepted, indicating that this intervention was effective in improving writing ability among the students.

In summary, these findings indicated that the implementation of the Text-Based Approach as a teaching approach positively affected writing skills, with the experimental group showing significantly greater improvement compared to the control group.

DISCUSSION

This research investigated the influence of the Text-Based Approach on the writing skills of eleventh-grade students at SMA Negeri 1 Siantar, focusing on narrative texts and, in particular, mastery of their generic structure. Statistical analysis revealed a significant positive effect of the method, as indicated by a Sig. (2-tailed) value of 0.000—well below the 0.05 threshold—leading to the acceptance of the alternative hypothesis (H_a). These results suggest that the treatment had a meaningful impact on students' writing performance.

In the experimental group, pre-test scores were between 49 and 80, with an average of 62.97 and a standard deviation of 8.349. Following the application of the Text-Based Approach, post-test scores rose to a range of 87 to 95, with a mean of 90.52 and a standard deviation of 2.204. This marked improvement illustrates the effectiveness of the approach in

guiding students to organize and express their ideas more coherently in line with the narrative text's generic structure.

Meanwhile, the control group achieved pre-test scores ranging from 45 to 78, averaging 60.58 with a standard deviation of 9.773. After conventional instruction, post-test results ranged from 68 to 80, with a mean of 73.06 and a standard deviation of 2.828. While this group also improved, the progress was notably smaller than that observed in the experimental group, underscoring the advantages of the Text-Based Approach over traditional textbook-based teaching.

In conclusion, the findings confirm that the Text-Based Approach substantially enhanced students' ability to write narrative texts, particularly in applying the generic structure. This proved effective in developing students' skills in orientation, complication, resolution, and re-orientation, promoting both clarity and coherence in their writing. The evidence further highlights the value of adopting innovative and well-structured instructional strategies to advance students' proficiency in English writing.

CONCLUSION

After examining the effect of the Text-Based Approach on students' writing skills in narrative text particularly in mastering the generic structure among eleventh-grade students at SMA Negeri 1 Siantar, the researcher concluded that the approach of this approach significantly improved students' performance compared to conventional teaching (textbook-based). The Text-Based Approach enabled students to develop better skills in organizing ideas and presenting them coherently in accordance with the elements of orientation, complication, resolution, and re-orientation.

The experimental class showed a substantial improvement, with pre-test scores ranging from 49 to 80 (mean = 62.97, SD = 8.349) increasing to post-test scores ranging from 87 to 95 (mean = 90.52, SD = 2.204). This indicates that the Text-Based Approach was highly effective in enhancing students' ability to structure and elaborate narrative texts in line with the generic structure.

In contrast, the control class had pre-test scores ranging from 45 to 78 (mean = 60.58, SD = 9.773) and post-test scores from 68 to 80 (mean = 73.06, SD = 2.828). Although there was improvement, it was less significant compared to the experimental class, showing that conventional methods were less effective in improving narrative writing skills.

The smaller standard deviation in the experimental class's post-test compared to the control class reflects more consistent performance improvement among students, which is an important indicator of the approach's effectiveness.

The hypothesis testing results showed a Sig. (2-tailed) value of 0.000, which is less than 0.05, leading to the acceptance of the alternative hypothesis (Ha). This confirms that the Text-Based Approach had a statistically significant impact on students' writing ability, especially in constructing the generic structure of narrative texts.

In conclusion, the findings strongly support the use of the Text-Based Approach as an effective method for teaching writing in narrative text, as it not only improves students' mastery of the generic structure but also encourages clearer, more coherent, and more engaging writing.

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