

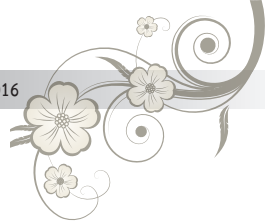
ผลการใช้การสอนแบบอรรถลักษณะเพื่อพัฒนาความสามารถ และความคงทนในการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5 Effects of Genre-based Approach to Improve Grade 11 Students' Writing Ability and Retention

สุทธิพงษ์ บรรยงค์¹ผู้ช่วยศาสตราจารย์ ดร.นวมินทร์ ประชานันท์²ผู้ช่วยศาสตราจารย์ ดร.ชูเกียรติ จารัตน์³

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) หาประสิทธิภาพของแผนการจัดการเรียนรู้การเขียนภาษาอังกฤษโดยใช้การสอนแบบอรรถลักษณะสำหรับนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เปรียบเทียบความสามารถในการเขียนภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 โดยใช้การสอนแบบอรรถลักษณะ ก่อนเรียนและหลังเรียน 3) ศึกษาความพึงพอใจของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่เรียนการเขียนภาษาอังกฤษโดยใช้การสอนแบบอรรถลักษณะ และ 4) ศึกษาความคงทนการเขียนภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาชั้นปีที่ 5 โดยใช้การสอนแบบอรรถลักษณะ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 42 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ32102) ภาคเรียนที่ 2 ปีการศึกษา 2558 โรงเรียนสตึก อำเภอสตึก จังหวัดบุรีรัมย์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 ได้มาโดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ แผนการจัดการเรียนรู้ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนและแบบสอบถามความพึงพอใจของนักเรียนต่อการเขียนภาษาอังกฤษ โดยใช้การสอนแบบอรรถลักษณะ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนด คำนัยสำคัญทางสถิติที่ระดับ .05

¹ นักศึกษาปริญญาโท สาขาศิลปศาสตรมหาบัณฑิต ภาษาอังกฤษ² อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ มรภ.บุรีรัมย์³ อาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ มรภ.บุรีรัมย์



ผลการศึกษาพบว่า

1. แผนการจัดการเรียนรู้การเขียนภาษาอังกฤษ โดยใช้การสอนแบบอรรถลักษณะสำหรับนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพ 89.40/77.64 ซึ่งมีประสิทธิภาพตามเกณฑ์ 75/75 ที่ตั้งไว้

2. เปรียบเทียบนักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่เรียนภาษาอังกฤษโดยใช้การสอนแบบอรรถลักษณะมีความสามารถในการเขียนภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ.05

3. นักเรียนชั้นมัธยมศึกษาปีที่ 5 มีความพึงพอใจต่อการเขียนโดยใช้การสอนแบบอรรถลักษณะในระดับมากที่สุด

4. เปรียบเทียบนักเรียนที่เรียนการเขียนโดยใช้การสอนแบบอรรถลักษณะมีความคงทนการเรียนรู้ไม่แตกต่างจากหลังเรียน

ผลจากการศึกษาจะเป็นข้อมูลที่สำคัญสำหรับครูและนักเรียนในการพัฒนาการเรียนการสอนทักษะการเขียนโดยใช้การสอนแบบอรรถลักษณะของการเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศที่มีประสิทธิภาพต่อไป

คำสำคัญ : การสอนแบบอรรถลักษณะ ความพึงพอใจของนักเรียน ความสามารถในการเขียน ความคงทนในการเขียน



Abstract

This study aimed to: 1) explore the efficiency of lesson plans on genre-based approach for grade 11 students based on the criterion set at 75/75; 2) compare the writing ability of grade 11 students before and after being taught through the genre-based approach; 3) investigate the satisfaction of grade 11 students toward writing ability by using the genre-based approach; and 4) investigate the retention of grade 11 students toward writing ability by using the genre-based approach. The samples of this study were 42 grade 11 students who took fundamental English (E32102) course in the second semester of academic year 2015 at Satuek School, Satuek District, Buriram Province under the Secondary Educational Service Area Office 32, selected by using simple random sampling technique. The research instruments were lesson plans, achievement tests, and satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test with the statistical significant set at .05 level.

The findings were as follows :

1. The efficiency of lesson plans of English writing on genre-based approach was 89.40/77.64 which was higher than the criterion set at 75/75.
2. The grade 11 students' writing ability post-test mean score was higher than the pre-test mean score with statistically significant difference at .05 level.
3. The grade 11 students' satisfaction toward writing after learning through the genre-based approach in overall was at the most satisfactory
4. The comparison of grade 11 students has the retention after learning English writing through the genre-based approach.

The findings can be significant for teachers and students to develop effective teaching and learning regarding writing ability on genre-based approach in the EFL settings.

Key Words : Genre-based Approach, Satisfaction, Writing ability, Retention



Introduction

In recent year, English is popular language because it is considerably used as a lingua franca. Most of non-native speakers in many regions around the world use English for multinational and multicultural communication in education, business, technology as well as academia (Sharifian. 2009; Kannan. 2010).

Writing is one of important skills used for communication in day-to-day life. People use writing as an instrument to fulfill their purposes, explain ideas, thoughts and memories into writing form such as sentences, paragraphs, and compositions that convey to reader via applications, e-mails, letters, memorandums, reports, etc.

Although writing is as crucial as listening, speaking, and reading, it is not easy to teach writing for students who learn English as Foreign Language (EFL). Since most of them seem to have poor background knowledge in target language, lack of practice on how to write, including a low motivation to write English (Richard. 1990; Kongpetch. 2006).

The researcher used several techniques to improve students' writing such as dictation, mind mapping, spelling games; nevertheless, most of students still did not write well. They have no ideas about the topic, and do not know how to start and write well. Therefore, the researcher has looked for an effective method to organize writing activities and found that genre-based approach should be as the method to improve the students' writing. Genre-based approach is beneficial for low proficient students to improve their language ability in daily life including it also helps them detect the differences in describing, informing, instructing, and explaining (Lassche. 2002). Moreover, there is a study conducted using a genre-based approach to teach writing to Thai university students. The results present that the students could write an exposition effectively, in addition, they had positive attitudes towards this approach (Kongpetch. 2006).

The Objectives of the Study

- 1 To explore the efficiency of lesson plans on genre-based approach for grade 11 students based on the criterion set at 75/75.
- 2 To compare the writing ability of grade 11 students before and after being taught through the genre-based approach.
- 3 To investigate the satisfaction of grade 11 students toward writing ability by using



the genre-based approach.

4 To investigate the retention of grade 11 students toward writing ability by using the genre-based approach.

Research Hypotheses

1. The students' writing ability post-test mean score is higher than pre-test mean score.
2. There is not different between the post-test mean score and the delayed post-test mean score in writing ability toward the genre-based approach.

Methodology

Population and Samples

The population of this study comprises 10 classed of 450 grade 11 students who studied the Fundament English Course (E32102) in the second semester of academic year 2015 at Satuek School, Satuek District, Buriram Province under the Secondary Educational Service Area Office 32.

The samples in this research were composed of 42 grade 11 students who came from class 5/2 and studied the Fundamental English Course (E32102) in the second semester of academic year 2015 at Satuek School, Satuek District, Buriram Province. The samples were selected by simple random sampling technique using the lottery method to select the samples.

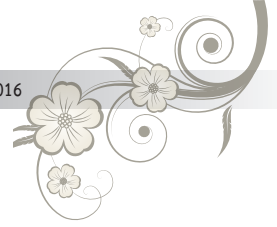
Instruments

The main instruments employed in this study were six lesson plans in English writing on the genre-based approach, English writing tests on narrative writing and descriptive writing, and questionnaire on students' satisfaction towards writing through the genre-based approach.

Data Collection

The procedures for collecting data were as follows:

1. The researcher used a pre-test to all the participants at the first period.
2. The researcher orientated the participants to understand about learning writing through the genre-based approach.
3. The researcher started teaching English writing through the genre-based approach.
4. After attending the course, the post-test was used to evaluate participants.



5. The participants were asked to fill out the questionnaires

6. Fourteen days after the initial test, the researcher let students take the delayed post-test based on writing through the genre-based approach.

Data Analysis

The collected data were analyzed by using the Statistical Package for the Social Sciences (SPSS) and the statistical devices as follows.

1. The percentage (%), mean (\bar{X}) and standard deviation (S.D.) were used to compute the difference between the pre-test and the post-test scores to find out the improvement of students' writing.

2. The scores obtained from the activities and the post-test were computed to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3. Dependent samples t-test was used to compare the difference between the pre-test and the post-test mean scores and compare students' satisfaction toward writing after learning through the genre-based approach to detect a significant difference set at .05.

4. The data from five point Likert scales were computed for mean (\bar{X}) and standard deviation (S.D.).

The data obtained by students' opinions and suggestions were interpreted to find out their satisfaction and reactions toward learning English writing through the genre-based approach.

5. Pearson's Correlation Coefficient was used to compute discrimination power of each item for five-point rating scale questionnaire.

6. Cronbach's Alpha-coefficient was used to calculate the reliability of questionnaire.

7. West Virginia Writing Rubric for Grade 11 was used to evaluate the students' writing which consisted of organization, development, sentence structure, word choice/ grammar usage, and punctuations.

Results

Based on the research objectives, the result of data analysis were as follows:

1. The efficiency of the lesson plans on genre-based approach

When students finished learning writing through the genre-based approach, the results of the efficiency of lesson plans revealed as table 1.

Table 1 The Efficiency of the Lesson Plans on Genre-based Approach (n=42)

No 40	Activities Scores of Learning through Genre-based Approach (Efficiency of the Process)					Post-test (40)
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	
Total	961	953	921	920	3755	1304.28
\bar{X}	22.88	22.69	21.93	21.90	89.40	31.05
S.D.	1.58	1.47	1.30	1.49	5.05	2.24
%	92	90.76	87.71	87.62	89.40	77.64

As shown in Table 1, the efficiency of the lesson plans on genre-based approach for grade 11 students, which were conducted by the researcher, is 89.40/77.64 which was higher than the criterion set at 75/75. It indicates that students, who have learned English writing through genre-based approach, have received total mean scores from the exercises scores of genre-based approach at 89.40 and total mean scores from the achievement test after learning through genre-based approach at 77.64.

2. Comparison of the difference between pre-test and post-test mean scores

The comparison of the difference between pre-test and post-test revealed as table 2

Table 2 Comparison of the Difference between Pre-test and Post-test Mean Scores

Learning Achievement	N	Total Scores	\bar{X}	S.D.	t
Pre-test	42	507.87	12.09	0.76	54.32*
Post-test	42	1304.28	31.05	2.24	

*significant difference at.05

As shown in Table 2, it indicates that the students who learned English writing through genre-based approach had higher writing ability on post-test mean scores ($\bar{X} = 31.05$) than in pre-test mean scores ($\bar{X} = 12.09$) at .05 of the statistically significant difference.



3. Students' satisfaction after learning writing through genre-based approach

After the students finished doing the post-test, the questionnaire was asked their satisfaction. The results revealed as table 3 indicates that grade 11 students were the most satisfactory with English writing through the genre-based approach in overall ($\bar{X} = 4.78$, S.D. = 0.39). The results were shown in Table 3.

Table 3 Students' Satisfaction after Learning Writing through Genre-based Approach

No.	Statements	\bar{X}	S.D.	Level
1	I enjoy the activities provided in the lesson plans of writing based on the genre-based approach.	4.93	0.26	The Most Satisfactory
2	Learning writing through the genre-based approach is easy and useful in daily life.	4.81	0.40	The Most Satisfactory
3	Writing through the genre-based approach is fun to learn and practice.	4.88	0.33	The Most Satisfactory
4	Learning writing through the genre-based approach can improve my writing ability.	4.69	0.47	The Most Satisfactory
5	I am confident for writing after I have learned the steps of writing through the genre-based approach.	4.48	0.51	More Satisfactory
6	The contents and activities for practicing writing are relevant.	4.83	0.38	The Most Satisfactory
7	The topics and activities are suitable to my English level.	4.71	0.46	The Most Satisfactory
8	Learning writing through the genre-based approach will enhance my learning.	4.57	0.55	The Most Satisfactory
9	I feel motivated when learning English writing by doing and practicing all lessons.	4.90	0.30	The Most Satisfactory
10	I have a positive attitude through learning English writing after learning the lesson plans based on the genre-based approach.	4.95	0.22	The Most Satisfactory
Grand Total		4.78	0.39	The Most Satisfactory





As shown in Table 3, it indicates that grade 11 students were the most satisfactory with English writing through the genre-based approach in overall (\bar{X} = 4.78, S.D. = 0.39). It is noticeable that the three highest mean score were no. 10 "I have a positive attitude through learning English writing after learning the lesson plans based on the genre-based approach." (\bar{X} = 4.95, S.D. = 0.22), followed by no. 1 "I enjoy the activities provided in the lesson plans of writing based on the genre-based approach." (\bar{X} = 4.93, S.D. = 0.26), and no. 9 "I feel motivated when learning English writing by doing and practicing all lessons." (\bar{X} = 4.90, S.D. = 0.30), respectively.

4. A comparison of the experimental group's scores obtained from the post-test and the delayed post-test

14 days after the students finished doing the post-test, the delayed post-test was checked the students' retention. The results revealed as table 4.

Table 4 A Comparison of the Experimental Group's Scores Obtained from the Post-test and the Delayed Post-test

Learning Achievement	N	Total Scores	\bar{X}	S.D.	t
Post-test	42	1304.28	31.05	2.24	.609
Delayed Post-test	42	1302.26	31.01	2.02	

As shown in table 4, the mean score of the delayed post-test (\bar{X} = 31.01, S.D. = 2.02) was lower than the post-test (\bar{X} = 31.05, S.D. = 2.24). It showed that the students have the retention of writing ability through the genre-based approach.

Discussion

This study showed that the efficiency of lesson plans on gene-based approach was higher than the criterion set at 75/75. That means the students got exercise scores more than post-test scores. This is crucial because the researcher conducted all lesson plans following steps of teaching genre-based approach proposed by Hammond (1990). The teaching learning cycle adapted from Callaghan and Rothery (1988) as follows: 1)



modeling, 2) joint negotiation of text, and 3) independent construction of text. The present research supports previous studies (Changpueng. 2010; Nuanmanee. 2014).

Moreover, there was a significant difference between the pre-test and the post-test mean scores of grade 11 students that attended writing ability through the genre-based approach. This recommended that the genre-based approach is an effective approach for teaching English writing. In addition, the genre-based approach is useful for students. It clearly makes students learn how to write easily, and it can help students to understand of writing in different time and texts. The findings in this study confirmed by previous studies (Arunrat. 2011; Istianah. 2011; Nuanmanee. 2014).

It was also found that the satisfaction of students toward English writing after learning through the genre-based approach was highest level, a finding confirmed by previous studies (Changpueng. 2010; Nuanmanee. 2014). This was because learning writing through the genre-based approach made students know how to start writing in various topics, enjoy the lessons, activities and exercises. Moreover, the genre-based approach let students feel confident and motivated in writing including be better in writing.

In addition, the study found that students had the retention after learning English writing through the genre-based approach. It pointed out clearly that learning English writing through the genre-based approach of grade 11 students could help them memorize long term-memory of their topics of writing. This is confirm by theory of retention from Sheu (2003) that the length of time for checking the students' retention after learning is 14 days, because the short-term memory will become long-term memory.

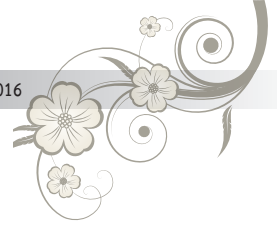
Conclusion

In conclusion, this study made useful pedagogical implications for teaching writing for grade 11 students through the genre-based approach. Accordingly, administrators, teachers, and related person in learning management should apply the lesson plans of English writing for grade 11 students to improve writing ability of students in other contents, or classes. Moreover, the grade 11 students were satisfactory with writing through the genre-based approach including they had the retention of writing. Some



suggestions for the future research might be compare writing ability and satisfaction toward writing between learning through the genre-based approach and other writing techniques and the future research might be employed the genre-based approach with other classes in secondary schools as well as might be compared the retention of students' writing ability between learning writing through the genre-based approach and other writing techniques.





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