The Integration of Process Writing and Genre-Based Approach in Enhancing Thai
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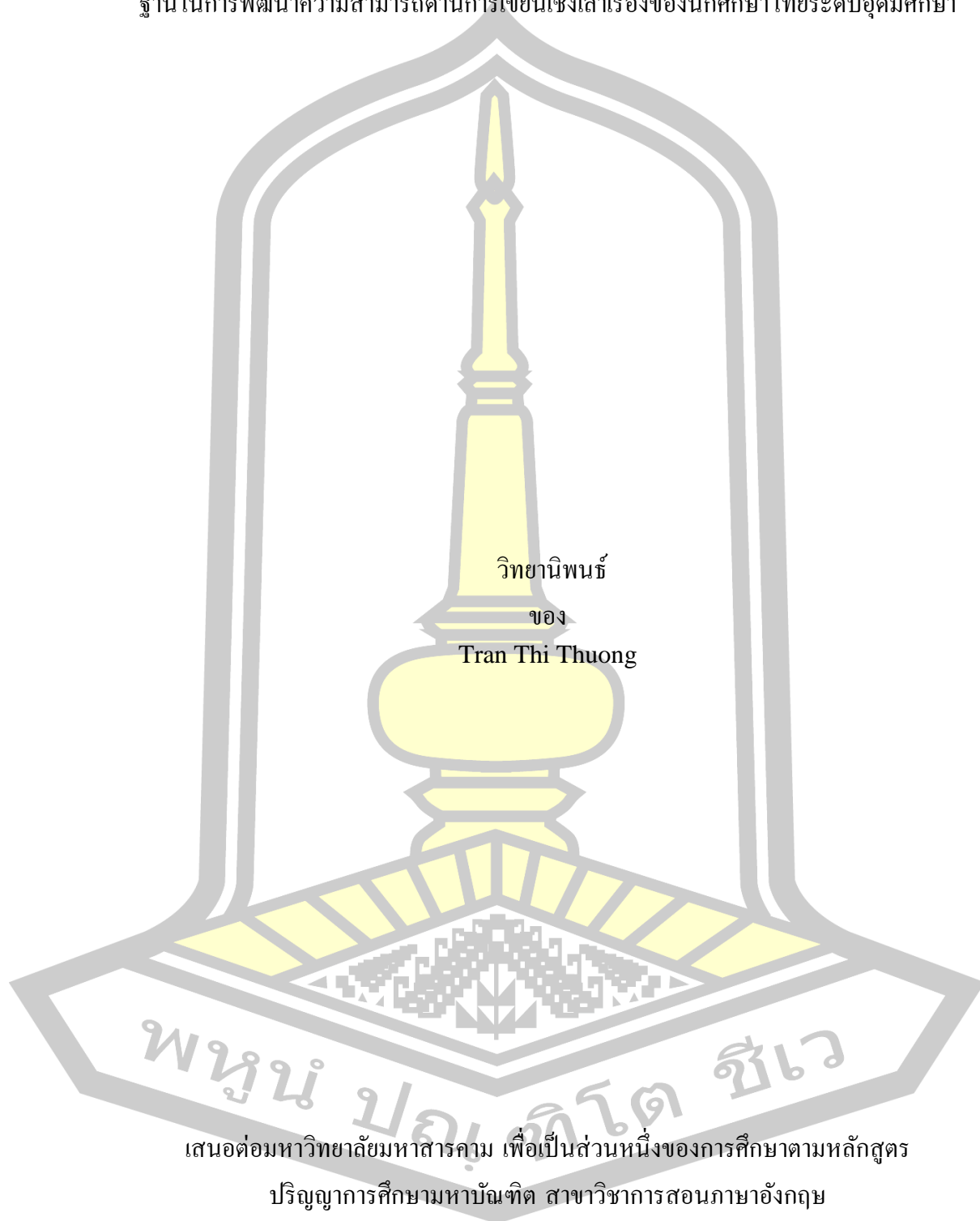
Tran Thi Thuong

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in English Language Teaching

April 2020

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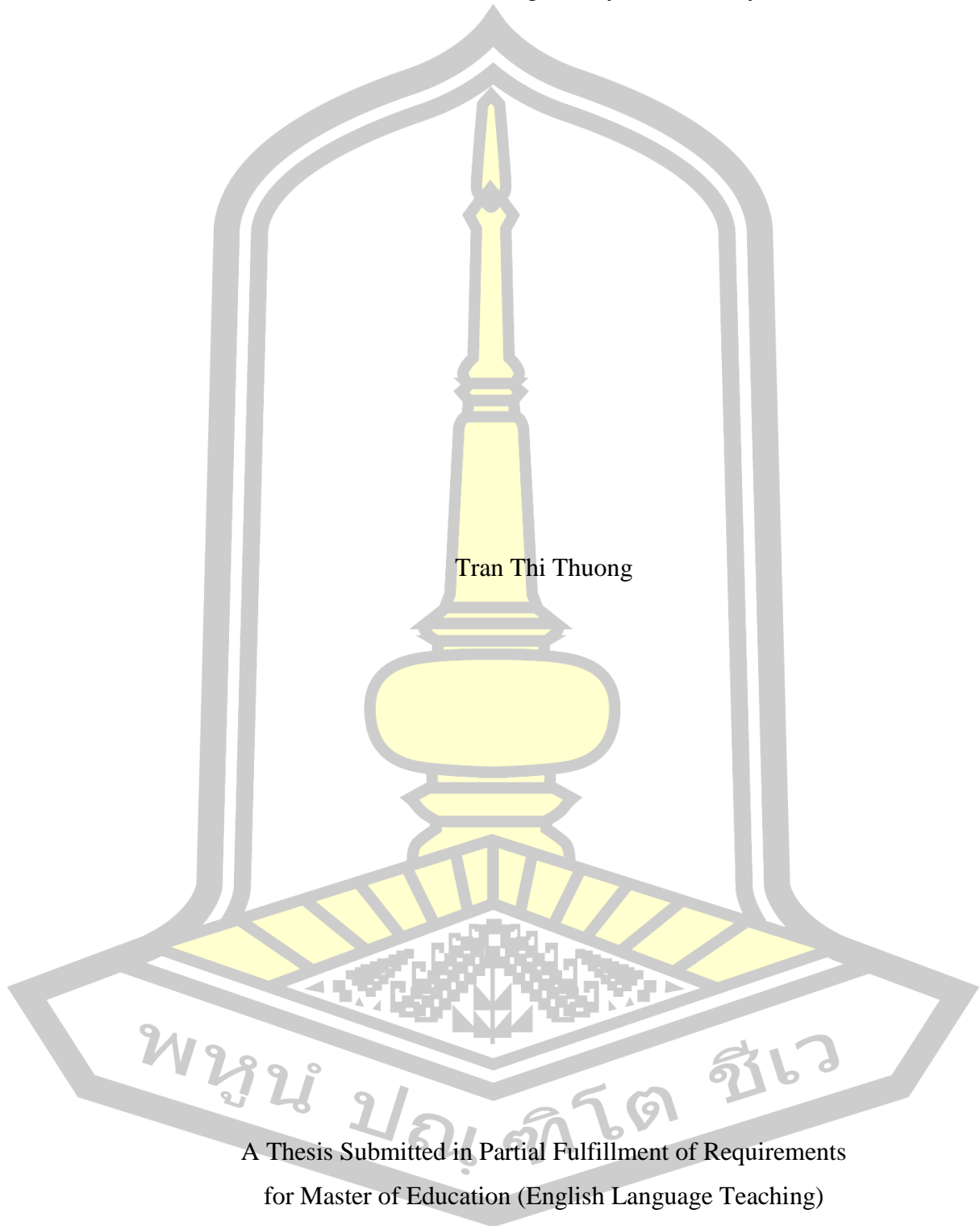
วิทยานิพนธ์
ของ
Tran Thi Thuong

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for Master of Education (English Language Teaching)

April 2020

The examining committee has unanimously approved this Thesis, submitted by Ms. Tran Thi Thuong , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

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ABSTRACT

Writing is considered one of the most challenging aspects of English language learning and teaching, and my students have problem in writing. Therefore, it is an endeavor to seek ways for finding a solution to building up EFL learners' foundation. The purposes of this study were twofold: (1) to investigate the effect of the integration of process writing and genre-based approaches in enhancing Thai students' narrative paragraph writing ability, and (2) to investigate students' attitudes towards the integration of process writing and genre-based approaches in enhancing Thai students' narrative paragraph writing ability. The research design employed action research as a method of systematic inquiry with 15 first-year students selected by purposive sampling technique from English curriculum at a university in Sakon Nakhon. The research instruments were the pretest and posttest, the portfolio, the self-reflection paper, and the semi-structured interview. The data were analyzed using mean scores, and content analysis. The findings indicated a significant effect of the integration of process writing and genre-based approaches on the students' narrative paragraph writing ability with 75.87 of the mean score for the posttest compared to 33 of the mean score for the pre-test. Furthermore, the participants showed positively attitudes towards the integration of process writing and genre-based approaches as it helped build their better understanding about how to effectively write a narrative paragraph through the steps of writing process. The finding suggests pedagogical implications for writing classroom practice and recommendations for further investigations.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to the study. It is divided into seven main parts, namely background of the study, scope of the study, objective of the study, research questions, definitions of terms, significance of the study, and outlines of the study. This study aims to investigate the integration of process writing and genre-based approach in enhancing Thai students' narrative writing ability at university level.

1.1. Background of the Study

In the process of globalized integration, although English is used only as a foreign language in Thailand, it has played an important role in transferring messages among countries in many aspects of life. In which, writing is one of the essential skills to distribute and express thoughts, ideas, and opinions into messages in both daily life and academic purposes. Therefore, English writing ability in schools and academic institutes has been highly considered these days.

Thai learners have been taking English writing as a compulsory subject from primary to university level under the Ministry of Education in Thailand. It is undeniable that writing has been the most challenging task of English language teaching and learning in terms of English as foreign language (EFL) context, even with an adult native speaker (Hyland, 2003). They have to encounter several problems in writing to make the learning experience of great value. Since English is not their mother tongue, to write an effective composition, EFL Thai students need to achieve extensive skills from specialized methods or approaches and from a long-term process of writing practice to have good writing skills.

According to English Language Teaching (ELT) experience of the researcher in teaching and learning writing at university level in Thailand, it has been found that EFL writing ability problems were found at all levels of students in paragraph writing. EFL students at university level have learned various genres of writing, such as a description, a narrative, an article, an essay, a fiction, and so on, in which, narrative writing is a compulsory subject of general education. Cadet (2009) stated that

narrative writing enhances student ability to acquire voice, encourage confidence, and identify and improve writing quality. Furthermore, since the researcher has taught students writing a narrative paragraph, the researcher has experienced that their obstacles in writing can be seen mainly on content, language, organization, and mechanical skills. While there were general difficulties in grammar errors, an appropriate selection of vocabulary, and punctuation, a lot of Thai EFL learners had encountered obstacles in generating ideas for and writing components of a narrative paragraph. They had problems in each move of different genre. More importantly, they did not know how to write and organize their ideas properly in a paragraph, and usually these written sentences were repeated all throughout.

To solve these problems, several attempts have been made by different researchers. Payaprom (2012) found the positive impact of a genre-based approach on English language teaching in an EFL tertiary context in Thailand. Elashri (2013) found the effect of genre-based approach (GBA) to teaching writing for secondary students. Bayat (2014) found the effect of process writing approach on writing success and anxiety. Kaya & Ateş (2016) also showed the effect of process-based writing focused on metacognitive skills-oriented to 4th grade students' narrative skills. Dokchandra (2018) carried out a quasi-experimental study on the effects of process writing on performance. Rasuki (2016) discussed the integrated GBA and task-based instruction in teaching writing skills to an overcrowded EFL writing class at a university in Thailand.

From those researches above, it is believed that two approaches of process writing and the genre-based approach were important for students to be able to write a narrative paragraph at university level. The teacher can help students to distinguish among genres and to write them more effectively by a careful study of their structures (Hyland, 2003). In fact, the GBA could enhance students writing with particular moves that students need to learn and distinguish to write in a well-formed and appropriate language pattern in academic writing at university. Moreover, the researcher believed that process writing could help students develop their writing skills by generating and refining ideas, writing multiple drafts, and getting extensive feedback. According to Raimes (1992), process writing includes pre-writing activities to generate ideas by brainstorming and outlining, multiple drafts writing, revising

process activities based on extensive feedback, and writing conferences in order to respond to students' drafts, facilitate peer responses, and delay surface corrections until the final editing.

Although there were many research studies on process writing and genre-based approach in terms of ELT on the same field in narrative writing, they were studied by two different approaches. Because they had been implemented on different levels of students such as secondary students and third-year or fourth-year students at university level, there were not many research studies on novice students (first year students). In response to the difficulties mentioned above, the researcher believed that the combined approach of process writing and genre-based approach could solve the Thai university students' problem on narrative paragraph. As a consequence, considering the feasibility of the research, the researcher implemented the integration of process writing and genre-based approach in enhancing Thai students' narrative writing ability at university level. By doing so, the researcher expected that the integration of process writing and genre-based approach could help students enhance their writing ability in narrative paragraph at university level.

1.2. Objectives of the Study

The study aimed 1) to investigate the effect of integration of process writing and genre-based approach in enhancing Thai students' narrative paragraph writing ability; and 2) to investigate students' attitudes towards the integration of process writing and genre-based approach in enhancing Thai students' narrative paragraph writing ability.

1.3. Scope of the Study

The study was conducted in one intact class under the action research design. The implementation time lasted two hours per class, during two months, with a total of 18 hours in the first semester of the academic year of 2019 at a university in the northeastern Thailand. The participants were purposively selected from the English program in the Foreign Languages Department. Most of them were from the local community of different family backgrounds, of mixed genders, and with mixed English proficiency.

1.4. Research Questions

The research questions were as follows.

1.4.1. What are the effects of the integration of process writing and genre-based approach on students' narrative paragraph writing ability?

1.4.2. What are the students' attitudes towards the integration of process writing and genre-based approach in enhancing their narrative paragraph writing ability?

1.5. Definitions of Terms

To make the readers gain more understanding of the study, some operational definitions of the key terms in this study used were presented as follows.

1.5.1. Narrative paragraph writing refers to an activity when students write paragraphs to describe a sequence of events from their own experiences.

1.5.2. Narrative writing ability refers to the ability when students make progress in writing. After a process writing and genre based approach, students can write their own narrative paragraph. The written narrative paragraph is assessed through the writing rubric including content, organization, vocabulary, syntax, and mechanics. The writing rubrics are adopted and adapted with five levels such as poor to very poor, pair to poor, average, good, and excellent to very good.

1.5.3. Integrated approach in this study is an approach that combines two approaches of genre-based approach and process writing to enhance students' paragraph writing. By comparing a group of students before and after the implementation of the study, the researcher will analyze and assess the effect of the integrated approach in enhancing the students' narrative paragraph writing ability.

1.6. Significance of the Study

The researcher expected that after conducting this study, EFL teachers can use the integration approach of process writing and genre-based approach in teaching different genres including process paragraph, descriptive paragraph, problem-solution paragraph, etc., in writing classes in EFL or L2 context in Thailand in further pedagogical implications.

1.7. Outline of the Study

This thesis consisted of five chapters as follows:

Chapter 1 presents background and rationale of the study. It includes the statement of the problems, significance of the study, purposes, and research questions. Moreover, scopes of the study and definitions of terms are included.

Chapter 2 presents the literature on vocational Education curriculum, speaking ability, speaking fluency, communicative language teaching approach, text-based approach, and related studies.

Chapter 3 presents the research methodology. It includes the participants of the study, research design, research instruments, data collection, data analysis, and statistics used in the study.

Chapter 4 deals with the results of the study in accordance with the research question.

Chapter 5 summarizes the study, discusses the findings, and suggests implications and recommendations for further study.
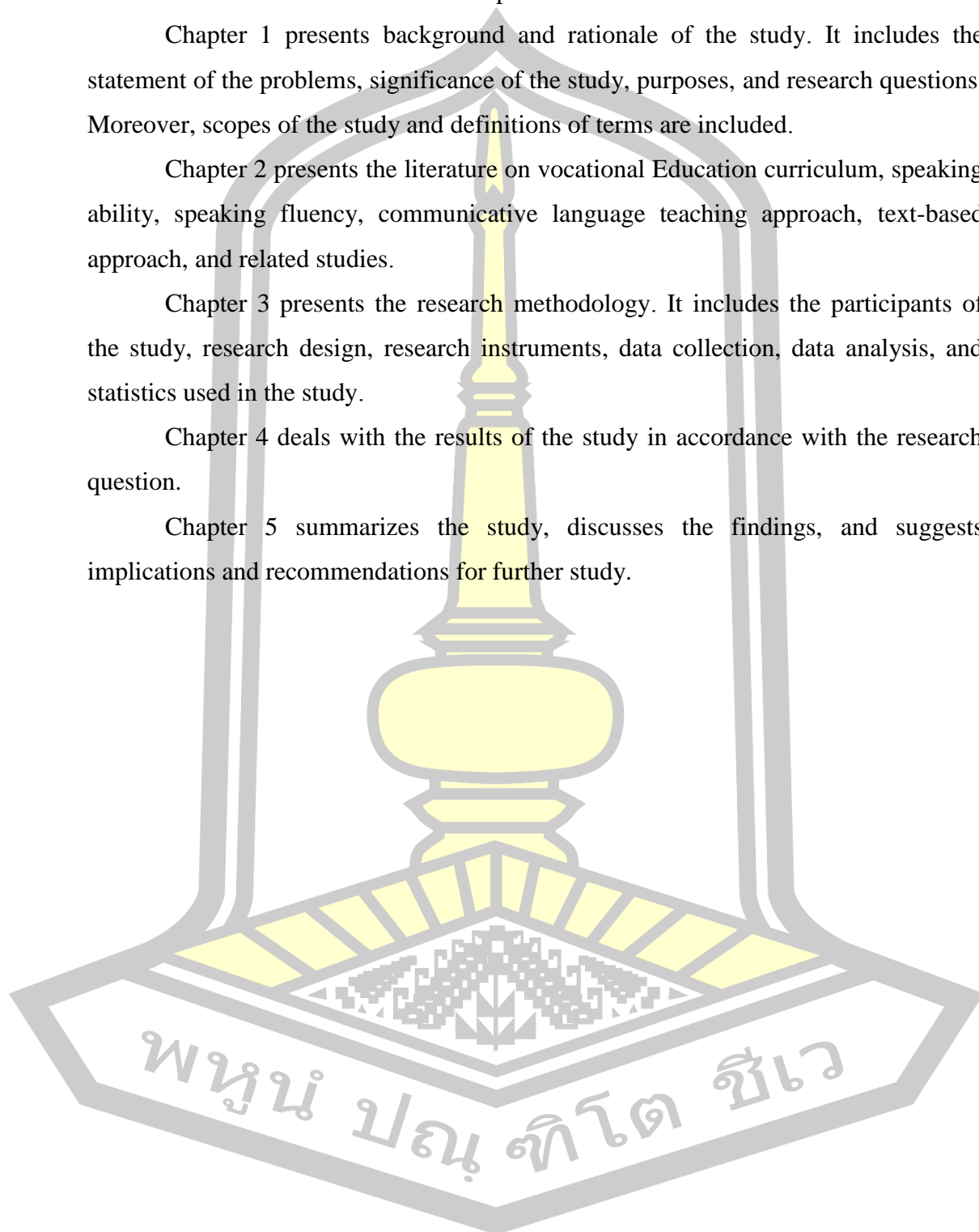
CHAPTER II
LITERATURE REVIEW

This chapter provides a summary of the literature review. It consists of definitions of writing, the importance of writing, writing instruction, the process writing approach, the genre-based approach, narrative writing, types of writing assessment, and related previous studies on the genre-based approach and process writing.

2.1. Definitions of Writing

Writing is an essential text-driven process skill. A further strengthening of the status of writing within applied linguistics has come from studies of the nature of written texts and the writing process. That has been developed by scholars in such fields as composition studies, second language writing, genre theory, and contractive rhetoric (Hyland, 2003).

Writing is an English skill that involves the acquisition and production of the data from the variety of resources. Professional writers often acquire a large volume of knowledge from national and international resources; after that, they analyze and synthesize this data to produce their writing text by using a set of appropriate word choices and grammar structures. Writing is defined in various ways, depending on needs and purposes, in the fields of English language teaching and learning.

Raimes & Cochran (2018) define writing as a way of thinking, with the quality of writing depending largely on the quality of the thinking about the subject, both before and during the writing. Byrne (1993) referred to writing as a sequence of sentences arranged in a particular order and linked together in certain ways to form coherence in the whole sequence.

In short, writing is not just a complicated skill because of its specific structural grammar, but also because of the development and presentation of the writers' thoughts to the reader. Although there are many definitions of writing, they all involve the development learners' skills, with a goal toward perfection of communication that matches a particular purpose.

2.2. The Importance of Writing

Writing is a key factor in education and it is taught from primary through secondary and tertiary levels for several reasons. Firstly, the rapid growth of global socio-economy integration requires a greater usage of a variety of information resources where English is the dominant written language. Secondly, for those who are students, teachers, researchers, publishers, and employers, their technical manuals often require a full comprehension of the English language.

Lanon (2011) suggests that the general purpose of all writing is to communicate a useful message to serve the readers' need — one that makes the writer's meaning clear and enables readers to see things in the writers' way. As such, writing is, first of all, a way of communicating and transferring the writers' thoughts into messages to the readers, providing them with information, and attempting to persuade their attitude towards a question.

Spoken and written English is the modern language of international business communication, as well as dominant language in other types of international organizations. According to Nowacek (2018), the necessity of understanding writing has a lot of advantages. Firstly, writing is critical to becoming a good reader because writing down thoughts makes our thinking and learning visible and permanent. Secondly, writing not only allows us to understand important aspects of life; it also preserves our ideas and memories to equip us with communication and thinking skills. Thirdly, writing is an essential job skill, which is the primary basis upon which one's work, learning, and intellect will be judged in college, at the workplace, and in the community. Thanks to writing, people have an additional way to prove themselves and express who they are. Fourthly, writing fosters our ability to explain and refine our ideas to others and ourselves. Finally, writing allows us to entertain others.

As Walsh (2010) says, writing is important because it's used extensively in higher education and at the workplace. If students do not know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, etc., are part of the daily life of a college student or a successful graduate.

Writing has a unique position in language teaching since its acquisition involves the practice and knowledge of other three language skills: listening, reading, and speaking. Moreover, it requires the mastery of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, and revise it. In the process of writing, they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing.

One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them a feeling of creativity. This also will work toward developing their self-confidence and self-esteem. During writing, students discover things for themselves about the language; this thus promotes both their personal growth and linguistic mastery. Inevitably, these gains are reflected in greater motivation to continue writing.

2.3. Writing Instruction

Teaching writing is crucial at all levels of language studies. Scholars have pointed out the significant benefits of writing instruction in both mother tongue (L1) and second or second language (L2) classrooms. In most cases, they have supported teachers' efforts to explore EFL writing methodologies and teaching strategies, which drive effective writing skills in real life situations.

In the past, writing instruction in L1 had involved primarily responding to the reading of great literature written before World War II. However, as time went on, this became much less relevant, and teachers began moving beyond this single model of writing instruction (Faigley, 1992). The classical rhetorical tradition applied in writing instruction has been viewed as providing a specific textual shape (a formulaic pattern), with a regimented structure for good expressions.

According to Donovan (1980), there are six common approaches applied in L1 writing instruction. Firstly, the process approach sees writing as collaboration; it is a writer-centered approach where the teacher guides students to practice writing and experiment with grammatical structures, rather than teaching them what to know. Secondly, the prose model approach focuses on form rather than on content, requiring students to read and analyze a text before the produce a model writing example. Thirdly, the experimental approach combines the experimental and process approach;

it focuses on learning by doing rather than learning by the ruling. Students produce both expository and academic writing based on their personal feelings and experience. Fourthly, in the rhetorical approach, writing is considered not just a process but also an art of writing, which allows both teacher and students to interact with each other, and points to avenues of further inquiry by working through several stages to classify and discover new dimensions, including a static view (a description), a dynamic view (a narration of events), and a relative view (classification, comparison). Fifthly, the epistemic approach views writing as fundamental aspects of formalistic (focus on language), referential (focus on language and reality), expressive (focus on language and writer), and rhetorical (focus on language, writer, and the reader) approaches (Donovan, 1980). That is, it requires students to focus mainly on what they know about the world in the form of language and prose.

Lastly, the linguistic system approach involves writing instruction as a way adults learn L2, because beginning writers see academic and formal English writing as a new and distinct linguistic system. Therefore, this approach focuses on the process of student writing through not only reading, internalizing patterns and principles of redundancy, but also through the hypothesis testing process. In conclusion, while teachers in L1 writing instruction pay more attention to the conventions of writing, the form, and the discourse model, they still focus on the highly individualized cognitive process of writing. This moves the process of writing from being taught to being nurtured and developed through practice.

Writing instruction in L2 is different from L1 because of the mastery of the language of expression. While students in L1 have fundamental control of their native language, students in L2 or EFL have to deal with many features of writing: not only mechanics, word choice, grammar, and syntax but also content, organization, writing process, and audience.

According to Raimes (1983), in her book titled Techniques in Teaching Writing, six different approaches to L2 instruction are presented. Firstly, the controlled-to-free approach involves students simply writing down English letters, words, and possibly sentences, to learn the conventions of the orthographic code. Secondly, the free writing approach views writing as a production model for learning, reinforcing, or testing grammatical concepts. It requires and encourages students to do

minimal error correction and fluency based on content, form, and audience. Thirdly, the pattern-paragraph approach gives students an awareness of the English model texts' features, before constructing an organized paragraph. Fourthly, the grammar-syntax-organization approach focuses on each feature of writing. In many circumstances, students are taught different genres of paragraph writing to produce messages that transfer their thoughts, feelings, and reactions to the audience. Fifthly, the communicative approach aims to guide students in real-life writing situations, including academic writing, vocational or technical writing, and personal writing. According to Savignon (1972) theory of Communicative Language Teaching (CLT), students who have received a regular amount of CLT and audio-lingual teaching do better than those who have only audio-lingual teaching. Lastly, the process approach views writing from product to process, and focuses on a writer-centered approach in order to emphasize the independence of the writer in producing texts, exploration, expression of meaning, and even in addressing the issue of what to scaffold through a series of stages without an emphasis on form.

In conclusion, there are many different views of writing instructions in L2. A teacher could integrate and overlap them in many ways, depending on the appropriateness of their students' ability and the underlying principles of each approach. As discussed above, this study explores writing under the process approach and the grammar-syntax-organization approach (from now referred to as the process writing and genre-based approach) to enhance effectively students' writing ability.

2.3.1. Process Writing Approach

2.3.1.1. Definition of Process Writing

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners are required to complete their products, but the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more and find how to work through the writing steps. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) states that writing is a thinking process; a writer produces a final written product based on their thought through ideas after they have gone through the thinking process.

In addition, Brown quotes Ebow (1973, p. 14-16) as saying that writing should be thought of as an organic, developmental process, not as a way to transmit a message but as a way to grow and cook a message. Kroll (1990, p. 96) also quotes that the process approach "provided a way to think about writing in terms of what the writer does (planning, revising, and the like) rather than what the final product looks like (patterns of organization, spelling, and grammar)".

In the process approach, learners are looked upon as central in learning, so that their needs, expectations, goals, learning styles, skills, and knowledge are taken into consideration. Through the process writing, learners need to make the most of their abilities and knowledge by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their thoughts or feelings in written messages. In addition, by providing students with plenty of time and opportunity to reconsider and revise their writing at each step, this enhances the opportunities to consult outside resources such as the instructor.

Process writing usually involves several steps. A typical sequence is comprised of three: prewriting, drafting, and revising. While others use four: thinking, planning, writing, and editing. And some use five: prewriting, drafting, revising, editing, and evaluation. Each writer has a preferred way of approaching the writing process depending on their purposes (from simpler to more complex) and skill level. These steps generally are implemented in a sequence. In this study, the researcher used four steps of process writing to guide students on how to write a paragraph.

2.3.1.2. Process Approach

According to Reid (1993, p. 260), cognitivists see writing as "a thinking and problem-solving process". Since cognitivists began to investigate the writing process and process teaching, they have been interested in a model of the (Flower & Hayes, 1981). Two cognitive researchers, Flower & Hayes (1981), have studied how writers approach tasks. They employed a model explaining the process of writing by problem-solving. Their model guides classroom activities by emphasizing the three main parts of composition: planning, translating, and reviewing. Teachers provide intervention through a variety of pre-writing techniques, including brainstorming, free-writing, outlining, and mapping. Students are trained to develop their image of the audience,

the situation, and the goal of writing (Reid, 1993). In writing class, they begin to define a rhetorical problem, explore its parts, generate alternate solutions, come up with a conclusion, and then convert their ideas to written texts. Learners become active participants in the learning process (see Figure 1). Instructional materials, illustrative examples, and feedback provide a useful model for students to follow. This approach is commonly found in English for Academic Purposes (EAP) and English for Specific Purposes (ESP) classrooms.

Figure 1: The Cognitivist model of acquiring writing skills
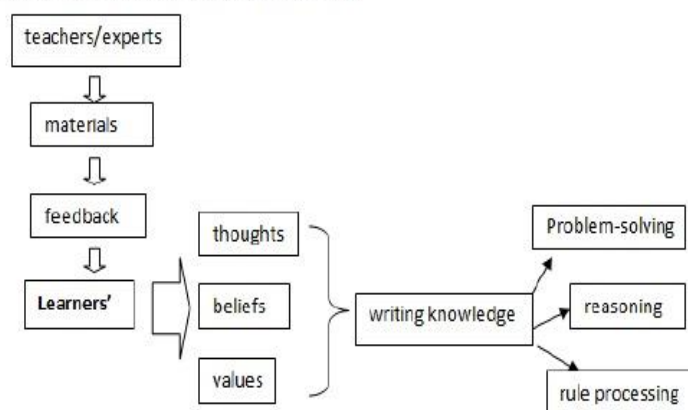
Figure 1 The Cognitivist Model of Acquiring Writing Skills (Reid, 1993)

According to this approach, the activation of mental processes within the learners' heads (which imitate those of experts) is the primary goal of writing education (Liu & Matthews, 2005). In other words, the cognitivist overlooks the social nature of language. They focus on knowing sets of rules and concepts rather than learning to use those rules through collaborative interactions (Vygotsky, 1978). Learning activities are independent of the learners' social contacts. As a consequence, this kind of knowledge alone does not give them the skills to apply what they have learned in complex social environments which determine how and when the concept should be used.

2.3.1.3. The Teaching and Learning Cycle of Process Approach

The model of Flower & Hayes (1981) is widely accepted and used during the initial stage of this theory, with its original framework of planning-writing-reviewing. This model sees writing as the interaction of three factors: long-term memory, task

environment, and process writing. The meaning of this approach is to recognize writing as a basic cognitive process and to increase writers' abilities, including the defining of a rhetorical problem and the evaluation of problems. However, this model has been criticized because of the lack of an obvious explanation regarding how to construct texts based on this approach.
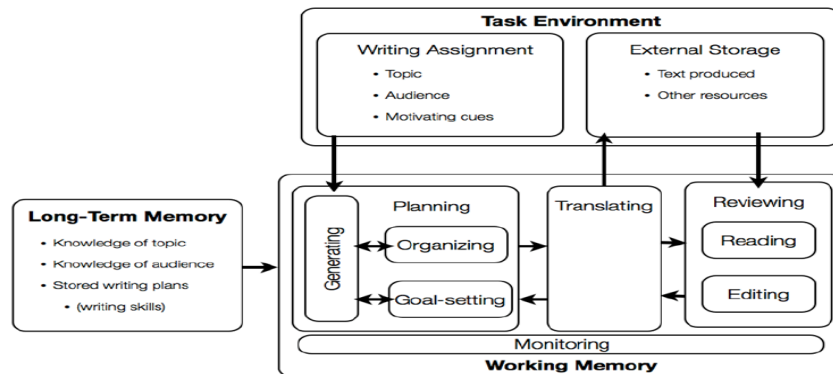
Figure 2 The Cognitive Process Model of the Composing Process
(Flower & Hayes, 1981)

By adopting and adapting the process as seen in Figure 2 above, the researcher followed a natural routine for the process of writing, including four steps: prewriting (i.e. planning), writing (i.e. drafting), revising, and editing. This study gave participants the chance to work on all these important aspects of writing. Although many more prewriting strategies exist, the following six were used: user experience and observations, free-writing, asking questions, brainstorming, mapping, and searching the Internet. Using process writing can help participants overcome the fear of the blank page and confidently begin the writing process step by step.

Step 1: Planning: the generation, selection, and sorting of ideas to write about; consideration of purpose and audience which will influence genre selection and organization.

Step 2: Drafting: the recording of ideas with attention to meaning-making, grammar, spelling, punctuation, and handwriting (or keyboarding).

Step 3: Revising: the revisiting of the text (often as a result of feedback from peers and/or the teacher) to improve and enhance the writing.

Step 4: Editing: the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalization, and punctuation.

In conclusion, the writing process, from planning to editing, provides students with a chain of stages to follow, allowing them to transfer their ideas to the concrete written text.

2.3.1.4. Feedback

Feedback helps learners to maximize their potential by raising their awareness of problems, and identifying actions to improve their writing performance. If feedback is ignored in the process of teaching and learning writing, students may think that everything is perfect, and that there are no areas for improvement. Moreover, students value feedback from their role models to improve their knowledge, attitude, and competency. According to Hyland (2003), there are three types of writing feedback commonly applied in the classroom: peer feedback, teacher-student conferencing feedback, and teacher written feedback.

2.3.1.4.1. Peer Feedback

Peer feedback is a way for writing students to receive feedback from their peers in L1 process classes. It has become an important alternative to teacher-based feedback in ESL contexts. Collaborative peer feedback helps students to engage in a community of equals, giving and receiving feedback to each other's writing, and together creating an authentic social context for interaction and learning during the writing process. Moreover, students are able to be active participants in an authentic communicative context, and to see how each peer understands their needs. However, peers are still rhetorically inexperienced; their comments may be vague and unhelpful, or even critical and sarcastic. Therefore, they also need feedback from those they feel are more trustworthy, such as the teacher who teaches them daily.

2.3.1.4.2. Teacher Written Feedback

Teacher written feedback is a way of giving substantial comments on students' writing, justifying the grade they have given and providing a reader reaction. By this way, students also see feedback as a crucial tool to their improvement. Nevertheless, some studies have shown that the effectiveness of teacher feedback is not strong. Sommers (1980), for example, states that much written feedback is of poor quality

and frequently misunderstood by students; comments tend to be directed to form rather than content and sometimes is inappropriate. Despite these negative findings, researchers in this field may wish to implement teacher-student conferencing feedback.

2.3.1.4.3. Teacher-Student Conferencing Feedback

Teacher-student conferencing feedback is a way of giving feedback on student writing through a face to face conference with the teacher. According to Hyland (2003), conferencing session gives the teacher and students a chance to negotiate the meaning of a text through dialogue instead of the limitation of one-way written feedback. Both the teacher and students are positive about the opportunities for a detailed discussion. For students, they tend to get clearer ideas of the strengths and weaknesses in their writing and have more chances to raise questions about what they are still confused about. For teachers, asking and answering questions in the discussion allows them to know whether students understand their comments, and what problems the student faced during the writing. The teacher thus is able to plan an appropriate technique or approaches to help students better improve their writing.

In general, feedback plays a vital role in instruction and improving the students' writing ability. However, there are both advantages and disadvantages in all of three types of feedback. This study made use of the three above feedbacks to improve student writing.

2.3.2. Genre-Based Approach

2.3.2.1. The Definition of Genre

According to Mulvaney & Jolliffe, (2005), genre is a term that references specific types of writing, such as a lab report, case study, journal entry, or web page. Understanding genre helps writers to make good decisions about what appropriate kind of organizational patterns and formatting conventions are to be used.

Hyland (2003) defines genre as attempts to communicate with readers beyond subject content, composing processes, and textual forms. Writers can follow specific language patterns, or certain social conventions, to successful transfer a message, and then achieve a particular purpose. Like Cope & Kalantzis (1993), he states that genre is used to describe the social purposes of text and language structures. By setting out the stages, or moves, of valued genres, teachers can provide students with an explicit

grammar of linguistic choices, both within and beyond the sentence, to produce texts that seem well-formed and appropriate to readers. In general, the term genre is widely used today, and the genre-based approach has largely drawn on the theory of systematic functional grammar.

2.3.2.2. Genre Approach

The genre approach to the teaching of writing can be effective in a variety of settings. The concept of genre describes how spoken or written language is used to achieve social purposes within a culture. That is, it is used to refer to the relationship between the social function and the pattern of language that can be predicted to accomplish that social function. In this sense, texts share a similar purpose in culture and have many of the same obligatory and optional features.

Critical analysis of writing practices builds upon the notion of writing as a social practice. This approach draws upon the terms and assumptions from critical discourse analysis (Blommaert, 2005; Fairclough, 2003; Rogers, 2004), neo–Vygotskian research (Wertsch, 1985), and activity theory (Bazerman, 1988; Prior, 1998). It has an explicit political agenda and tries to uncover power hierarchies and societal asymmetries leading to the marginalization of certain social groups in the writing and texts produced in local classroom communities.

The genre approach has a crucial role in literacy due to its concentration on both the production and analysis of texts in a given language. The genre theory highlights the importance of writing texts that contain ideas consistent with the cultural conventions of the text genre. As Coffin (2001) states, this approach focuses on the strength of the language system in different genres, depending on the language that writer chooses.

To conclude, it might worth reconsidering and extending the argument on the significance of genre in writing. Genre theory is the most comprehensive theory of writing to emerge since the process theory in the 1970s. As teachers of writing, it is necessary to seek ways to help students understand the value and purpose of writing. Genre theory supports broad goals of teaching writing by explaining more than process theory. Genre theory 1) conceives of writing as social action; 2) provides us with a nuanced understanding of the variety of ways that writing takes action in communities; 3) explores not only how writing gets done, but names and describes the

ways it gets done; 4) supports a rich understanding of reading as well as writing; 5) provides us with a rhetorically rich theory of writing; 6) challenges us to teach writing as participation in a community.

2.3.2.3. The Teaching and Learning Cycle of Genre-based Approach

In classroom interaction, the teacher uses scaffolding as temporary assistance to help students carry out tasks or develop their understanding; in this way the students are capable of accomplishing the tasks by themselves (Hammond & Gibbons, 2014). In the writing classroom, the teacher is likely to use the work of Hyland (2003) for the teaching-learning cycle, as seen in Figure 3. This is a process of contextualizing-modeling-negotiating-constructing.
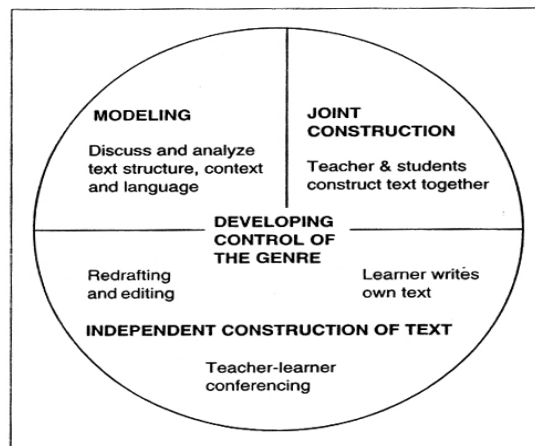
Figure 3 The Teaching-Learning Cycle (Hyland, 2003)

According to Figure 3, writers become gradually familiar with the tasks, the structure, context, and language for constructing genres with the teacher. After comprehensive acquisition from the first stage, the teachers will be able to help writers reproduce their text with autonomy. The teacher plays an important role to provide writers chances to develop their writing skills by being their mentor, guiding them on how to describe and control the grammatical and genre features of their text.

In this study, the researcher used the adapted teaching cycle of Hyland to be used in class of twenty learners. First, learners were guided in small groups to build knowledge of the field by clustering. Second, collaborative exploration of the genre focused on context. Third, joint text construction in class was conducted. In this stage, the teacher set out the writing prompt for group work after the class wrote an outline.

The learners tried to write in various graphic organizer applications to attempt the first draft before delivering the group-work presentation to get feedback from the teacher for the next writing draft. Fourth, the learners were required to construct their text individually. Setting out the prompt and providing the criteria of the writing rubric was conducted at this stage with the teacher-learner conferring after that.

In this cycle, the role of the EFL teacher is very crucial to the development of students' writing practices and performance (Perry, 1998). Teachers must provide directions on how students should go about writing in a new language. Good teachers should be properly trained on how to write and teach EFL writing to maximize effective learning supports. Silva (1997) emphasizes that ESL teachers also need to consider ethical issues in the teaching of writing skills. For example, they should understand the nature of their students, place them in suitable learning contexts, provide them with appropriate instruction, and evaluate their written work fairly.

The cognitivist differentiates the role of teachers from that of their social constructionist counterparts. They should act as masters, teachers, and experts in the classroom. Learning activities should rely on imitating how these experts process their thoughts. Social constructionist teachers, on the other hand, act as facilitators in the learning process, helping learners whenever there is a need. Of course, teachers should be flexible enough to adapt their approach to meet the needs of their students.

Beyond that, teachers serve many other roles in the classroom. According to Nola (2018), the role of the teacher in the 21st century is that of a facilitator of student learning; teachers are creators of productive classroom environments, in which students can develop the skills needed for the roles they might play at present or in future, such as the controller, the prompter, the resource, the assessor, the organizer, the participant, and the tutor.

2.3.3. Narrative Writing

2.3.3.1. Definition of Narrative Writing

Narrative is a popular genre for students and teachers, as it provides the writer with an opportunity to share their imagination, creativity, skill, and understanding of nearly all elements of writing. Narrative writing describes essentially a story that is created in a constructive format that describes a sequence of fictional or non-fictional events; its function is to entertain and to deal with actual or vicarious

experiences in different ways. It deals with a problematic sequence of events that led up to a crisis or climax before finding a resolution (Gerot & Wignell, 1994). In narrative writing, a writer narrates a story or shares an experience with others. The story is presented with sensory details and vivid descriptions to capture the attention of the readers.

2.3.3.2. Personal Narrative Writing

Personal narrative writing is usually written as an essay. However, because the participants in this study were novice writers, the personal narrative paragraph was focused upon. To target students' interests, the topics for writing were related to real life situations that the writers already experienced. In terms of personal writing, Smith & Dunn (2012) gave writers a series of features to follow: 1) first-person point of view; 2) one particular incident focus; 3) author's thoughts and feelings; and 4) specific details about the time, place, and the people involved.

2.3.3.3. Narrative Writing Structure Features

According to Hyvärinen (2008), how narratives begin, what happens in the middle, and how they end are questions that sociolinguists, and discourse and conversation analysts, have been concerned with. They have identified the following four stages of narrative structure:

Orientation (Beginning): Set the scene by introducing your characters, setting, and time of the story. Establish your who, when, and where in this part of your narrative

Complication and events (Middle): In this section, activities and events involving your main characters are expanded upon. These events are written in a cohesive, fluent sequence.

Resolution (Ending): Your complication is resolved in this section. It does not have to be a happy outcome, however.

Extras: While orientation, complication, and resolution are the agreed norms for a narrative, there are numerous examples of popular texts that do not explicitly follow this path exactly.

2.3.3.4. Narrative Writing Ability

The ability to produce narrative writing can be seen from the result of students' attempts to master their narrative text. Their narrative writing ability is not the same, even though they are taught by the same teacher, because of the different prior knowledge and skill levels. According to Harmer (2001), writing is a form of communication to deliver thought or express feeling through written form and activities. These activities are not easy because writing should be able to produce something new and give readers ideas through writing. Preparation can make it possible for words to be used perceptively and productively. In conclusion, narrative writing ability is the students' competence to develop a narrative text. By using their abilities and skills in writing, they can successfully compose a narrative text, which determines their achievement.

2.4. Assessing Writing

2.4.1. Types of Writing Assessment

Writing assessment and testing aims to measure students' ability in their writing assignments through various evaluation activities. Each of the evaluation models might include the strengths and weakness of different revision strategies. To have a clear overview, five common types of writing assessment and testing are discussed according to the Guide to Writing Assignments and Evaluation Rubrics of Glencoe from McGraw-Hill (Lepori et al., 2007).

Firstly, formal evaluation in academic writing includes holistic scoring and analytic scoring, where the criterion of the holistic rubric grades a large number of papers quickly for overall quality of writing. The scale is usually ranked from 0-4, 0-5, or 0-6, which consists of general guidelines for each score point. That is, the tester could read the whole composition, or text, of students and consistently assign an appropriate score in a short time. Inter-raters in this system may discuss the ranking of papers by each of the categories, and choose an "anchor" paper to represent each level.

Analytic scoring is an in-depth analysis of writing aspects such as focus, organization, elaboration, support, style, grammar, usage, and mechanics. Since it provides more detailed feedback for students to improve their writing, it spends a considerably longer time scoring compared to holistic scoring. The scale is usually

ranked from 0-100, with each aspect receiving a portion of the total points scored. Depending on the type of writing, each portion of scoring can be based on the different categories, with which each category being assigned a weighted score that can be weighted the same or differently depending on the number and importance of the writing characteristics in any particular category. The raters will decide the point of each category before reading and assigning an appropriate score. These scores, after that, will be calculated to the last score of the writing assignment.

Secondly, informal evaluation is ascertained by observation, recording valuable information about the students' needs and learning objectives. This evaluation is made by working closely with students, giving and receiving feedback, and adjusting instruction during the data collection. Writing in this evaluation is considered a social process rather than a demonstration of knowledge. That is, students can be assessed as readers, speakers, and listeners, fully contributing ideas, and responding and offering suggestions.

Thirdly, a portfolio evaluation is the combination of formal and informal evaluations of the writing assignments that the student and teacher choose from to compose the portfolio. Depending on individual purposes, the portfolio can be designed as a tool for works-in-progress, for collections of best works, or representative samples of a student's efforts. It aims to encourage students to evaluate their work, giving both the teacher and the students a chance to look at the strengths and weaknesses of a student's work over time as a writing process.

In conclusion, raters or teachers who want to assign appropriate scores on student writing assignments can plan and use a variety of scoring methods, or a combination of the above evaluations, depending on their writing tasks and purposes. Since this study used a process writing approach that provided students multiple drafting opportunities and feedbacks, the researcher applied the analytic scoring evaluation.

2.4.2. Analytic Scoring Rubric
In this study, the students' narrative paragraph was assessed by using the analytic scoring rubric developed by Brown (2001). The categories for evaluating the writing were as follows.

2.4.2.1. Content

This includes the thesis statement; related ideas; development of ideas; and development of ideas through personal experience, illustration, facts, and opinions. The narrative paragraph components are included.

2.4.2.2. Organization

This involves the effectiveness of the introduction, the logical sequence of ideas, the conclusion, and the appropriate length. It includes paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

2.4.2.3. Syntax

This deals with the accuracy in a narrative paragraph, and covers the usage of articles, word order, tenses, prepositions, and sentence constructions.

2.4.2.4. Vocabulary

This includes word form mastery in writing, and effective word or idiom choice and usage. It covers the range of language, as well as how accurate it is.

2.4.2.5. Mechanics

This includes spelling, punctuation, citations, neatness, and appearance.

These categories were used to assess the students' narrative writing ability. There is also a breakdown of corresponding sub-traits of the writing scoring, where the evaluation scale ranges from 0-100, which was based on the work of Jacobs, et. al (1981) in Haswell (2007), and Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's in Brown (2004, p. 246) as the table 1.

Table 1 Evaluation Scale Used in the Course of Academic Writing (Brown, 2004)

Content	extent, relevance, subject knowledge	30
Organization	coherence, fluency, clarity, logical sequencing	20
Vocabulary	richness, appropriate register, word form mastery	20
Syntax	accuracy (usage of articles, word order, tenses, prepositions, sentence constructions)	25
Mechanics	paragraphing, spelling, capitalization, punctuation	5
Total		100

As can be seen from Table 1, the level for each category is different because each category has certain points with certain ranges in the five aspects of writing (content, organization, vocabulary, language use, and mechanics). The researcher considered each point for each category of the students' writing by referring the criteria column of the scoring rubric. The final score of the students' writing is the sum of those five aspects points for writing. The scoring provides a clear scoring rubric to assess and give detailed feedback for each writing aspect. It also encourages an evaluation of student proficiency that is complex, recording a high measurement of accomplishment in content, but low one in mechanics (Haswell, 2005).

2.5. Related Studies on Process Writing and Genre-Based Approach

There are a number of related studies which have made use of the process writing and genre-based approach in writing classes, in order to solve problems related to the writing of English narrative paragraphs. They cite benefits that are supportive in both global contexts and the Thai context.

The following studies showed significant effects on students' performance; however, they were implemented on different levels, such as at secondary level, or junior university level. In terms of the effect of GBA on teaching writing, Elashri (2013) states that GBA instruction improved secondary students' performance, and developed a positive relationship between students' attitudes and their writing performance. That is, students became better writers because they had a sense of participation within a safe, encouraging, non-threatening environment. Pribady (2012) successfully implemented GBA at a government junior high school in Indonesia, in order to improve the writing performance of 30 eighth-grade students, in terms of schematics and language. In addition, Somjorn (2014) pointed out the effectiveness of an instructional model for 30 upper secondary students; the findings revealed that students' writing ability were enhanced through multiple stages, and that they gained favorable feelings towards GBA. Also, Payaprom (2012) showed that GBA had a positive impact on the literacy development of 14 EFL third-year tertiary students in Chiang Rai. Students gained control of the review genre; and they were able to employ Appraisal resources to achieve the purpose of such a genre.

In terms of the effectiveness of the process approach in teaching writing at different levels, Rohmatika (2014) found that the use of a process approach gave better results than a product approach under an experimental study at a Tukey junior high school. Kaya & Ateş (2016) showed effective results of process-based writing that focused on the metacognitive skills of 64 Turkish fourth-grade students who were writing narratives. In Thailand, Chaopong (2012) found that an instructional model of the integration of social cognitive theory and process writing reduced writing anxiety among 30 Thai high school students (with the significant difference at 0.01), and improved their writing ability with positive attitudes toward the instructional model. Ngamchron (2017) conducted research on 40 Matthayomsuksa 5 students, using an experimental design. The results showed that: 1) students' writing skills using the process writing approach were at a higher level than those using the product writing approach at the level of .05, and 2) students' overall satisfaction toward the process writing approach was at a higher level than the other group, with a total mean of 3.80. Sibua-on et al. (2016) studied 23 Pratomsuksa 6 students in Nong Khai. The results showed that the students' pretest and post-test scores on the English writing ability test were 9.47 or 37.91 percent and 18.85 or 75.42 percent respectively, and the students' attitude towards learning English writing using the process writing approach was at a good level.

There also are many studies conducted on essays and other genres of writing. Although these studies have shown improvement in students' writing ability, they propose a model of GBA to essay writing that is too broad for novice learners. In terms of the global context, Tang & Zhang (2009) has shown better results by integrating cooperative learning with GBA. Improvements included: 1) more progress made in the final individual writing, 2) a more active, harmonious classroom atmosphere, and autonomy in the learning process, 3) targeted writing for real communication, and 4) greater motivation when writing. Rezvani et al (2015) found that instructional GBA had a great effect on task-based writing achievement for description and narration essays. Pekanbaru (2016) identified three steps for writing narrative text based on GBA at the lower secondary level that enhanced the students' learning atmosphere and improved their writing achievement. Luu (2011) examined the impact of GBA with 45 first-year students in Vietnam who wrote essays in the

biographical recount genre. The result showed that students gained control over the key features of the required recount genre in terms of social purposes, language features, and schematic structure; and they also expressed positive feeling towards this cycle of learning during the study. According to Nueva (2013), higher post-test scores showed that GBA influenced the learners' proficiency level and writing awareness in the use of news articles among 40 undergraduates of veterinary science in the Philippines. In Japan, the finding of Nagao (2019) showed that generic structure and lexicogrammar improved among 14 first-year students, especially their comprehension of the second and third paragraphs of an argumentative essay. Increased understanding of lexicogrammatical features such as textual meaning, interpersonal meaning, and experiential meaning, helped their self-efficacy and increased confidence in their writing skills.

In terms of the Thai context, Lerdpreedakorn (2008) pointed out the positive effects of GBA on 39 Thai EFL learners' writing performance in argumentative essays. The study employed a quantitative and qualitative design with three stages: modeling, joint construction, and independent writing. Chaisiri (2010) implemented GBA in two phases, with 21 EFL writing teachers and 40 second-year EIC-major students. The results showed that the teachers used a combination of approaches in terms of teaching approaches, the role of grammar, process writing, teaching procedures, and assessment. It was also found that many aspects of their teaching included the notion of genre. The classroom research led to clear improvements in student writing and positive attitudes by participants. However, this study gave a survey on teaching approaches rather than attempted to improve the teaching of writing among participants.

Many researchers have found that the process writing approach is successful in both global and Thai contexts. Hasan & Akhand (2011) presented findings of an interventionist study designed to examine the effects of the product and process approach on learners' writing performance in Bangladesh, where one class was instructed via the product approach and the other by the process approach. Later a collaborative approach was adopted in both classes. The findings indicated that a combination of product and process succeeded best. There was corroborating

evidence to support the view that a blend of both approaches helps learners to undertake a writing task and develop it more fully.

Finally, the advantages of using a product-process approach are gauging the effects of writing tasks. Bayat (2014) evaluated the effect of the process writing approach on writing success and anxiety with a quasi-experimental design for 38 first-year students. The study found that the process writing approach had a significant positive effect on writing success and reduced anxiety. Dokchandra (2018) examined the effects of the process writing approach (PWA) on essay writing performance among 55 third-year English students in an overly large class at a Thai university with a quasi-experimental study. The results showed that the process writing approach had a significant effect ($p < .05$) on the writing performance of the students, and that they expressed very positive opinions towards the PWA.

In addition, there have been several studies on the integrated process-genre approach in English writing classes. Rusinovci (2015) suggested four basic roles for instructors who teach writing through the process-genre approach: audience, assistants, evaluators, and examiners. However, the usefulness and power of process writing pedagogy (pre-writing, drafting, feedback, and revising) were not replaced entirely by using only the genre approach. Assaggaf (2016) reported positive views 17 Arab EFL computer science university students of EFL students who were taught report writing through the process genre approach. Xu & Li (2018) stated that advanced EFL students for a doctoral program benefited significantly through reading and analyzing peer-reviewed journal articles and getting familiar with the peer-review criteria for assessing academic texts. However, this study is too advanced to apply to novice writers. Xu & Li (2018) revealed that the writing achievements of 24 third-year English students surpassed the specified criteria, and their inspirational story writing ability could be calculated as 84.86%. Additionally, the students were highly satisfied with the process of genre activities.

In general, both approaches from these aforementioned studies show significant benefits by using the genre-based approach and process writing in a writing class. However, they used separated approaches, with various kinds of writing purposes (the review genre, details, essays, reports, etc.), and at different grade levels (secondary school, high school students, junior university, or doctoral level). In other

words, there have not been many studies on a combined approach of genre-based and process writing on narration. Thus, the researcher believed that the combined approach could help students become better at writing narrative paragraphs. So, the researcher applied the process writing and the genre-based approaches to help Thai students enhance their narrative writing ability; as well as fill in the gap of theories on EFL teaching and learning.

2.6. Summary of the Current Study

In summary, this study sought ways for building up learners' abilities in narrative writing, which enhances their overall writing skills, and also investigated student attitudes towards the integration of process writing with the genre-based approach. The conceptual framework was based on related studies conducted on the action research design process writing approach, genre-based approach, and narrative writing, and was used with first-year writing students at university level. The purpose of this study was to investigate whether EFL teaching and learning in Thailand can be enriched by incorporating the two major EFL writing theories — the process writing approach and the genre-based approach — when teaching narrative paragraph writing in the Thai context. In addition, the study was conducted to contribute and give suggestions to those who wish to integrate process writing with genre-based teaching for narrative paragraphs in writing classes in the EFL or L2 context in Thailand.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology consisted of the participants and setting, research design, research instruments, data collection procedure, data analysis used in the study.

3.1. Participants and Setting

The study was conducted at a university in the northeastern Thailand. The curriculum is based on the General Education Courses in accordance with the Ministry of Education's policy. English courses are taught by 17 teachers in all four levels of students from first to fourth year. The participants were 15 first-year English major students with no background in narrative paragraph writing. They were mixed genders with mixed English proficiency levels of language and diverse backgrounds.

3.2. Research Design

P_1	X	P_2
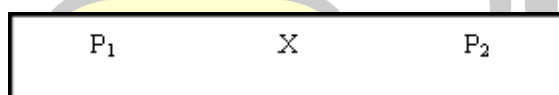
An action research design was used. As shown in Figure 4, the pre writing test (P1) was used to measure students' narrative paragraph writing ability before the implementation. Then, the implementation (X) occurred, which was an integrated process writing and genre-based approach. Two lesson plans were designed based on process writing and genre-based approaches to enhance the participants' ability in narrative paragraph writing. The three writing topics were selected based on participants' current interests. During the implementation, participants were asked to collaborate in groups and write three drafts to check their writing ability. Self-reflection papers were also used to examine how the participants benefited from these two approaches of genre-based and process writing. Next, a semi-structured interview was used to investigate participants' attitudes towards the integrated process writing and genre-based approach. These instruments were used as qualitative measurements. Participants' narrative paragraphs were marked by three inter-raters who had at least

five years' experience in teaching English writing. If the mean IOC scores were higher than one, they were reserved. In contrast, the items were revised with the scores lower than one. The IOC of the lesson plan and the writing test were 0.78, the IOC of rubric scoring was 0.87, and the IOC of the semi-structured interview and self-reflection paper was 1. Finally, the post writing test (P2) was administered to assess participants' writing ability after the implementation. The topic in the pre writing test and the post writing test was the same.

In which, Index of Item-Objective Congruence (IOC) was used to assess the objectivity and validity of the tests, self-reflection paper questions, and semi-structured interview questions.

$$IOC = \frac{\sum R}{n}$$

When $\sum R$ = sum scores from experts

n = number of all experts
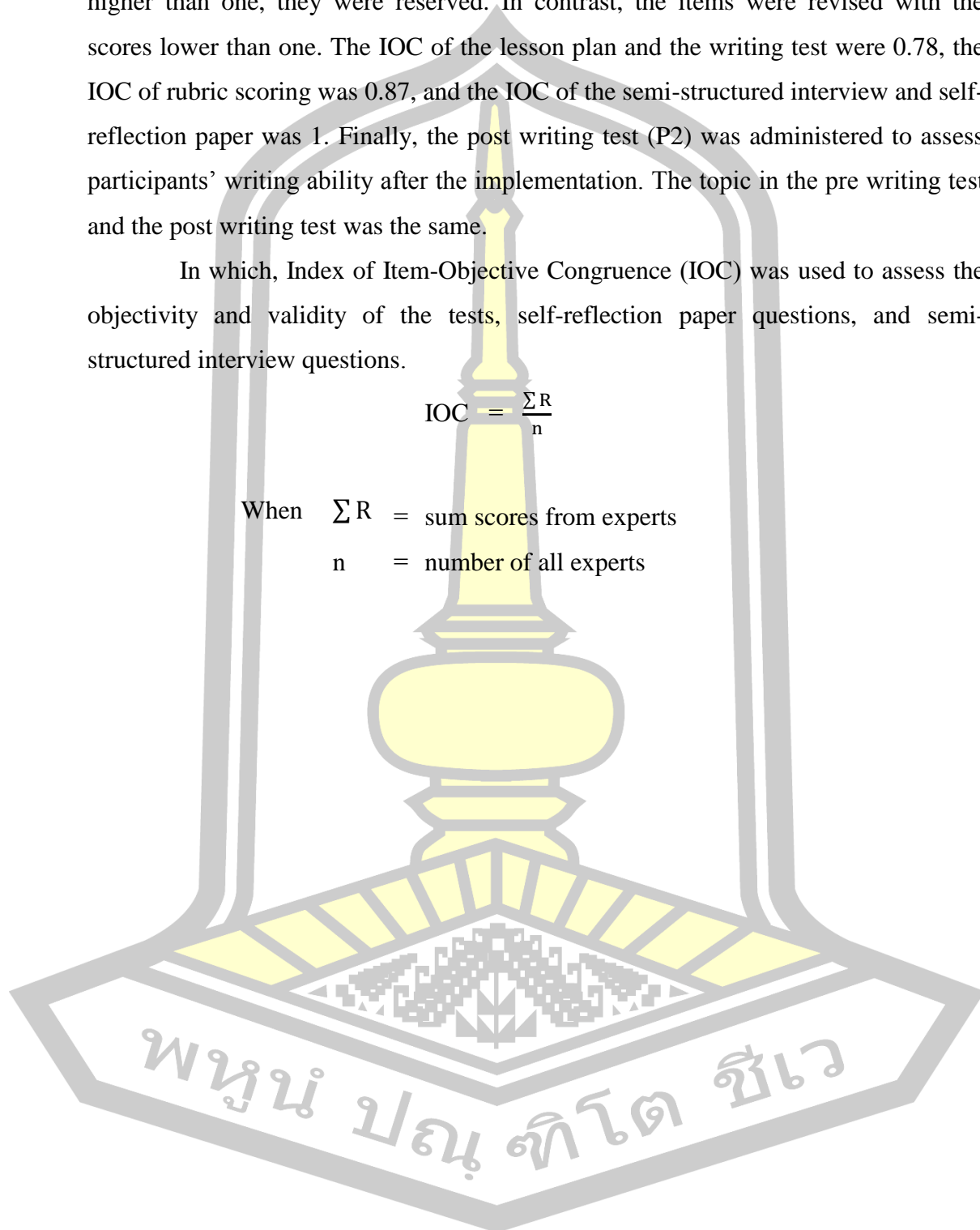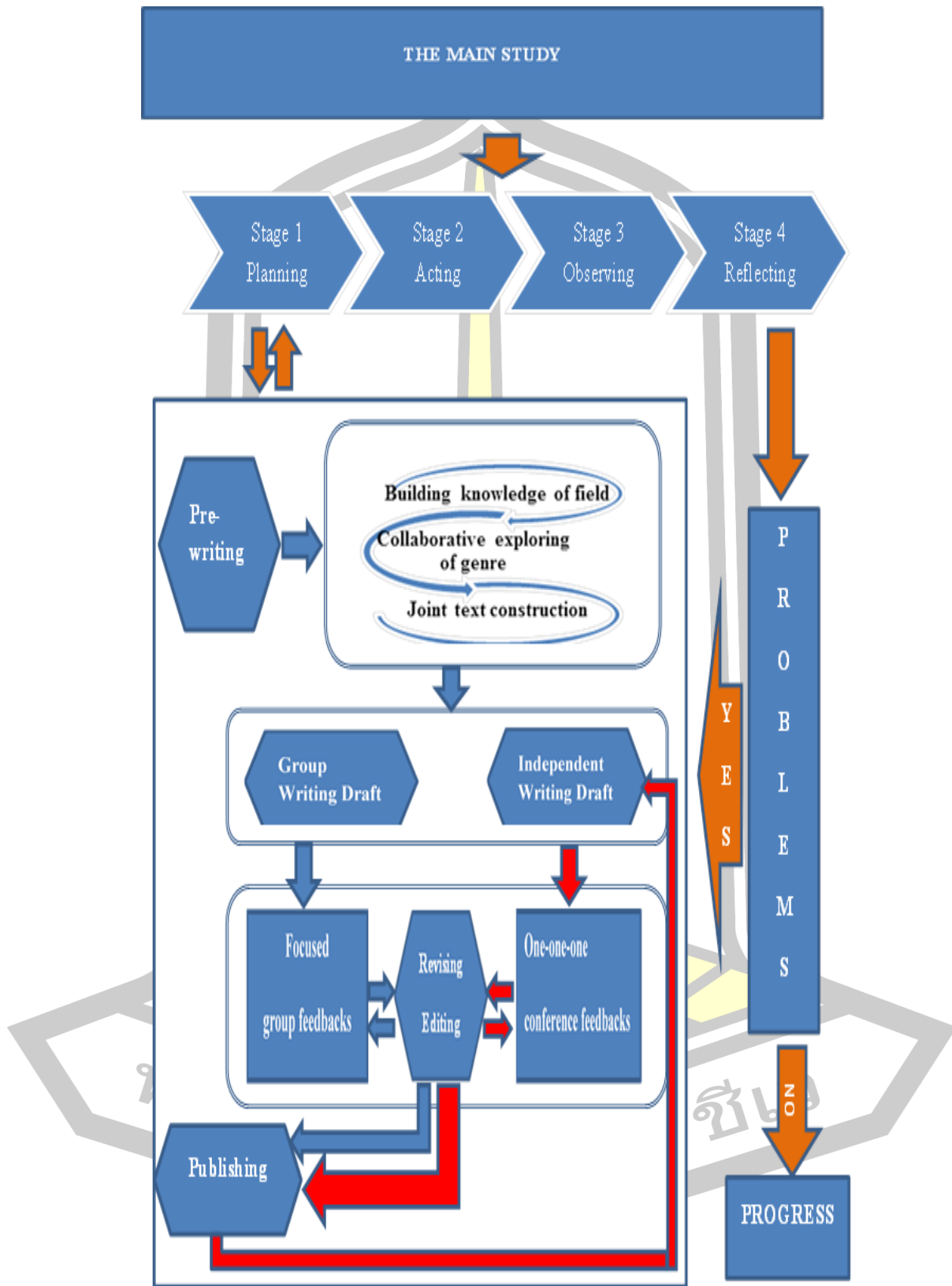
Figure 4 The Framework

Table 2 Six Writing Steps of Process Writing and Genre-Based Approach

Pre-writing (writing with the class)
Step 1: Building knowledge of the field
-   Small group for clustering
Step 2: Collaborative Exploration of the genre
-   Context exploration of genre
-   Text exploration
-   Clustering discussion
-   Group discussion
-   Whole-class discussion
Step 3: Joint text construction
-   Class outline writing session
-   Set out the writing prompts for group-work
-   Various graphic organizer application
-   Attempt 1st draft of narrative writing
-   Group-work presentation and discussion
-   Reflective conferencing questions
Whist-writing (independently)
Step 4: Independent Text Construction and Drafting
-   Individual outline writing
-   Provide criteria of writing rubric
-   Set out the writing prompt for individuals
-   Allow multiple drafts
-   Reflective conferencing questions
Step 5: Revising
-   Distribution of first drafts to peers
-   Small group writing conference and peer response
-   Integrate comments and feedback from peers
-   Apply revision checklist
Step 6: Editing
-   Apply editing checklist
-   Submit the final drafts

As shown in Table 2, six writing steps were implemented, based on the integration of process writing and genre-based approach, to provide students with a brief overview of the teaching and learning procedure. Participants were taught a process of narrative writing in a paragraph. They were divided into two parts. While the former part dealt with class writing in three steps: (1) building knowledge of field, (2) collaborative exploration of the genre, (3) joint-text construction; the latter part

was focused on individual writing categorized into (4) independent text construction and drafting, (5) revising and (6) editing. These steps are outlined in details below.

Step 1: Building knowledge of field

The aim of this step was to raise participants' awareness of genre and the participants' background knowledge to increase their familiarity with the tasks, the structure, context, and language for constructing genres in a paragraph. By asking various questions related to the model narrative texts, the participants could begin to understand the context of the texts, and the paragraph components in narrative writing. The participant-teacher interactions and participant-participant interactions were added for collaborated writing in clustering groups. Four model texts were explored in the study including "the student center", "a field trip to Suan Rod Fai Park", "a terrible trip to my hometown", and "an exciting experience at Phu Kradung National Park".

Step 2: Collaborative exploration of the genre

The objective of collaborative exploration of the genre was to make participants familiar with the language features and social context of the narrative genre. First, participants were requested to read comprehensively and analyze the texts with the class. Next, all participants were guided to pay attention to the writing's organizational pattern (the moves of narrative paragraph) to help participants outline the story's structure. Then, the important settings and sequence of events such as character, setting, problem or climax, and solution were added. The cohesion was then added to create a chronological order from the beginning to the end of the paragraph. Finally, in the class group discussion, participants shared and exchanged knowledge of the target genre in groups of participants and with the whole-class.

Step 3: Joint-text construction

The purpose of this step was to collocate and scaffold participants to have a comprehensive understanding of narrative paragraph and process writing. Participants could then create an outline and construct their writing by using a given graphic organizational pattern based on the events and other components of a narrative paragraph.

First, participants worked in groups to cluster and outline the story based on the previous learned graphic organizer to arrange their ideas. To practice their writing

further, the teacher set out and discussed the criteria of rubric writing and participants were required to write a narrative paragraph of 200 to 250 words in small groups. Then, participants were asked to give a group presentation to receive feedback for the next writing draft. However, one of the groups did not complete their story, so they were allowed to take it home to finish.

Next, the class conference was held in groups in which participants were required to answer questions to verify their understanding on all grammatical points of the narrative paragraph and process writing. The teacher played a vital role in supporting and explaining any unclear points in their story.

Step 4: Individual text construction and drafting

Prior to writing, the scoring rubric criteria were provided and the prompts were explained. The teacher guided participants for pre-writing to draw an outline from the previous narrative modeling and their previous group conference writing. Then, the participants were requested to work in groups to scaffold their peers in both content and linguistic features. After following the writing prompt and clustering their ideas in the story, participants created an outline of what they were going to write.

The writing conference occurred after the first outline of writing was completed. At first, while the participants showed and shared their presentations in front of the class, the teacher observed and took notes on how to better develop their understanding. Later, participants were asked to discuss and ask questions about their peers' outline. The teacher's feedback was added at the end to make a clear conclusion.

In this stage, the participants collaboratively learned how to write a paragraph for the first draft individually. From the outline writing in the last stage, they followed the provided writing prompt to stimulate their text and produce their paragraph, based on their individual experience. To help participants have a clear understanding, the teacher observed the class interaction throughout their writing activities. While they wrote their paragraph, the teacher played walked around the classroom and provided advice, if needed. Their written paragraphs were collected to submit to the teacher in the end of the stages. Participants who had not finished their first writing draft were allowed to take it home to finish.

Step 5: Revising

In this stage, the teacher distributed the participants' first drafts to their peers. The participants were provided with the revised check list and worked in groups to provide feedback to their peers. The focus was the specific features of narrative paragraphs, as outlined in the scoring rubric criteria. Participants were trained to use the revised checklist and other references such as a dictionary, graphic organizer paper, and worksheets. Then, a small group writing conference (a group of three participants) was held to provide each participant with the feedback from their peers. Each participant received feedback from two writing conference groups. The participants were then able to revise their writing based on the feedback they received from their peers in the writing groups' conference. Finally, their written paragraphs were collected to submit to the teacher in the end of the stages.

Step 6: Editing

This stage was the last approval for participants to have their final draft. The participants applied a similar process of revision as the previous stage; however, the writing conference was based on feedback from the teacher rather than their peers. The checklist was also different from the revised check list and included content, vocabulary, organization, syntax and mechanic. The teacher explained and guided participants on how to arrange their paragraph and produce their final draft. Finally, their written paragraphs were collected to submit to the teacher.

3.3. Research Instruments

3.3.1. The Prewriting Test and Post Writing Test

A pre writing test (pretest) was administered to examine the participants' writing ability before the implementation. The instruction provided was: "Write a narrative paragraph in 250 words of an unforgettable trip".

After the implementation of the integrated process writing and genre-based approach, a post writing test (posttest) was administered to evaluate the students' progress in writing a narrative paragraph. The participants were given the same instruction as the pretest, i.e., "Write a narrative paragraph in 250 words of an unforgettable trip".

A writing ability checklist, or scoring rubric, was used to assess the participants' paragraphs. Specifically, the checklist evaluated the participants'

progress in narrative paragraph writing as a result of the integrated teaching approach. Three inter-raters scored the pre- and posttests. The scoring rubric was adapted from Brown (2004), Ministry of Education (2014) and Scoring Guide: Narrative Writing: Standards for Students' Writing (Pederson, 2019). It comprised five aspects including content, organization, vocabulary, syntax, and mechanics.

2.3.2. Self-Reflection Paper

This paper was used to ask the participants to reflect on their perceptions about the usefulness of process writing and genre-based approaches for narrative paragraph writing. The use of a self-reflection paper allows the assessment of the participants' progress both in terms of writing and how they could make use of the integrated approach to enhance their own narrative paragraph writing.

3.3.3. A Semi-Structured Interview

The interview was conducted after the implementation in groups to investigate participants' attitudes toward the ability of the integrated process writing and genre-based approach to enhance Thai students' narrative writing ability at a university level. The questions allowed the participants to reflect on their attitudes toward the integration of process writing and the genre-based approach. The semi-structured interview was verified by experts in the field of foreign language learning and teaching. Moreover, items were also translated in Thai and in English to ensure that the participants clearly understood. The interviews were audiotaped and transcribed to collect the data effectively.

3.4. Data Collection Procedure

The study took place over the first semester of the 2019 academic year, between July and August, and totaled 18 hours. The implementation was conducted using an action research design. Participants were given a test on narrative paragraph writing both before and after the implementation in order to compare their writing ability. The action research design included 6 writing steps. During the implementation, students were asked to use the self-reflection paper to detail the extent to which they felt that they had made progress in their writing and how they could improve through the integrated approach. The lesson plans and the teacher's diary were also used to assess the effectiveness of the lesson plans. After the implementation, a semi-structured interview was conducted to investigate

participants' attitudes towards the integrated approach. Finally, the data was analyzed and coded to evaluate and assess the effectiveness of the study and to examine the participants' attitudes.

3.5. Data Analysis

Data was analyzed qualitatively and quantitatively. First, the analytic scoring rubric was used, with three inter-raters for reliability, to assess participants' narrative paragraph writing ability in the pretest and posttest. The scoring rubric was adapted from the composition for scoring writing in Brown (2004), Ministry of Education (2014) and Scoring Guide: Narrative Writing: Standards for Students' Writing (Pederson, 2019). The pretest and posttest was scored by Mean or the average.

$$\overline{X} \ = \ \frac{\sum X}{n}$$

When $\quad \overline{X} \quad = \quad$ mean

$\quad\quad \sum X \quad = \quad$ sum of terms

$\quad\quad$ n $\quad\quad = \quad$ number of terms

Second, the self-reflection paper was transcribed and analyzed by a content analysis. The papers were coded and categorized to evaluate the growth of participants' writing ability, the feedback, their writing, and the integrated approach. Finally, a content analysis was used for the semi-structured interviews to evaluate the participants' attitudes toward the integration of process writing and the genre-based approach in enhancing narrative paragraph writing abilities at a university level.

CHAPTER IV

RESULTS

This chapter aims to present the results from the study by answering two research questions. These relate to two main aspects of the study consisting of 1) effects of the integrated approach on participants' narrative paragraph writing ability; and 2) participants' attitudes towards the integrated approach to enhance narrative paragraph writing ability.

4.1. Effects of the Integrated Approach on Writing Ability

This part presents the mean scores of the prewriting test and post writing test, and the participants' progress of narrative writing ability through participants' self-refelection paper. They all aimed to answer the first research question **"What are the effects of the integration of process writing and genre-based approach on students' narrative paragraph writing ability?"**

4.1.1. The Mean Scores of the Writing Test
Table 3 The Mean Score of the Writing Test

No	Content		Organization		Vocabulary		Syntax		Mechanics		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
St1	10	25	10	20	10	16	8	22	2	3	45	86
St2	10	25	6	20	8	17	5	20	2	4	31	86
St3	10	21	6	20	7	17	5	22	2	4	30	84
St4	12	22	12	20	8	15	5	20	3	3	40	81
St5	10	20	8	20	10	15	5	22	2	3	35	80
St6	12	21	8	20	10	15	7	18	2	4	39	78
St7	12	23	12	20	9	12	5	22	2	5	40	78
St8	10	21	12	20	8	12	5	22	2	4	37	77
St9	10	20	10	20	10	12	8	22	2	2	45	76
St10	9	18	5	20	5	12	5	22	1	3	25	75
St11	10	20	10	18	10	12	8	24	2	2	45	74
St12	8	20	3	20	5	10	3	20	1	3	20	73
St13	5	15	2	20	4	10	2	17	1	3	15	65
St14	10	15	12	20	7	12	5	15	2	3	36	65
St15	5	18	2	20	2	10	2	10	1	2	12	60
SUM											495	1138
Mean Score											33.00	75.87

Table 3 shows the mean scores from three inter-raters for reliability of the pre writing test and the post writing test before and after the implementation of the integrated approach. Both writing tests required participants to write a narrative paragraph on the same topic of "An Unforgettable Trip". The figure in table 3 represent the mean scores of participants' writing in five aspects; content, vocabulary, organization, syntax, and mechanics. The scores show the quality of the participants' writing.

As can be seen in Table 3, the mean socres of the pre-test were lower than the posttest, 33 out of 100 and 75.87 out of 100 respectively. These low socres of students' writing ability at the beginning indicate that they lack knowledge about narrative paragraph writing. That means most of the participants were successful in gaining better scores, and their schematic features and language features were enhanced.

In conclusion, all participants gradually improved their writing ability upon the implementation of the integrated approach. It is obvious that the integrated approach enhanced participants' narrative paragraph writing ability as the product writing.

4.1.2. Improvement of Writing Ability in Five Aspects

As soon as the participants had been assigned to write a self-reflection paper, they reflected on the integrated approach, and how this learning approach could help them enhance their writing in terms of five aspects of rubric scoring. These comprised content, vocabulary, organization, syntax and mechanics.

4.1.2.1. Content

On this aspect, the participants were guided to structure their ideas logically, and to choose content to write. At first, they wrote many details to tell the story, but these details were not essential for readers to have a clear understanding of their story. After conference writing, they get feedbacks from their peers and teacher, they could rewrite their story with more details. The following excerpts were taken from their self-reflection paper.

"I wrote many small details like when I came to accommodation for camping, I washed my faces, I brushed my teeth, I used my phone on Facebook. In the writing conference, the teacher told me that they were

not related to their story; it aims to tell how embarrassing I was when the teacher at high school thought I laid her. After that, I knew how to generate ideas, and how to brainstorm ideas to choose the important details for a narrative paragraph."

(Participant 3)

"Before writing, I did not explain clearly, my friend did not understand my story when I asked her to read, and she asked me the reason, then I had to explain in Thai. When the teacher asked me to work in groups to share my story, and another time when I got feedbacks from my friends. After that, I can build my story in logical sequences. I added more details such as how I cried and afraid that my mom would know what happened to me yesterday in the river. So my friends can understand my story after all."

(Participant 7)

"At the beginning of writing, I listed as many activities as possible, I can tell in my story. When I presented my story in groups, I got many questions from the teacher and friends. Some of my details were not related to the whole story, because they were not the main point, and unimportant. So, I deleted them. When I learned this writing, I knew how to choose content to write better, and make readers understand more about my story."

(Participant 9)

4.1.2.2. Vocabulary

Some s participants indicated that they were reluctant to write before, because they had to write individually, and did not have sufficient vocabulary range. However, this learning changed their feeling. During the writing process, they solved this by asking friends and using a dictionary. In general, by using guidelines from genre-based and process writing, they felt more confident to write a paragraph in steps. As a consequence, this helped participants make progress in their writing ability. The following excerpts are related to this field.

"I use unsuitable words, because I translated words from Thai to English. After learning and getting comments from my friends, I changed words to more suitable. For example, I changed "cabinet" to "ATM", and "press money" to "withdraw money" in my narrative paragraph."

(Participant 6)

"When we answered and questioned about the topic, I learnt many words from that. Moreover, I were scared because I did not have many words to express my mind at first, but the teacher requested us to read sample paragraphs and discussed the situations with the related words. Therefore, I can use them to tell my story in narrative paragraph writing."

(Participant 11)

4.1.2.3. Organization

In this learning, the participants were guided on how to structure their ideas logically, and how to write a narrative paragraph following the organization of the narrative. Someone said that they could write in order by using logical words at the end of writing, and they will follow this approach in the future. The following excerpts were illustrated their writing ability.

"I learnt about the parts of paragraph from this learning, when we discussed and analyzed the example story's structures. It helped me to make my narrative writing in the organization of a narrative paragraph 1) orientation, 2) complication, 3) sequence of events, 4) resolution. So, I did not miss any parts of writing."

(Participant 2)

"At first, I think I can't write something in long on my own. But, after read and analyze the sample paragraph with class, the teacher asked us to pay attention to the structure of the paragraph. We discussed and we

learned the organizer graphic from that. It helped me to follow the details in my story easily, so I can write down my thinking in order."

(Participant 6)

"At first, I just wrote down what I think and remember about the topic. However, when I learn about a narrative paragraph from discussion with the class and with the teacher, I can write them in a paragraph by following the writing components such as orientation, complication, sequences of events, reorientation, and conclusion."

(Participant 10)

4.1.2.4. Syntax

In this part, participants showed their interest in the integrated approach to syntax improvement. Before learning, they told that they use simple tense in their writing. Later, they said that there were many steps to write, so they could revise and fix their grammar correctly. Those could be clarified as illustrated in the excerpts below.

"This learning gave me many benefits. I used many words than before to explain my writing, when the teacher divided us into different groups and get our friends' response to our writing. I can remember that the orientation comes first with "it was an unforgettable trip in my life when I", as where, as when and with whom came next to finish the sentence. Before that, I cannot write the simple sentence because I don't know the words in this narrative writing."

(Participant 8)

"Because narrative writing is telling your story before, so you have to use past simple, logical words. I learned that from this learning cycle when I work in groups and answered my friend's and teacher's questions about my writing. It helped me to make clear to my grammar structures of sentences in the past."

(Participant 8)

> *"At first, I scared about writing a paragraph, because I was afraid I wrote wrong grammar. But there are many drafts, I wrote with helps from my friends and the teacher, and I can fix mistakes later."*

(Participant 13)

4.1.2.5. Mechanics

Last but not least, participants presented themselves to develop their writing after the integrated approach learning by mechanics. The process writing helped them in the editing stage to amend some kinds of mechanics before submitting their writing paragraph. The participants' excerpts below illustrate this aspect of writing.

> *"Although writing is hard for me, I spelled wrong words very often. But when the teacher gave us the revision and edition checklist form, I learned how to check my writing, and how to suggest my friends' writing. After that, at least I knew how to revise and edit my writing, especially, writing mistakes before the last paragraph."*

(Participant 9)

> *"I did not know how to check my writing before learning. But now, I can check my errors in writing by myself because I have the editing checklist. They are punctuation, spelling, capitalization, for example."*

(Participant 15)

In conclusion, the integrated approach of genre-based and process writing on narrative writing gave the participants many benefits to enhance their writing ability. Through the 6 writing steps of learning activities, the organizer graphic, extensive feedbacks, the participants made good progress in their narrative paragraph ability.

4.1.3. Participants' Excerpts

From what participants showed in the pre writing at the beginning, it was apparent that they were confronted with a high level of inadequate knowledge in academic writing. That signified that their level of writing achievement was insufficient in all five aspects of content, organization, vocabulary, syntax, and mechanics. In contrast, most of the participants showed significant improvement in

the post writing. They enhanced their writing skills when they moved from the first draft to the final draft. All five aspects were developed and enhanced after the implementation through writing multiples drafts and receiving intensive feedbacks from their peers and the teacher. To gain some progress in writing ability, the following sample excerpts of participants were drawn to be assessed.

Figure 5 Participant Sample-1 (St. 02 pre-writing and post writing paragraph)

As can be seen from the excerpt in Figure 5, the participant's pre-writing text was seperated in many single sentence without connection. The pre writing was written in separated sentences of repetitive structure and content. One phrase is shown as a sentence, and verb "like" is not appropriate form. However, in the post writing, the participant already followed the moves of narrative paragraph with an orientation

sentence, and using appropriate conjunctions such as first, second, then, next, finally (although it had wrong spelling).

In another excerpt, the participant in Figure 6 outlined a failed trip with the family. However, some mistakes were made on syntax and mechanics writing in the pre-writing. The post writing consisted of better word choice, verb, sentence structuring, and content of the story.

Figure 6 Participant Sample-2 (St.05 pre-writing and post writing paragraph)

Besides, in Figure 7, Figure 8 and Figure 9, the participants got stuck in writing a narrative paragraph in appropriate organization. The others rewrote their ideas, which resulted in redundancy. In another way, they tried to explain their stories with all the rhetoric moves of narrative. However, their vocabulary range was still too poor to express their thoughts. Although their vocabulary range and syntax were

quite poor, the content was clear enough to understand in the prewriting draft. After the discussion in groups and the writing conference, there were some changes made in the post writing.

Firstly, in Figure 7, the main verbs were changed from the simple present (like, is, do, tell, smile, run) to the past simple (liked, was, did, told, smiled, ran) appropriately. Also, the vocabulary range had changed. Word choices were highly considered in real situation. Moreover, logical conjunction such as "at first, then, after that, finally" was added to have more cohesion in the paragraph, which drove readers to have an overview of the organization of her writing. To conclude, it was proved that the student used the process writing and genre-based approach (genre moves) to make a progress in writing ability.
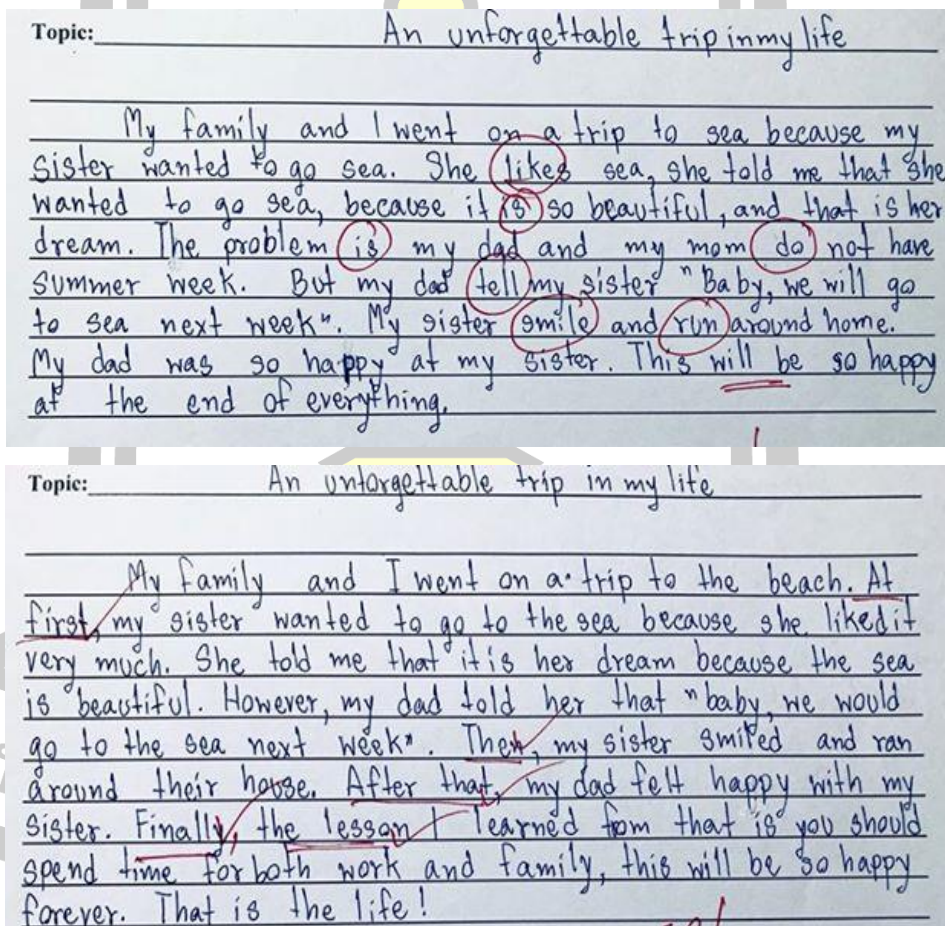
Figure 7 Participant Sample-3 (St.07 pre-writing and post writing paragraph)

Secondly, as can be derived from Figure 8, the participant tried to use all the rhetoric moves of narrative to tell the first trip to Bangkok. The sentence structure was

taken from "when I was 8 years old" to "It was an unforgettable trip in my life when I was 8 years old". Besides, conjunction, verbs, and details were included, although still remained mechanics mistakes.

Figure 8 Participant Sample-4 (St.08 pre-writing and post writing paragraph)

Thirdly, from Figure 9, the participant made an effort in writing a short paragraph from separated simple sentences to complex sentences. The participants wrote better by using a concise paragraph with all the components of a narrative paragraph. Chronological adverbs were also added to enhance cohesion. In conclusion, the post writing found that higher enhanced compared to the pre-writing.

Writing a narrative paragraph.

Topic: _____ An unforgettable trip in my life. _____

An unforgettable trip in my life. Last month, I went to Buengkan with my parents. While (me) and my parents went on road. There was a dog cut in front of the car. We were very shocked. Therefore, making us go home.

Writing a narrative paragraph.

Topic: _____ An unforgettable trip in my life. _____

It was an unforgettable trip in my life. Last month, I went to Buengkan with my parents. While (me) and my parents went on road. First, there was a dog (cut) in front of the car. We were very shocked. Then, my mother asked to go home, but I wanted to continue. We argued for that trip, and my mother did not talk to me. After that, we went home. I felt unhappy.

Figure 9 Participant Sample-5 (St.12 pre-writing and post writing paragraph)

4.2. Participants' Attitudes towards the Integrated Approach

This finding was shown to answer the second research question **"What are the participants' attitudes towards the integration of process writing and genre-based approach in enhancing their narrative paragraph writing ability?"**

In this study, the data were content analyzed from the semi-structured interview in the end of the study. By interview participants from three groups, their answers were analyzed to identify the strengths and weaknesses of the integrated approach of process writing and genre-based in enhancing their narrative writing ability. They reflected onto the learning procedure through 6 writing steps. The findings of participants' attitudes towards the integration of process writing and genre-based approach are described in terms of collaboration and process writing as follows.

4.2.1. Collaboration

In the same manner, the participants showed their positive attitudes in favor of collaboration to write an effective narrative paragraph. Building knowledge of field and collaboration exploration of genre activities guide participants on how to write a narrative paragraph in the whole class and in small groups. Besides, the participants also show their interest in comments and feedbacks from their peers and the teacher, which motivates and encourages participants to develop their writing ability, and makes them feel more confident. They are shown in five aspects, content, organization, vocabulary, syntax, and mechanics. The following excerpts from participants' interview were illustrated.

"Before I study, I don't know what a narrative paragraph is. I wrote many separated sections. When the teacher asked us to reed and analyze the sample paragraphs, I learned writing organizational moves of the narrative. I started to write the climax point from how I felt sad to cry when I had an internship in my story. I knew a narrative paragraph means groups of sentences that tell a story before. Then I gather them in one."

(Participant 1)

"I have got comments from friends, and discuss that, when the teacher asks us to work in groups to brainstorm our ideas. After that, when I shared my story in class conference, my friends asked me many questions like why I didn't write my story in the past tense. I recognized and change verbs. I felt better, and used the comments from my peers. It helped me to fix the grammar mistakes, add conjunction and form my ideas better than before. It made me know how the writing correct was."

(Participant 11)

"I felt a little bit confused before writing. However, when the teacher told us to works in groups and discuss about character, setting, problem, climax of the study, and solution how I solved. I discussed in class with

*the teacher and my friends and I learned how to generate my ideas to
write what I intended to tell my story."*

(Participant 15)

*"Thank to the guideline of teacher and comments from my friends
during the discussion. I can complete my writing effectively."*

(Participant 1)

*"Group work is good to share ideas, and get new vocabularies, and
situations. I have no pressure in my friend group. This makes me feel
better to write."*

(Participant 7)

*"I learn a lot from this course. Before learning, I don't know how to
write, even though I have my ideas. I love writing with the teacher and
my friend. They helped me to write my own thing in order step of
writing. Thank you."*

(Participant 14)

4.2.2. Writing Process

The writing process accounted for an amount of participants' positive attitudes towards the integrated approach to enhance narrative paragraph writing. Comprising pre-writing, drafting, revising, and editing, participants indicated that they like to write in steps, because it enhances their writing ability. In the first step, pre-writing helped them to brief ideas and to cluster them into a logical sequence. Through multiple drafts and extensive feedbacks, most of them supposed that they feel easy to have productive revising process. Although many participants faced up to the problems from the very first writing, they kept trying their best to write and enhance their writing ability. It helped them to save time, and made them go straight to their point. It could be classified as illustrated below.

"Before, I don't know how to brainstorm ideas. When I learned five steps of writing, it helped me a lot. I can remember that, when I write my ideas down on the paper, I cannot cluster them in same points, because they are similar. But my friends have the same topic, and we worked together. We discussed and found the general subtopics for these sentences. Finally, I can plan what the first event was and after that, next, then finally things were correct at the beginning."

(Participant 4)

"I feel very well that I learned about the process. In my first writing, I did not write logical words, but by the revision checklist, I fixed it, and added more details, such as first, next, then, after that, and finally for my writing at last."

(Participant 8)

"I learn a lot from the writing process. Before learning, I don't know how to write, even though I have my ideas. It helped to mind map and brainstorm my ideas in orders."

(Participant 14)

"I like to write in five steps of pre-writing, drafting, revising, editing, and publishing can help me to write more quickly. It also helped me to learn more from different people."

(Participant 5)

"The comments from peers and the teacher helped me to revise my narrative paragraph writing better. Before I learn this writing process, I had to write by myself, so I did not know whether I am correct. Now, I could discuss with them and edit my writing better. I think this study is useful to me."

(Participant 9)

4.3. Summary

The integrated approach of genre-based and process writing gave the participants many tools to enhance their writing ability. The findings revealed the effectiveness of these approaches on narrative paragraph writing ability in both the product writing and the process writing. The mean score from the post-test was 75.87 out of 100 higher than the pretest (33 out of 100). The mean score of the final draft and the first draft were 81.93 and 69.73 respectively. This showed that the participants made progress in their narrative writing ability. Furthermore, the findings of participants' attitudes were positive towards the integration of process writing and genre-based approach in terms of collaboration, process writing, and students' writing conference.
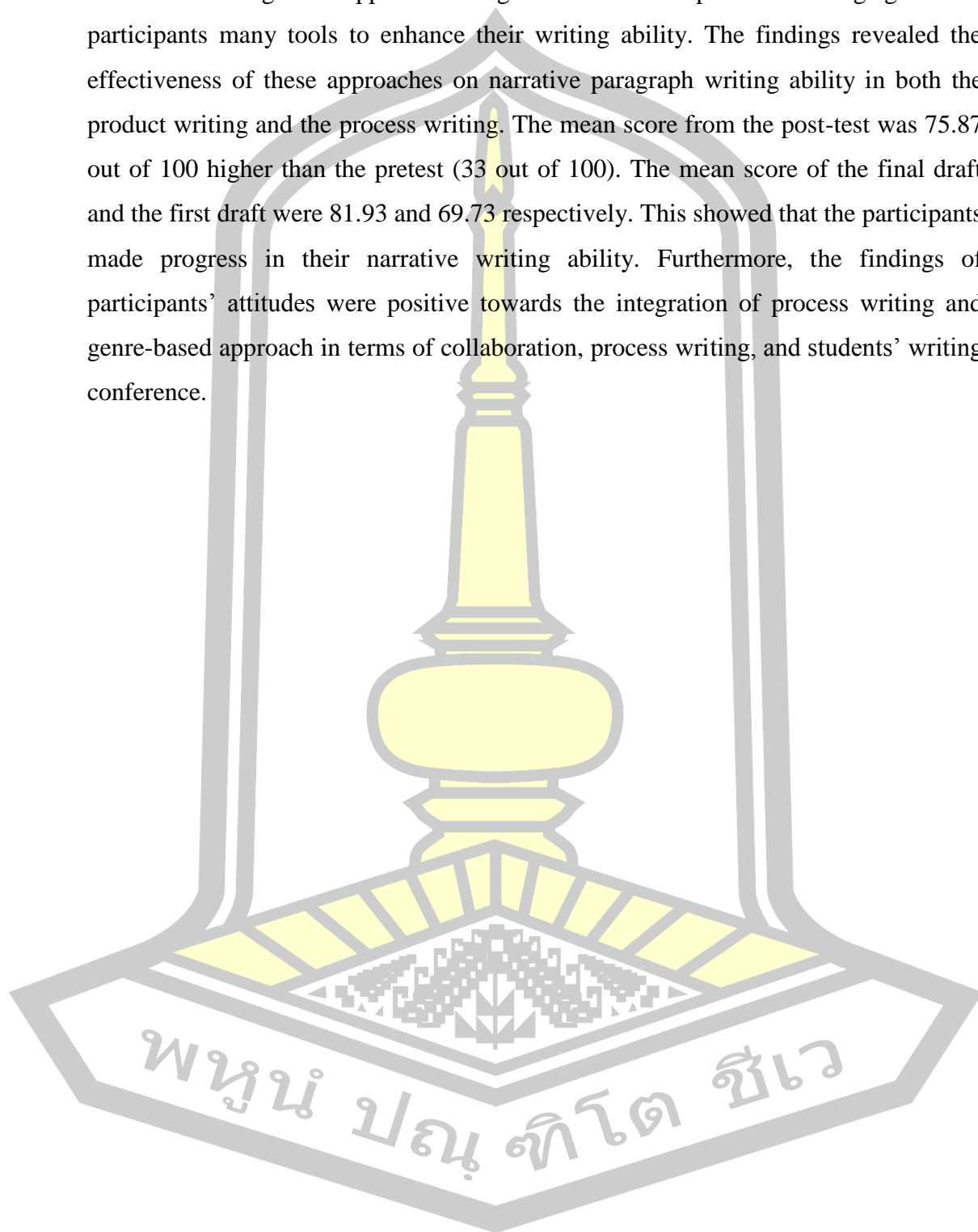
CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents the discussion, conclusion, implication, limitation, and recommendation for further studies.

5.1. Discussion

According to the findings of the study, it can be concluded that the integration of process writing and genre-based approach was significant for the improvement of the participants' narrative paragraph writing ability. The discussion comprises four main parts: 1) effects of writing process approach on narrative paragraph writing ability, 2) effects of genre-based approach on narrative paragraph writing ability, 3) effects of the integrated approach on narrative paragraph writing ability, and 4) the students' attitudes towards the integrated approach.

5.1.1. Effects of Writing Process Approach on Writing Ability

The research findings show that the participants made progress in process writing, which can be applied to product writing. From what participants showed in the test at the beginning, it was apparent that they confronted a high level of inadequate knowledge in paragraph writing. However, the results in the final test after the implementation and the final draft during the implementation were higher in all five aspects of writing. All students gradually improved their writing ability towards the end of the implementation of the study. It was obvious that students enhanced their writing ability in paragraph writing through process writing. This finding was in accordance with the work by Hasan & Akhand, 2011; Rohmatika, 2014; Ngamchron, 2017; Sibua-on et al., 2016, which revealed that the process writing approach gave better effects than product. The research indicated that the process writing was more suitable for novice writers.

One conclusion derived from the present study was that the pre-writing stage at generating ideas helps participants improve their writing in terms of content. Before the implementation, most participants rewrote their ideas, which made their writing redundant. They might explain their story; however, their content lacked appeal. Also, through brainstorming, the participants adopted a systematic thinking approach and

clustered ideas into a logical sequence enabling them to write a consistent paragraph. This was in agreement with the statement of Rusinovci, 2015; Dokchandra, 2018. The study concluded that process writing helped students improve their thinking to write what they think about. The students in accordance with the present study were taught through steps of writing, in which pre-writing was counted. Hence, their writing performance improved significantly.

Furthermore, the findings of mean score in terms of vocabulary indicate that participants improved their vocabulary range which enhances their writing ability. In the beginning, while they worked in groups to generate ideas, they learned how to choose appropriate vocabulary to write more interesting stories. Besides, through mind mapping and brainstorm, the participants learned to apply suitable vocabulary. The finding was in line with the work of Rusinovci, 2015; Dokchandra, 2018, which pointed out the importance of writing through multiple steps to improve vocabulary. This was also in agreement with the previous studies of Chaopong, 2012; Harnpratum, 2015; Assaggaf, 2016; Xu & Li, 2018, in this study, it was verified that participants improved writing ability through collaborative learning.

However, most students got stuck in writing a narrative paragraph with appropriate organization. Initially, students seriously lacked knowledge about paragraph organization. Through multiple drafts, they were able to connect those sentences using logical conjunctions and create a cohesive paragraph. After group writing conference, and peer responses, students were able to get extensive feedback to write a narrative paragraph, which brought to the significant effects of process approach on narrative parragraph writing. The study was also in compliance with the work of Rusinovci, 2015; Assaggaf, 2016; Dokchandra, 2018, which stated that using multiple drafts helped participants organize their ideas in narrative writing.

Furthermore, the participants writing ability made a significant progress on narrative writing in terms of syntax and mechanics because of extensive feedback from peers and the teacher. During the revision process, participants received the comments from their peers and the teacher, their grammatical structures were improved. Although, they did not know to use simple past tense in their narrative paragraph before the implementation, they could use simple past tense correctly after learning the integrated approach. They were also able to fix most errors in mechanics.

Also, they could clarify their mistakes one more time before submitting their final revision. This signifies that the students' level of writing achievement improved in all five aspects of content, organization, vocabulary, syntax, and mechanics. Rusinovci (2015) concluded in with the finding in this study that the process writing put the important role of the readers to providing responses and giving feedback for the writers in the revision process. That finding was supported by previous studies of Chaopong, 2012; Harnpratum, 2015; Assaggaf, 2016; Xu & Li, 2018, which verified that students' improved writing ability was the direct result of extensive feedback from the teacher, the peer's interaction, and collaborative learning.

5.1.2. Effects of Genre-Based Approach on Writing Ability

At first, since the students did not have many opportunities to be exposed to English writing, they had limited experience in writing. During the implementation of the study, the students learned narrative paragraph writing through multiple stages based on the genre-based approach in order to enhance the narrative writing ability and increase their confidence in writing in terms of content, organization, vocabulary, syntax, and mechanics.

From the finding of the study, it was concluded that the use of genre-based approach in EFL context was beneficial for students to enhance the narrative writing ability, of which content was a counted point. It was inferred that by building the knowledge of field, the genre-based approach helped participants to be familiar with the topics. Then, they could make use of the knowledge background in the similar field of genre to be aware of what to write. The finding in this study was as supported by Pribady, 2012; Luu, T, 2011; Payaprom, 2012; Nueva, 2013, which indicated that by building their understanding of the situation, students could formulate their thought, generate ideas, and focus attention on the topics. That meant they could also gain control of the review genre to write what they think about from the topic to supporting details.

The results showed the participants' writing organization improved compared to the beginning of the implementation. It can be stated that they had little experience of narrative context-the narrative moves they were going to write about. The genre-based approach brought them the concept of narrative context. It offered a basic and important foundation for narrative paragraph writing, which helped students grasp the

whole knowledge of narrative writing to enhance their writing ability. Most students learned to demonstrate all typical moves of narrative paragraph, namely, an orientation, a sequence of event, and a reorientation. Especially in the orientation, they knew how to open and introduce a story through their own experience, then told and walked readers through their own story. They also, after that, showed good understanding and performed good writing ability on sequences of events in a logical order with proper transition, consistent cohesion, and proper tenses of verb. Knowing how to choose the climax point of the story and tied it in the reorientation drove them into achieving the purpose of narrative writing. It stressed learning rhetorical patterns of narrative genres to write in socially accepted ways, which helped students achieve the purpose of writing a narrative paragraph. In accordance with the work of Luu, 2011; Pekanbaru, 2016; Nagao, 2019; Nueva, 2013, they revealed the knowledge in the feature of generic structure, text organization of the text in the improvements of student writing ability.

With regards to vocabulary, it is important to note that other aspects namely content, organization, syntax, and mechanics significantly improved, but the vocabulary slightly improved based on their limited vocabulary sizes. It can be assumed that the language barrier of mother tongue emerged. Luu (2011) found his students' difficulty on the text-type of language feature. However, through the building knowledge of genre and collaborative learning, the genre-based approach allowed them to acquire linguistic knowledge and got familiar vocabulary in the field from teacher and peers interaction to be able to write exactly what they want to say. This discussion was in accordance with the work of Payaprom, 2012; Changpueng, 2013, who found that learners at a high or low English level can use appropriate language when they implemented the genre-based approach in writing their tasks. However, this study indicated that without sufficient vocabulary, novice student writers could not write a good narrative paragraph.

The significant improvement of the students' narrative writing ability in this study was also attributed to syntax and mechanics based on the collaborative learning from the peer-interaction and the teacher-interaction. This was supported by previous research of Tang & Zhang, 2009; Lerdpreedakorn, 2008; Chaisiri, 2010; Nueva, 2013; Abdel-Malek, 2017; Nagao, 2019, which found effects of both peer-interaction and

teacher proper interference in writing class. In accordance with Abdel-Malek (2017), the study concluded that the students' genre writing was significantly improved in terms of the lexical grammatical variations. This study, however, found significant improvement on simple past tense. Before the implementation, they did not know to use simple past tense in a narrative paragraph. However, in the post test, they could use simple past tense correctly. Also, Chaisiri (2010) supposed that the combination of approaches in the study improved in terms of the role of grammar. This study, unlike the work of Chaisiri (2010) which researched an overview of genre-based approach to teach writing in classroom, investigated the effects of genre-based approach to improve specific writing with the detailed participants in teaching writing.

5.1.3. Effects of the Integrated Approach on Writing Ability

The finding of mean score indicates the significant benefits of the integrated approach in a writing class. Through six writing steps of the integrated approach, during which they developed their ideas in pre-writing, writing multiple drafts, getting extensive feedback and collaborative learning in the revision and edition process, the participants improved their writing ability in terms of content, organization, vocabulary, syntax, and mechanics. The reason why the mean scores rose from 33 at the beginning to 75.87 after implementation was to the productive use of the integrated approach on their initial inadequate knowledge in paragraph writing and a narrative as well. While teaching genre helps students enhance the lack of narrative moves, teaching process writing supports them with a systematic thinking. The integration of process writing and genre-based approach could enhance students on these two sides. The integrated approach stresses students learning rhetorical patterns of narrative genres to write in socially accepted way based on the collaborative learning. Furthermore, students made progress from multiple drafts, and extensive feedbacks to become more confidence in writing a narrative paragraph. It was obvious that students using the integrated approach not only revealed the knowledge in the feature of generic structure and text organization, but also in a consistent paragraph. This finding was in accordance with the work by Rusinovci, 2015; Assaggaf, 2016 ; Xu & Li, 2018, which verified the usefulness and power of one approach were not replaced entirely by another one. It is towards the implementation of approaches

better than the effective of the approaches on students' writing, and it is suitable to apply to advanced EFL students because of their surpassed specified criteria. However, in this study, the integrated approach indicated that the process genre approach benefited significantly on novice writers in terms of narrative paragraph writing.

5.1.4. The Participants' Attitudes towards the Integrated Approach

From the point of view of mentioned schema analysis, participants showed their positive attitudes in favor of collaboration towards narrative paragraph writing ability. It can be indicated that building knowledge of field and collaborative learning activities (peer-interaction, and teacher-interaction) gave participants chances to share their knowledge and help others writing with their feedback. Therefore, participants showed interest on activities that helped them grasp the whole knowledge of narrative writing and enhance their ability. This reduced participants' stress and encouraged them to develop their writing ability. Tang & Zhang, 2009; Elashri, 2013; Pekanbaru, 2016, in line of the present study, found that the genre-based approach motivated participants in writing narrative paragraphs because they had autonomy in writing, greater motivation, and a sense of audience in a safe, encouraging, and non-threatening environment. This finding, in accordance with the work of Craig (2013), identified the important role of the teacher as a coach or mentor rather than a stern grammarian. Likewise, this helped the teacher developed rapport with the participants.

The result illustrated the participants' significant positive attitudes toward the writing process. It can be concluded that participants showed their interest in steps of writing. These steps of writing, comprising of pre-test writing, multiple drafts, revising, editing, and publishing, helped them write better as they generated ideas into a logical sequence and got extensive feedback to finally produce good writing. These findings were in accordance with the work of Chaopong, 2012; Bayat, 2014; Kaya & Ateş, 2016; of which, they pointed out the effect of process-based writing focusing on metacognitive skills-oriented on students' narrative skills. However, they all did not focus much on the effectiveness of the process writing on narrative paragraph like this study.

Another conclusion derived from the present study was the confidence of participants' writing towards the integrated approaches on narrative writing ability. This indicated that genre-based approach offered a comfortable learning environment to work on peer-interaction that helped with the whole knowledge of paragraph writing ability enhancement. By doing so, they achieved higher writing ability in an EFL setting and felt confident in writing a narrative paragraph. Somjorn (2014) also revealed that the participants gained favorable feelings towards the genre-based approach, in accordance with the work of Nagao, 2019, which found students' self-efficacy and confidence in their writing. Furthermore, the comments and feedback in the process writing approach also helped them to reduce their stress and got more ideas to build confidence in writing. These findings were in accordance with the work of Chaopong, 2012; Bayat, 2014; Kaya & Ateş, 2016; of which, they revealed the effect of the process writing approach on writing success and confidence in writing.

5.2. Conclusion

As mentioned in the previous chapters, this research was conducted to investigate the effects of the integration of process writing and genre-based approach in enhancing Thai students' narrative paragraph writing ability. The research design employed action research with 15 first-year students selected through purposive sampling technique from the English curriculum at a university in the northeastern Thailand. The research instruments were the pretest and posttest, the portfolio, the self-reflection paper, and the semi-structured interview.

The findings reveal a significant effect of the integration of process writing and genre-based approaches on students' narrative paragraph writing ability with 75.87 of the mean score for the posttest compared to 33 of the mean score for the pre-test. This indicates that students made progress on narrative paragraph writing after learning the integrated approach of genre-based and process writing. Furthermore, the participants' attitudes towards the integrated approach were resulted in positive and negative reactions from the respondents with negative attitudes being outnumbered by positive attitudes.

The integration of genre-based and process writing approach was effective and beneficial to develop the participants' narrative paragraph writing ability at university level. Besides, they preferred to use the knowledge of this integrated approach to

further writing. In the next part, there would be a discussion which relates to the pedagogical implications for those who take the integrated approach of process writing and genre-based for writing classes of teaching and learning in EFL or L2 context.

5.3. Implications
5.3.1. Classroom Management

In EFL writing classroom, writing is a social-oriented assessment with the purpose of communication. The integrated approach allows students to work in groups with a process of contextualizing-modeling-negotiating-constructing through five steps of process writing. It implies that collaborative learning plays a vital role in the teaching of narrative writing. The students should work with their peers and discuss in groups, which leads to generating ideas and correcting each other's writing mistakes.

5.3.2. Writing Instruction in L2

In order to teach writing effectively in EFL writing classroom, it implies that the students should learn specific patterns of writing based on the genre-based approach. In doing so, the teacher should practice students' specific moves of genre followed with (1) building knowledge of field, (2) collaborative exploration of the genre, (3) class group discussion, (4) joint-text construction, (5) class conference writing, and (6) individual text construction. Firstly, the building knowledge of field stage aims to raise students' awareness of genre and lead them to be gradually familiar with the tasks, the structure, context, and language for constructing genres in a paragraph. Next, collaborative exploration of the genre helps students elicit ideas on language feature and social context of the narrative genre. After that, in the three consecutive steps of Class group discussion-joint-text construction-class conference writing, participants will be collocated and scaffolded to have a full comprehensive understanding of narrative paragraph. Finally, students can establish their own writing from the previous narrative modeling and group conference writing.

Furthermore, the teacher should combine the process approach and the product approach to teach writing in EFL context. In doing so, the students should go through multiple drafts to get comments and feedback during the revision process before submitting the final draft.

5.4. Limitations of the Study

Although the findings of the study indicated the significant effects and positive students' attitudes towards the integrated approach, it is important to acknowledge the limitation of the study in a writing classroom in Thai context that affects the outcome of the study.

Time constraint was one of the limitations of the study. Since the participants were first-year students with many orientation activities and with learning time out of the regular schedule, they had to attend extra class in the late afternoon. It might be difficult for students to study after a long day of both regular classes and activities. Some of them had to reschedule class to another time because of their physical health problems. Therefore, the integration of process writing and genre-based approaches should be conducted in regular schedule to reach the feasibility of the study.

Moreover, since the teacher is a foreigner, the teacher and students mainly communicated in English. Although the teacher could speak a little bit Thai, the teacher found it hard to explain some specific words in Thai. This affected the students because they could not express what they intended to communicate to the teacher about narrative paragraph writing. To solve the problem and carry out the study, the researcher had the advanced learners translated language for novice learner.

5.5. Suggestions and Recommendations for Further Studies

From the limitation of the study, there would be some suggestions and recommendations for further studies and development if needed.

5.5.1. The integration of process writing and genre-based approaches should be conducted in different genres in terms of paragraph type, such as description paragraph, cause-effect paragraph, and so on.

5.5.2. This study should also be investigated in terms of essays level, which needs higher knowledge of writing genres.

5.5.3. The integration of process writing and genre-based approach should be extended to study in additional variables, such as the anxiety reduction in writing, emotional intelligence, and so on.

In doing so, the researcher believes that the study enhanced EFL students' narrative paragraph writing ability by implementing the integration of process writing and genre-based approaches in EFL writing classes. Furthermore, the study would be

studied to productively contribute for those who take the integrated approach of process writing and genre-based for writing classes of teaching and learning in EFL or L2 context in further pedagogical implications.
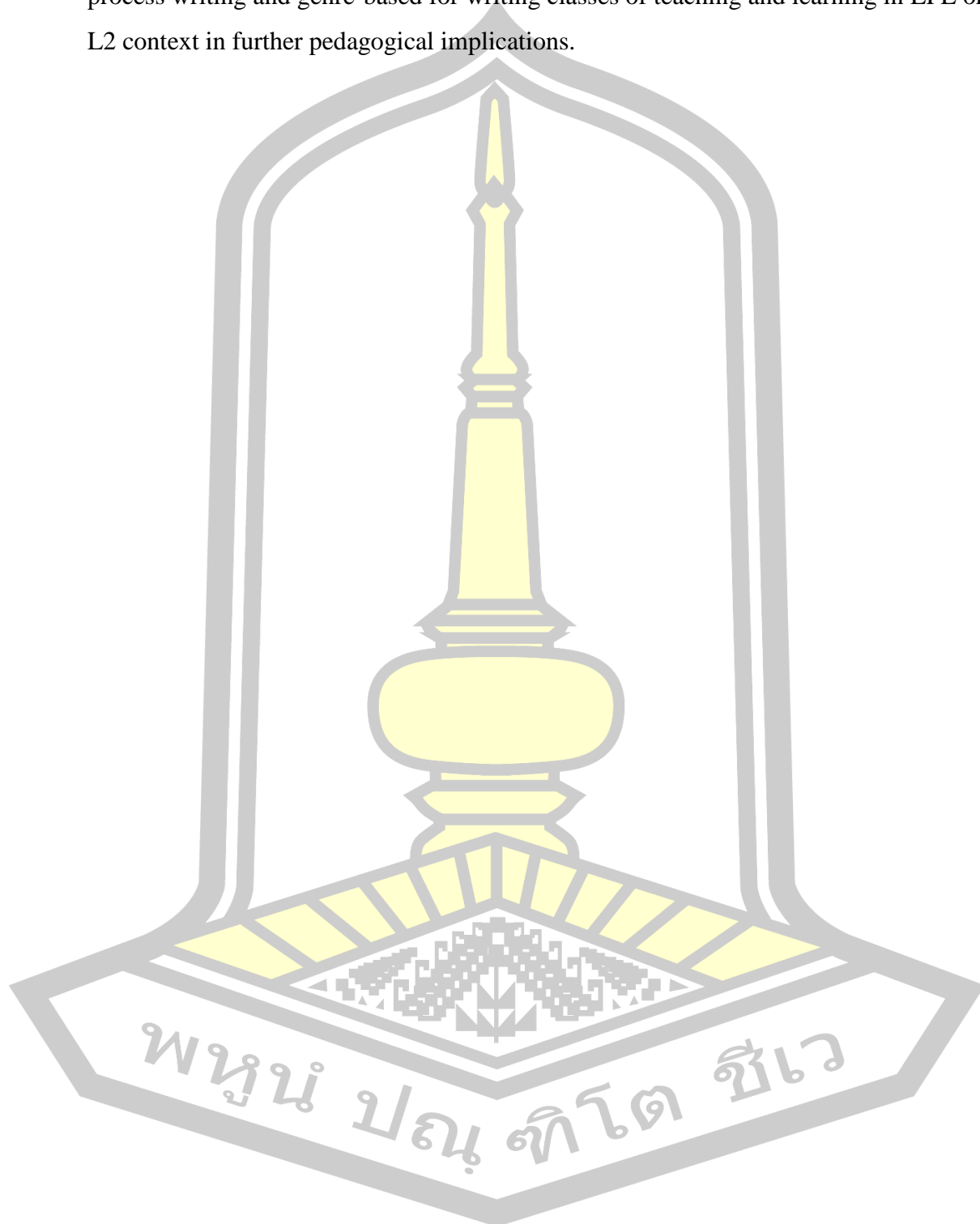
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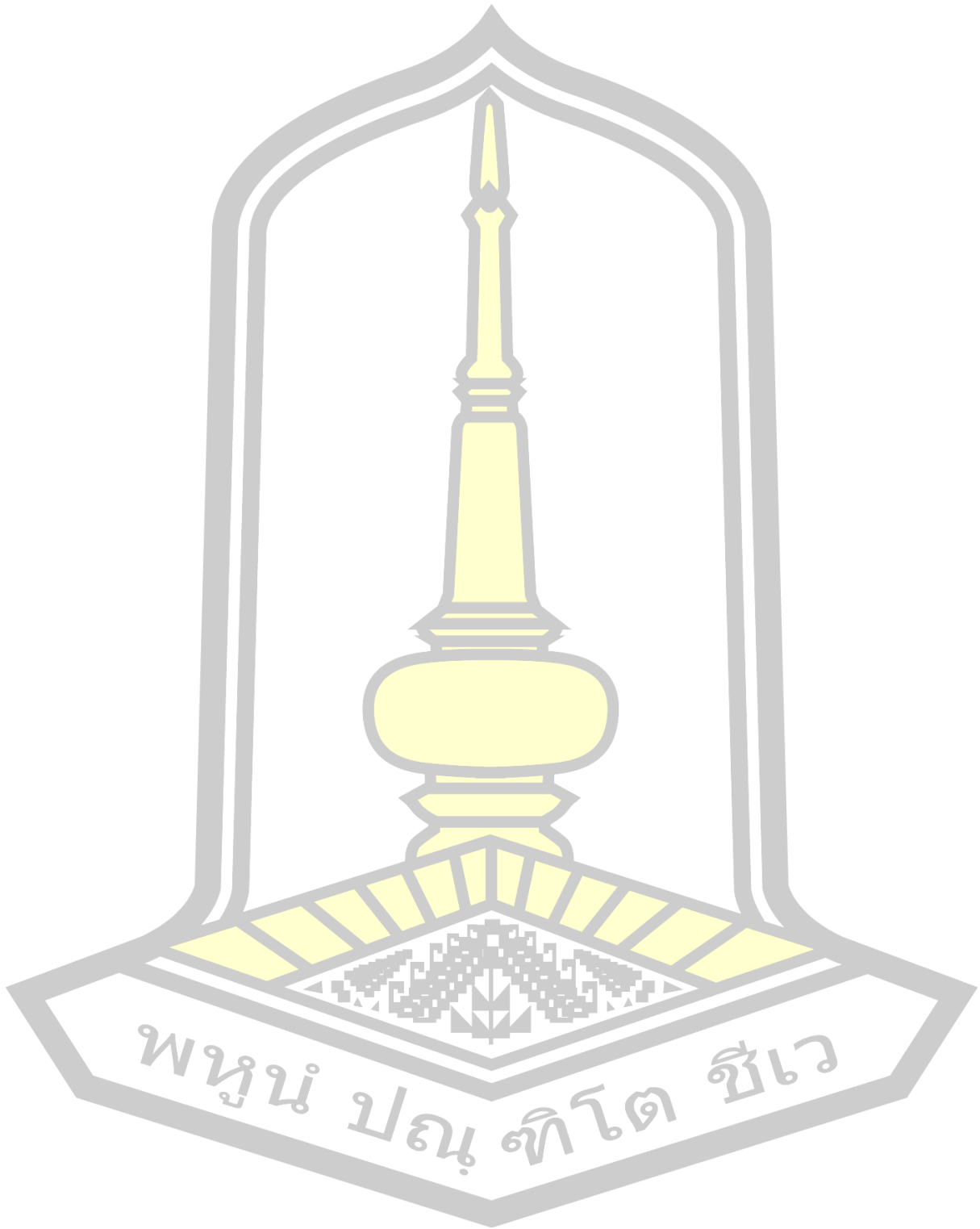
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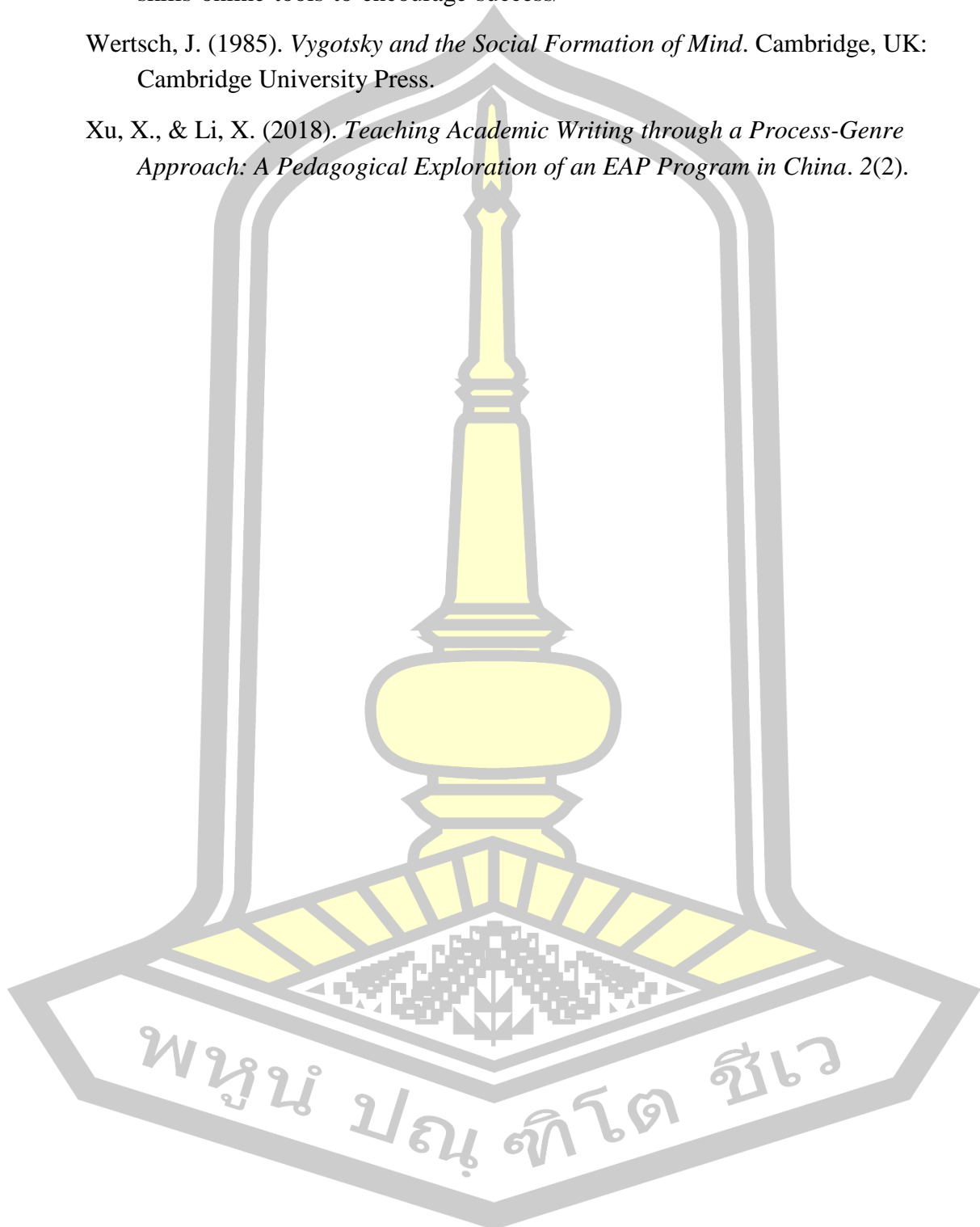
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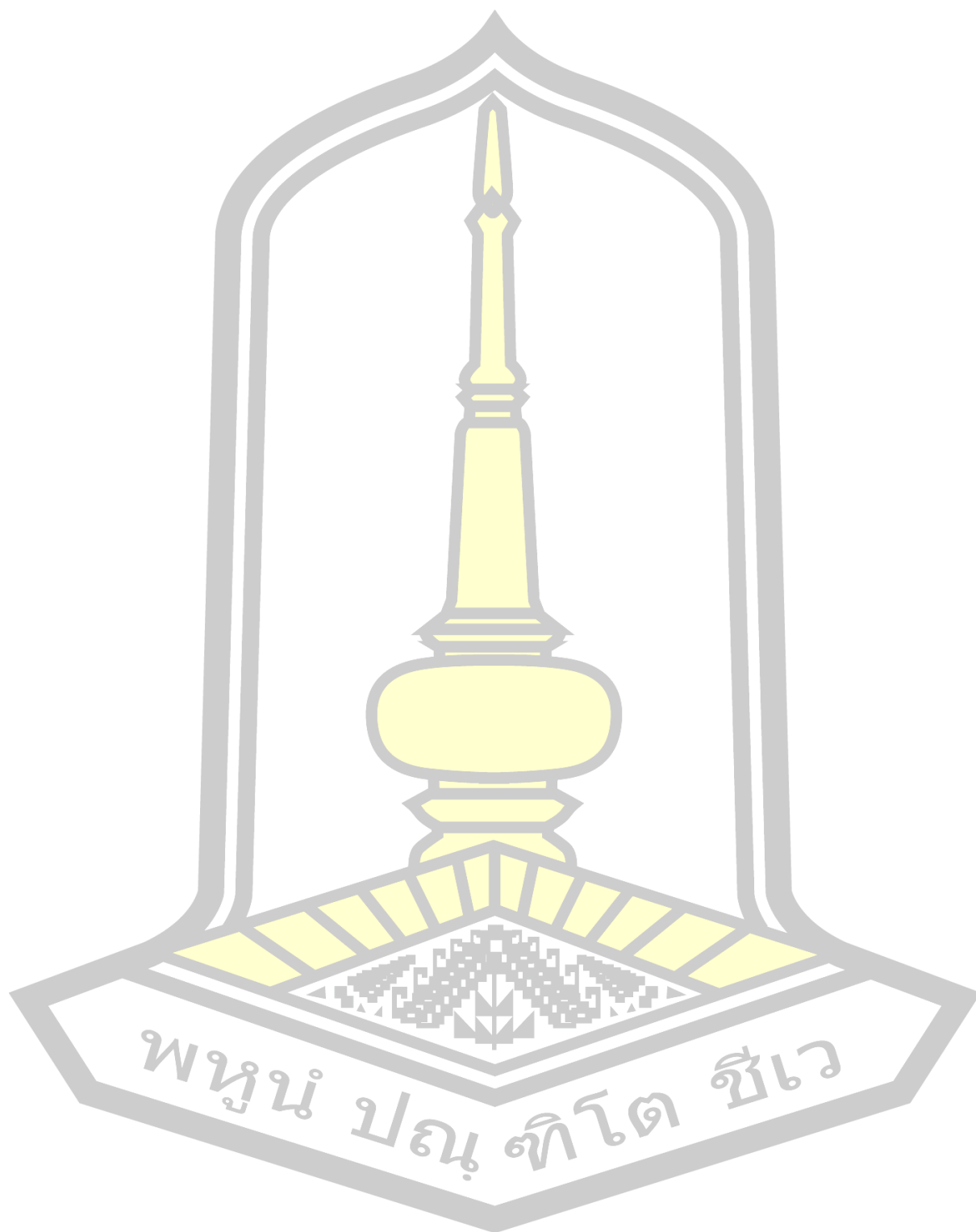
APPENDIX A
Sample Models

Climax: _____

_____

5._____

1._____

4._____

2._____

3._____

2._____

1._____

Conclusion

Orientation (An introduction)
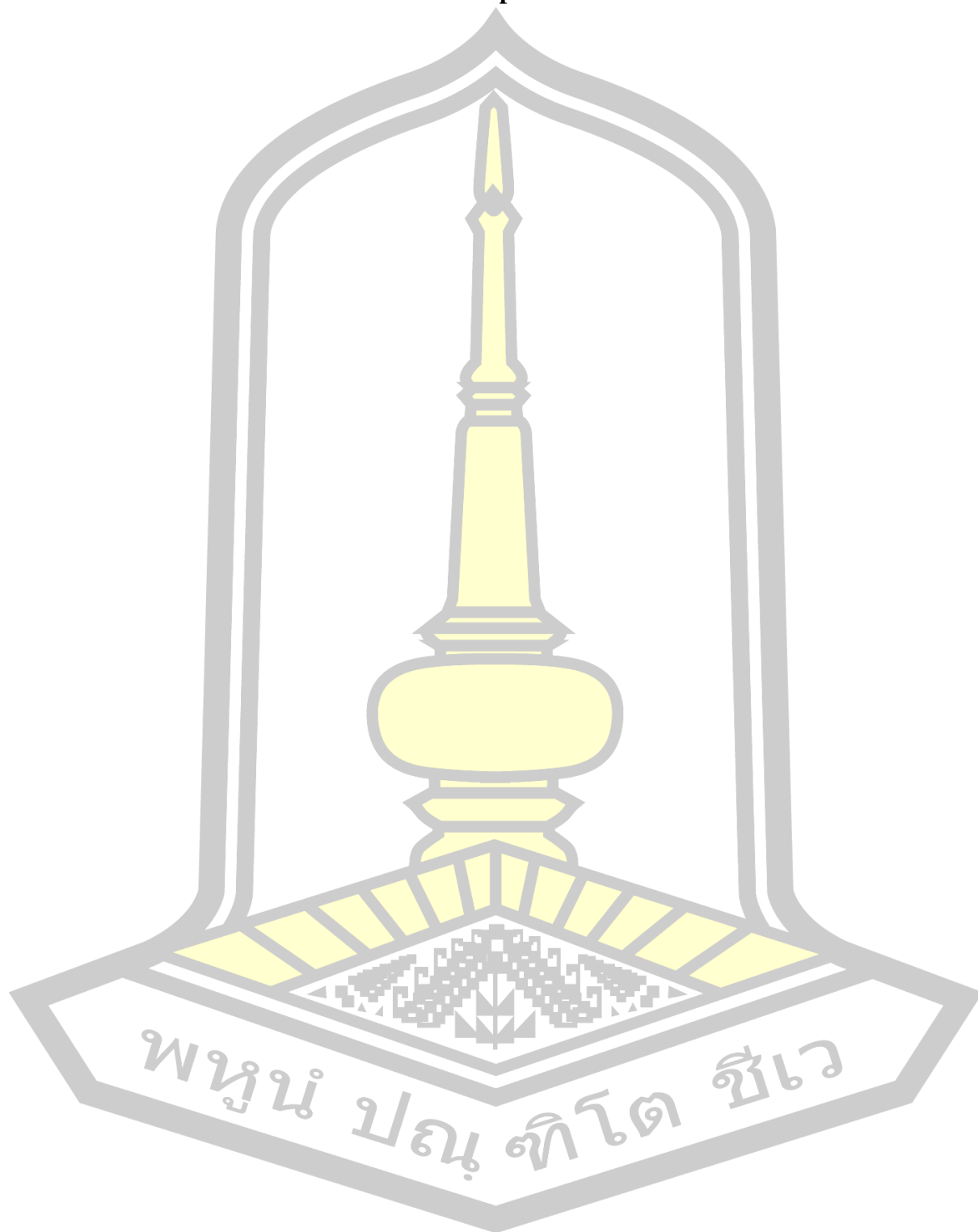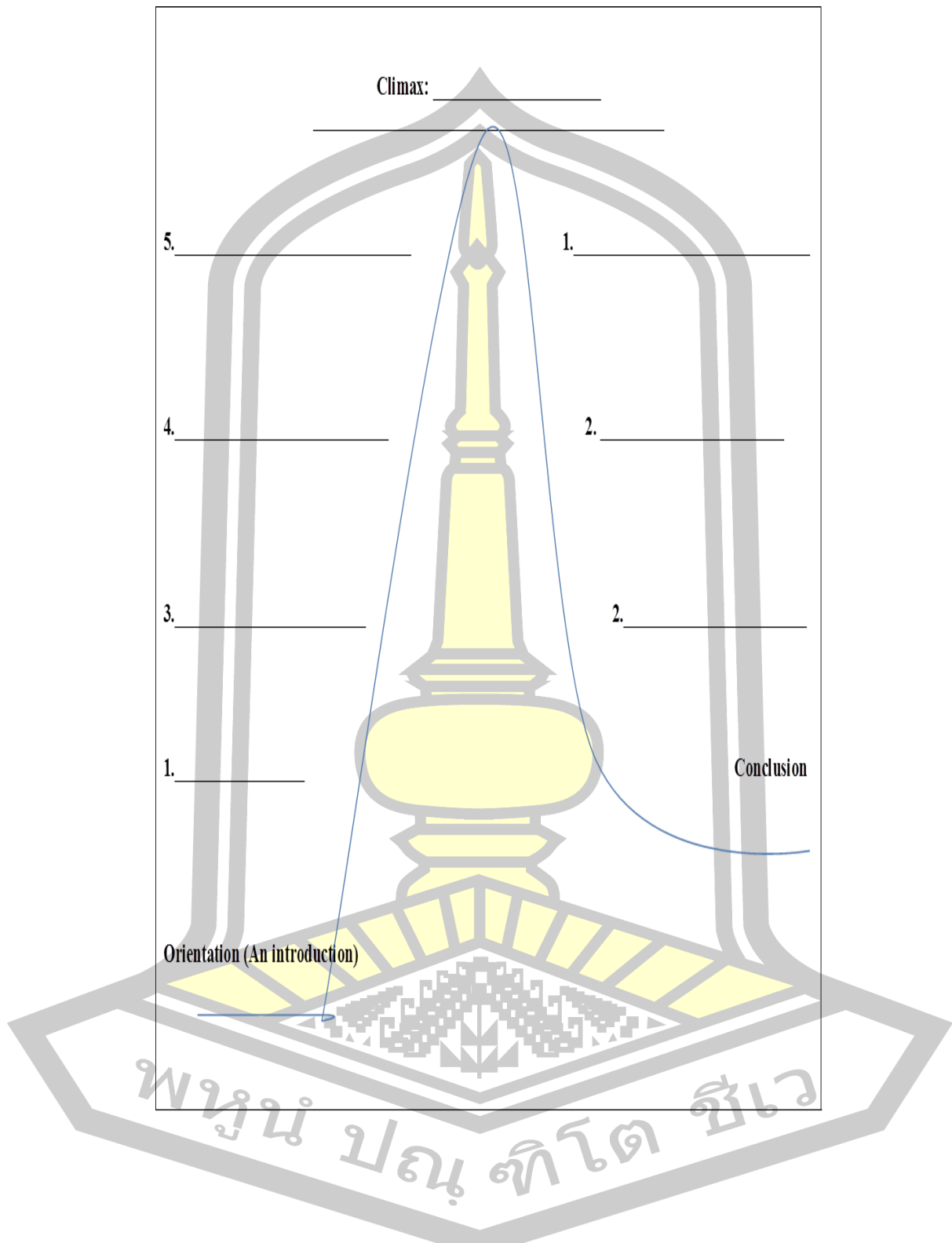
Figure 10 Narrative Model 1

Orientation/Introduction	My class went to Suan Rod Fai park this morning to study about the plants in the garden. I liked it very much.
A complication —	When we arrived at the park, a teacher told us to sit together under a big tree. Next, we were divided into groups of four and walked around the central area of the garden to list the names of the trees and draw pictures of them. The teacher told us not to walk too far and to ask for permission from her
A series of events	if we wanted to go anywhere. As my group was drawing a of our teachers called us to go back to the big tree because a group of students had left our group. Two teachers walked around the area to look for them for about 20 minutes. After that, she asked each group to walk into the park again to look for our friends. Nobody saw them, so my teacher decided to call the park guards. Many guards came and walked around to look for our friends.
A resolution –	One of them came back with our friends. My friends got lost because they had walked to another park which was next to the park where we were and could not find their way back to us.
A conclusion/ Moral/Extra:	In conclusion, after this happened, I thought that our teacher would not arrange an excursion for us any more

Figure 11 Narrative Model 2

APPENDIX B
Lesson Plan
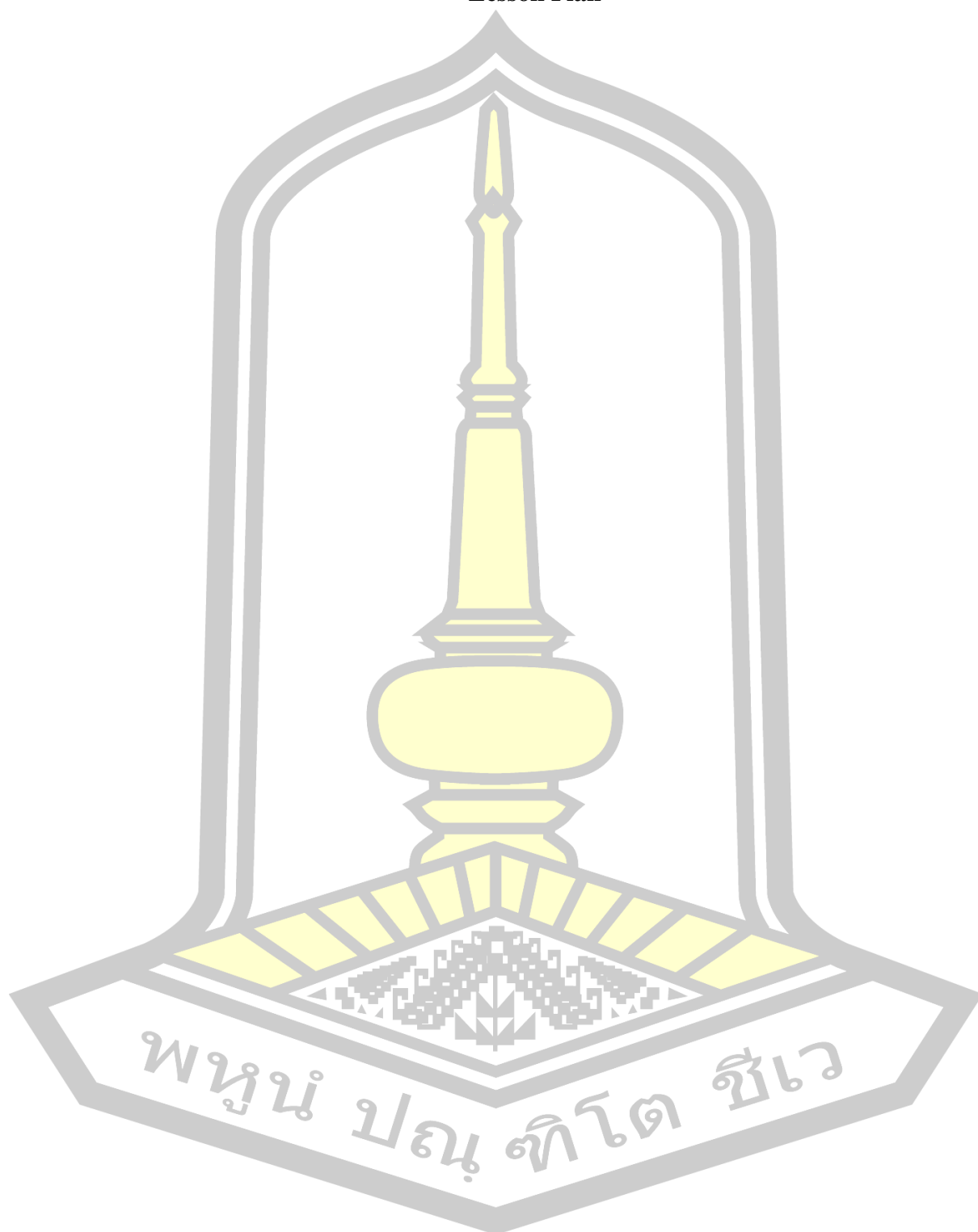
Lesson Plan of the Integrated Approach of Genre-Based and Process Writing

****

Class Duration 18 hours

Lesson Objectives   : By the end of the lesson,

1. students will be able to understand how to write and construct a basic paragraph in personal narrative writing.
2. students will be able to use an organizational pattern to present and convey messages to the readers.
3. students will be able to write their own narrative paragraph writing to tell their story with the progress of events, actions, and characters consistently.

Course Description

At the aim of developing students' general knowledge of writing, the lesson will be created to help students understand the basic narrative paragraph writing, and use their understanding about various organizational patterns to construct their own writing, which tells a story in their experience.

Content

Topic: personal narrative paragraph, organizational pattern, generic structure based on personal experience

Language structure: past tense verbs, coherence, and transition

Conventions of storytelling: character, setting, climax, solution, ending, coda

Materials: The teacher needs to prepare the materials followed the above contents for the lesson.

Procedures:

Week	Duration (hours)	Content
1	1	Pretest and orientation
2	6	Paragraph, personal narration, and Process writing
3	3	Prewriting and drafting
4	3	Peer feedbacks and revising
5	3	Teacher feedbacks and editing
6	1	Posttest
7	1	Self-reflection paper and semi-structured interview

Week 1 (1 hour)

Pre-test and orientation

Pre-writing Stage:

Week 2 (6 hours)

Step 1 (2 hours): Building knowledge of field

Teacher's roles	Students' roles
1. give models of a paragraph, and ask student about what they have written something like that to raise students' concern	- express and share their opinions, attitudes, and experience towards a paragraph writing
- ask students how their writing about in order to refer them to a paragraph	- answer the questions and expand their thinking
2. elicit students' ideas about where to find a paragraph writing (email, letter, magazine, etc.)	- read the model texts
3. engage students with paragraphs (giving two as examples) to get students familiar and attract their attention first	- discuss the paragraphs together for expand the vocabulary and drill grammar
- raise questions after students reading.	
Question 1: What is a paragraph?	
Question 2: how many components in a paragraph?	
Question 3: What does the writer should do to satisfy and reach the readers' interests?	
4. Depending on students' backgrounds, the teacher provides the class with exercises to practice grammatical points. (exercises depends on the students' proficiency of level).	- practice to drill grammar to prepare for writing
5. In other to clarify how to write an	

effective paragraph, guide student toward the process writing, in order to help them deeply understand later the whole process related to narrative paragraph.
- ask class to check their answers and discuss the paragraph's task together.
- conclude with the answers

Teacher's roles	Students' roles
1. tell a real story based on the teacher's experience to raise students' concern - ask students about what they have experienced something like that, how their story about in order to refer them to their past experience 2. elicit students' ideas about where to find a person's story (email, letter, magazine, etc.), so include that each form of this kind of writing telling a story called "narrative" of genre. (Activate students' background knowledge about the genre, and conclude the text types of general narrative genre, and its different purposes). 3. engage students with narrative paragraphs (giving two as examples) to get students familiar and attract their attention first - raise questions after students reading. Question 1: What is the purpose of each story? Question 2: What is the relationship of the	- express and share their personal opinions or attitudes towards the past experience - answer the questions and expand their thinking - read the texts - discuss the story together for expand the vocabulary and drill grammar - practice to drill grammar to prepare for writing

writers and readers?

Question 3: What does the writer should do to satisfy and reach the readers' interests?

4. In other to clarify the important components of narrative writing such as characters, setting, problem, solution, ask students the questions as follows.

Who did what? Who are the main characters of the story? What happened? Where did it happen? What was the problem? How did the characters solve the problem? What happened next? Then what? What was the lesson the characters learned?

- ask class to check their answers and discuss the story together.

- conclude with the generic structure of narrative with four moves including orientation, complication and events, resolution, and code.

- ask student that what they should cover to tell a story.

5. Depending on students' backgrounds, the teacher provides the class with exercises to practice grammatical points including past tense verbs, coherence, transitions, and reported speech.(exercises depends on the students' proficiency of level).

Step 2 (2 hours): Collaborative exploration the genre

Teacher's roles	Students' roles
1. guide students to context exploration of genre by modeling writing a paragraph in context to help students explore the text 2. ask students to read and discuss the text and list the important setting and sequence of events 3. discuss in group and present the transitions from the beginning to the end of the paragraph, which relates to each sentence in the text 4. provide more model texts to students for analyzing them	- read narrative text and pay attention to the text organization and share their knowledge about the stories by answering questions - work in groups to compare and discuss about the generic structures of general narrative by outlining the story's structure - complete grammar drill and expand vocabularies and readership among students
Whole-class discussion	
- The teacher and students discuss in groups with reflective conferencing questions. - The teacher has students discuss in the whole class with reflective conferencing questions	

Step 3: (2 hours) Joint Text Construction Collaboratively

Teacher's roles	Students' roles
1. provide the writing sample to show the components of a narration 2. ask students to make an outline writing to the events and other components of a narrative paragraph 3. set the writing prompt for group-work before assigning writing	- work in group to cluster and outline the story based on the learned graphic organizer to arrange ideas - discuss the writing prompt for group-work before presentation - present in groups to receive

4. request the first draft of narrative writing in group for a presentation	suggestions from the teacher and peers
5. play a role as a scaffolding person to circulate around the classroom and to give advice about the generic structure and language feature, while students are constructing the paragraph	
Class reflective conference writing	
6. scaffold students in groups by engaging them to raise as many reflective questions as possible to support their writing's guideline	- engage in class conference by questions and answers to discuss about the group-work

Whilst Writing Stage:

Week 3 (3 hours)

Step 4 (1.5 hours): Joint text construction independently

Teacher's roles	Students' roles
1. Individual online writing from the previous narrative sample	- review the previous outline to prepare the writing a paragraph
2. discuss the evaluation criteria of writing rubric with students	- think and develop the story followed the teacher's guideline
3. set out writing prompt for individuals to thinking of what they are going to write their own by answer varies questions begin mostly with "Wh_questions"	- cluster and outline the story based on the learned graphic organizer to arrange ideas (different organizers are requested)
4.play a role as a scaffolding person to give advice about the generic structure and language feature while students are constructing the paragraph.	
5.require the 1st draft writing for students to write on their own paragraph, paying much	- produce the first draft based on the individual experience

attention to the specific feature of general narrative genres	

Step 4(1.5 hours continually): Reflective conferencing questions

Teacher's roles	Students' roles
Group conference writing	
1.provide supportive task or activities focused on vocabularies, text structures, cohesion, grammar, punctuation 2.encourage students to ask reflective conferencing question as they write to help guideline for writing	- deliver questions for conferring - engage in class discussion

Week 4 (3 hours)

Step 5 (3 hours): Revising

Teacher's roles	Students' roles
Revising	
1. discuss the first drafts to peers 2. guide students with reference tools such as dictionaries, flowcharts, worksheets to enhance their writing paragraph 3. provide the small group writing conference writing and peer response about their writing when possible 4. ask students to integrate comments and feedback from peers 5. discuss about the revision checklist and apply it on writing the second draft (revising) 6. observe the class interaction	- share their first writing in group conference writing - reread their own writing after receiving peer feedbacks - find the reasons from their peer feedback and discussing at the writing conference - discuss the revision checklist - apply the revision checklist and revise for the second draft

Week 5 (3 hours)

Step 6 (3 hours): Editing

Teacher's roles	Students' roles
Editing	
1. prepare the editing checklist to proofread and edit student's written paragraph 2. arrange the meeting with reflecting conferencing question 3. give feedbacks based on the editing checklist 4. request students to submit the final draft	- read to edit by using the checklist - write the 3rd draft followed the teacher's feedbacks and submit as the final draft

Week 6: (1 hour)

Post-test

Week 7: (1 hour)

Self-reflection paper

Semi-structured interview

Suggestion and Assessment

1. Collect and examine journal entries
2. Evaluate application of pre-writing strategies
3. Observe participant in class discussion and activities
4. Monitor the progress of writing

Teaching Materials of PARAGRAPH, PROCESS WRITING, AND PERSONAL NARRATIVE PARAGRAPH

Lesson Objectives: By the end of the lesson, students will be able to

1. understand how to write and construct a basic paragraph in personal narrative writing.
2. use an organizational pattern to present and convey messages on their thoughts, their experiences, their imagination to the readers.
3. write their own narrative paragraph writing to tell their story with the progress of events, actions, and characters consistently.

What is a paragraph?

A paragraph can be defined as a group of sentences about the same main idea or one specific topic (Cassriel & Mate - Martinsen , 2010). That is, all of the sentences in the paragraph explain the writer's main idea or the most important idea about the topic.

Components of a paragraph

Topic sentence
- Topic sentence is the sentence that directly tells the reader the main idea of the whole paragraph.
- A good topic sentence, which defines the controlling idea clearly and precisely and which give confident direction to a paragraph.
- It must showsonly one main idea- has a clear focus, inform us about the paragraph, and should not be too broad, or too narrow

Supporting sentences
- Supporting sentences support the topic sentence.
- They provide specific details and an explanation of the topic, and specific examples as well.
- The important thing is that all sentences in a paragraph must be clearly connected or related to the topic sentence.

Concluding sentence
- Normally, the concluding sentence is at the end of the paragraph.
- It is brief information about the content of the paragraph).
- It can be called a restatement because in many cases the information in the topic sentence is similar to the information in the concluding sentence.
- Also, the concluding sentence can be a suggestion, opinion, prediction connected to the topic.
- Concluding sentences may begin with one of these phases: In conclusion,In brief, In sum, In summary,To sum up, to conclude, all in all, in short,

The model sample of a paragraph

THE STUDENT CENTER

Eating in the Student Center is a pleasant experience. First, the food is excellent. It is well-prepared, it tastes delicious, and there are many different kinds of food like hamburgers, tacos, pizza, and chicken. Moreover, each person serves himself, selecting just what he wants. Second, the environment in the Student Center is positive. Many happy young people are talking and laughing. But the atmosphere is still calm; it is possible to study and do homework. Finally, there are many friendly people at the Student Center. Even the strangers say "Hi!" and offer to share their tables. When that happens, practice in speaking English and friendship often follow. For these reasons, it is nice to go to the Student Center cafeteria once in a while to enjoy eating, studying, and talking with new people.

From the above model paragraph, the point paragraph outline can be analyzed as follows:

TOPIC SENTENCE: Eating in the Student Center is a pleasant experience.

A. food is excellent

    1. well prepared and delicious

    2. many different foods (hamburgers, tacos, pizza, and chicken)

    3. self-selection

B. environment is positive

    1. happy young people talking

    2. calm atmosphere for study

C. people are friendly

    1. strangers say "Hi!" and share tables

    2. conversation helps my English

CONCLUDING SENTENCE: It is nice to go to the Student Center cafeteria once in a while to enjoy eating, studying, and talking with new people.

Task 1: Which one is the best topic sentence? Why?

1.   a. I like Bangkok

       b. I like Bangkok because it's convenient to go anywhere.

2.   a. I wake up early every day.

       b. Waking up early provides benefits for us in many ways

3.   a. It would be interesting to visit Singapore during the next holiday

       b. It would be interesting to visit Singapore during the next holiday because of many tourist attractions.

Task 2: Cross out the sentences that are not connected to the topic sentence.

(1.) There are several reasons why many Thai men and women are waiting until they are thirty years old or older to get married.

(2.) Some of them are successful in their careers.

(3.) They have a good job and enjoy working, so they want to continue their careers.

(4.) Also, they do not want to have a baby.

(5.) Many of them do not want the responsibility of taking care of someone.

(6.) Thus, they prefer spending time together rather than living together.

(7.) Some of them worry about their parent's health.

(8.) Others are waiting until they have financial security.

(9.) They would like to buy an expensive house to live together.

Task 3: Read the topic sentences below. Find the sentence that does not support the topic sentence.

1. Krabi is a famous tourist attraction.	2. I think that credit cards are very helpful.
a. Krabi is located in the south of Thailand.	a. We don't need to have a lot of money in our wallet when we go shopping.
b. I have a few friends living there.	b. We can buy many things without paying first.
c. There are a lot of beautiful beaches and islands there.	c. Credit cards are dangerous, so we need to be careful.
d. If you would like to try Kayak, Krabi is recommended.	d. Also, they provide various promotions for buying things.

What is a narrative paragraph?

1.   Narratives are a popular genre for students and teachers as it provides the writer with an opportunity to share their imagination, creativity, skill and understanding of nearly all elements of writing.

2.   Narrative paragraph is a mode of writing through which a series of events is presented, usually in chronological order. Narrative paragraph is concerned with action, with past events. It answers the question "What happened?". It tells a story.

The story can be fiction or nonfiction. A fiction narrative writing refers to imaginative stories and events that are not real, whereas a nonfiction narrative writing is based on real stories and facts. For instance, reports, newspapers, biographies and autobiographies are nonfiction narrative writing as these are based on real events and facts. Generally, narrative writing is presented in a sequential manner in order to stimulate the interest of readers. Novel, short stories, dramas, folk tales and poetry come under narrative writing.

The purpose of narrative writing is to involve the readers in the story and allow them to imagine or visualize the situation. In the narrative writing, a writer presents the story with sensory details and gives vivid descriptions so as to capture the attention of the reader.

According to Smith, C., & Dunn, W. S. (2012), some prompts are necessary to conduct these following questions followed by the features of personal narrative writing described as follows.

a.   first person point of view

b.   one particular incident focus in the author's life

c.   author's thoughts and feelings

d.   specific details about the time, place, and people involved

e.   a varied length (a short or long paragraph)

Question 1: What do you think a personal narrative would be about?   (What happened?)

Question 2: What kind of information would you find in a personal narrative?

Who did what? Where did it happen? What was the problem (climax)? What is next? Then what? What was the lesson learned?

Question 3: What would you find out about the writer?

Question 4: Who narrates the events in a personal narrative? (in the first or third person?)

Narrative Writing Structure Features

That is a story, which has a recognizable shape of having a beginning, middle, and an end. According to Hyvärinen, M. (2008), how they begin, what happens in the middle, and how they end are questions that sociolinguists and discourse and conversation analysts have been concerned with. They come up with four stages of narrative structure as follows.

a.   **Orientation (beginning**): Set the scene by introducing your characters, setting and time of the story. Establish your who, when and where in this part of your narrative

b.   **Complication and events (Middle):** In this section activities and events involving your main characters are expanded upon. These events are written in a cohesive and fluent sequence.

c.   **Resolution (Ending):** Your complication is resolved in this section. It does not have to be a happy outcome however.

d.   **Extras:** Whilst orientation, complication and resolution are the agreed norms for a narrative there are numerous examples of popular texts that did not explicitly follow this path exactly.
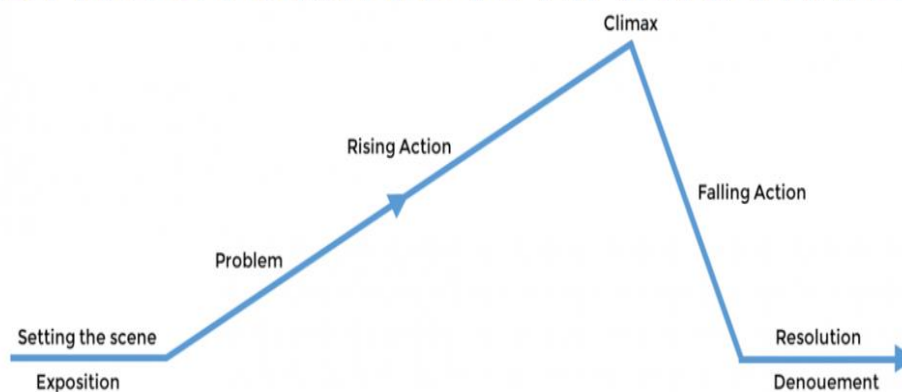
ORGANIZER

1. Set the scene and engage your audience early with well thought out characters and setting.

2. Introduce a problem or complication that causes an issue which gives your story purpose.

3. Entertain us. Narratives are the most popular of all styles of writing. If you can't entertain and engage us you audience will quickly move on.

An **introduction** – This includes "who, what, where" information. Who is in the story? What is happening? Where is the story set?

A **complication** – Narratives usually have some kind of problem for the main characters.

A **series of events** – Several events happen in the story as the main characters attempt to solve the problem.

A **resolution** – The complication is solved.

A **conclusion** – The narrative finishes with a concluding paragraph to sum up the story for the characters.

A **moral (an extra)** – Sometimes the characters in the narrative learn a lesson, or a moral, about life.

There are many ways to end the story, such as:

- A statement of the main idea.

For example: Our trip from Singapore to Kl was a wonderful trip

- A related thought, such as what you learned or how you changed

For Example: In conclusion, the old man learned that he can solve problems when he pays attentions to the situation.That Incident taught me not to trust strangers.

- A look to the future

For example: I want to keep this nice memory in my heart forever.

Model Narrative Paragraphs

My class went to Suan Rod Fai Park this morning to study about the plants in the garden. I liked it very much. When we arrived at the park, a teacher told us to sit together under a big tree. Next, we were divided into groups of four and walked around the central area of the garden to list the names of the trees and draw pictures of them. The teacher told us not to walk too far and to ask for permission from her if we wanted to go anywhere. As my group was drawing a picture of a lotus, one of our teachers called us to go back to the big tree because a group of students had left our group. Two teachers walked around the area to look for them for about 20 minutes. After that, she asked each group to walk into the park again to look for our friends. Nobody saw them, so my teacher decided to call the park guards. Many guards came and walked around to look for our friends. One of them came back with our friends. My friends got lost because they had walked to another park which was next to the park where we were and could not find their way back to us. In conclusion, after this happened, I thought that our teacher would not arrange an excursion for us anymore

.

Orientation   My class **went** to Suan Rod Fai Park this morning to study

/Introduction —   about the plants in the garden. I **liked** it very much.

A **complication** —   *__When__* we **arrived** at the park, a teacher **told** us to sit together

A **series of events** — under a big tree. *__Next,__* we **were divided** into groups of four and **walked** around the central area of the garden to list the names of the trees and draw pictures of them. The teacher **told** us not to walk too far and to ask for permission from her if we **wanted** to go anywhere. As my group **was drawing** a picture of a lotus, one of our teachers **called** us to go back to the big tree because a group of students had left our group. Two teachers **walked** around the area to look for them for about 20 minutes. *__After that__*, she **asked** each group to walk into the park again to look for our friends. Nobody **saw** them, so my teacher **decided** to call the park guards. Many guards **came** and **walked** around to look for our friends.

A **resolution** –   One of them **came** back with our friends. My friends **got lost** because they **had walked** to another park which **was** next to the park where we **were** and could not find their way back to us.

A **conclusion/ Moral/Extra:** In conclusion**,** after this happened, I **thought** that our teacher would not arrange an excursion for us anymore.

Task 4: Answer the following questions

1.   What is the paragraph about? (Who?/when?/where?/what?)
_____

2.   Who wrote it?
_____

3.   Why did he/she write it?
_____

4.   Who might be the reader?
_____

5.   How did the writer feel?
_____

6.   Which tenses is most frequency used in the paragraph? List samples of some action verbs in the paragraph.

_____

7.   What are the time-order signals found in the paragraph? List samples of them.
_____

hOW TO WRITE A well – written NARRATIVE PARAGRAPH

1.   Make a point

Narrative writing is not simply a list of events, in other words, you should not tell a story for its own sake but to make a point. Without a point, your story would mean very little to your readers. Certainly, you do not want them to ask "So what?" or "why did I bother to read this?" when they have finished reading your narrative paragraph. Use the narrative structure feature could help you to lead to the point, then, the story is worth reading because it has a purpose.

2.   Supporting your point with selective events

Select only the narrative details that illustrate or support your point in the topic sentence. Too much detail distracts your readers and slows down the story. Decide which events, people, and so on should be emphasized, briefly mentioned, or left out. Do not include every small detail just because it is what happened, but ask yourself whether it is important to the point of your story. Remember that effective narration depends on exact selection of details.

3.   Limiting the scope of your story

A short narrative should not cover a long time span. Your story makes a powerful impact on the readers if you keep the time span short. It may be a day, half a day, an hour, or even less than that. If you cover a longer duration, you must quickly develop your story by briefly mentioning just the important events and details that lead to the climax, the focus of your story. However, it is better to focus only on a crucial moment, a brief span of time that is vivid in your memory. For example, you may write about a moment of fear, anger, or disappointment. In this way, you can effectively recreate your experience in order to reveal the attitude or feeling about it, which is the point of your narrative.

4.   Choosing a point of view

If you write about your personal experience, it makes sense to tell the story from a first-person point of view, using I as the storyteller. If you write about events that happened to someone else, you will write from a third-person point of view, using he, she they, and so on. Whatever point of view you may choose, uses of consistent pronounce, stick to it throughout your story.

5.   Organizing narrative details

Make sure that the events in your story are easy to follow. To create coherence in a narrative paragraph, use the process writing methods:

5.1.   Use Chronological Order

Arrange events according to the time they happened from the first event to the last one. If you break the time sequence by jumping back and forth, your readers will be confused. Use the following time expressions or transitions to show chronological order:

BEGINNING

In the beginning,_____. First, _____.

At first, _____. First of all, _____.

MIDDLE

Second, _____. Later, _____.

Third, _____. Afterwards, _____.

Next, _____. Subsequently, _____.

Then, _____. Meanwhile, _____.

END

Eventually,_____. In conclusion, _____.

Finally, _____. In the end, _____.

5.2.   Refer to Specific Moments in Time

You may use prepositional phrases to refer to specific hours, dates, months, years, decades, seasons, and so on.

At 6 A.M.(any exact moment in time)

At noon, night, midnight

On Sunday (any day of the week)

On July 4, 2005 (any date)

In 2004 (any year)

In August (any month)

At the end of the year

During the summer, winter, spring.

5.3.   Use Adverb Clauses

You may show how one event relates to another by using an adverb clause or a time clause with a subordinating conjunction.

Subordinating Conjunctions	Examples
When, While As, As soon as Before, After, Until	When Tom arrived, he went straight to his bedroom. Tom was taking a shower while his wife was sleeping. Jane fainted as soon as she heard the bad news.

6.   Make you point Vivid and Real

Real good narrators make their stories vivid and real so that they are enjoyable and interesting to read. To achieve that purpose, you may use verbs effectively to show action. For example, you may use the verb "strolled" instead of "walked" to describe the action of a man who was spending descriptive details by using modifiers like adjectives and adverbs to create clear and an afternoon at leisure in a public park. Besides, you may provide concrete pictures in your story. For example, instead of saying "The boy may say "The boy's face suddenly turned pale, cold sweat trickling down his forehead and his hands obviously shaking." You can also use dialogue to show your readers exactly what was in the real event.

Here is a story with its details omitted:

Once I experienced a sudden fright. As I was trying to get a cow that was running away, the horse I was riding skidded and nearly fell off a narrow ledge of rock into the deep canyon. Fortunately, the horse gained his balance again, and we were safe.

Now compare the above story with the one below. You will see that the narrator in the following story can make the incident so vivid that the readers can feel his fear.

Often during my young life I had galloped my horse down hills, chasing cows, and I had never been afraid. Suddenly I experienced a moment that terrified me. I was on a narrow ledge of rock on one of the highest points of the ranch, and I could see the treetops on the plateau below, like tiny shrubs, racing beneath the hoofs of my horse. The cow was getting away from me! I urged my horse to go faster and then, to gain distance, I made him jump to a steep slope below. He skidded in the winter mud to the edge of the slope and hung for an instant, balanced precariously, half falling into the deep canyon hundreds of feet below. Miraculously, he got his footing again. Shaking with fright, I got off from him and sat down in the wet grass, trembling with the thought of what had almost happened. Then slowly and carefully, I led my horse back down the steep hill, wondering how we had ever got up so high in the first place. "Somebody else is going to have to get that cow," I said to my father, "I'm not going up there again."

Remember that vivid details add life to your story. Without them your story is vague and dull.

⇨ **Unity: All the sentence should be related to the main idea of the paragraph**

⇨ **Coherence: every sentence should be logically connected to the preceding and following sentences. Transition words such as however, nevertheless, in addition can assist writers in achieving coherence.**

⇨ **Contain supporting information: the main ideas in a paragraph should be supported by faacts, examples, reasons, explanations, quotations, or personal experience.**

⇨ **Be well organized. All sentences should have logical patterns of organization, such as chronological order.**

Task 5: choose the best orientation in each of the following groups. Think of reasons why you made your choices.

1.   a. Last Sunday, my friends and I went to Koh Sri Shang.

b. Last Sunday, my friends and I went to Koh Sri Shang to camp.

c. My friend and I had an exciting time camping at Koh Sri Shang last Sunday.

2.   a. The first time I drove a car was one of the most difficult days of my life.

b. It took me one month to learn how to drive a car.

c. I learned how to drive a car with difficulty.

3.   a. My favourite teacher was Mr. Sutham Meejang.

b. My favourite teacher when I was at primary school was Mr. Sutham Meejang, who taught Mathematics.

c. Mr. Sutham Meejang was one of my favorite teachers when I was young.

Task 6: Read the first part of "A terrible trip to my homwtown". For the rest of the narrative paragraph, read each pair of sentences, and choose the one that describes the action more clearly or gives better details

A Terrible Trip to My Hometown

My father and I hurriedly went back home a few weeks ago because of the flood in my home town. I worried about my mother, who was at home alone. We had an exciting experience when we left Bangkok in the evening and all the way back home. It started with not being able to start my car, so we had to call a mechanic to fix it. Thus, we left Bangkok about 6 pm without realizing that we were heading for trouble.

1.   a. Within thirty minutes, it started to rain hard, with strong winds.

b. Soon the weather turned very bad, and there was rain.

2.   a. A huge amount of water turned the road into a river, and we could not drive fast.

b. Lots of water came down, and we could not drive as fast as we wanted.

3.   a. After we left the flooded road and reached the highway, I heard the loud noise of the exploding one of my car tires.

b. We spent almost one hour on the road until we were on the highway. Here, more trouble came. One of the tires of my exploded with a very loud noise; like a bomb in my car.

4.   a. I was shock because I could not control the steering wheel well. The car turned around again and again until it stopped itself.

b. We were in trouble since it was so difficult to control the car. I tried to stop the car by controlling the steering wheel.

Task 7: Read the paragraph below and fill in the blanks with the appropriate time order signals provided in the table below.

soon after	finally	after that	about 7 o'clock	on the first day	when	at that moment

An exciting thing happened to me about 10 years ago when I went to Phu Kradung National Parkwith 15 friends. (1)_____, my friends and I left my hometown by small truck at about 8 p.m. It was very crowded in the truck because there were too many people. This was because we did not have much money to travel. (2) _____, the truck took us to Lumnarai and we stopped at a gas station to relax because we all were stiff. (3) _____ we were at the gas station it was very cold. This made me worry that it may be so cold at the top of the mountain. (4) _____, we arrived at Chum Pae, which is a part of Khon Ken. We bought food and water for our lunch there. We arrived at Phu Kradung at (5) _____. We walked up the mountain after paying for our stuff. I enjoyed walking during the first

few hours. I was so tired when we reached the last part before the top of the mountain. It wasn't long, but it was difficult to walk. (6) _____, I wanted to stop walking and go back to the bottom of the mountain, but I couldn't because nobody was at the truck. (7) _____, I arrived at the shelter area. It was about 4 pm. It was quite cold, although we could still see the sun.

Task 8: Read the paragraph and fill in the blanks with the Correct past form of the verb.

There was an old man who sold hats. He always walks to places to sell hats. A few days ago he (1)_____ (go) to a province to sell hats as usual. It (2)_____ (be) a hot day when he (3) H_____ (walk) from village to village. He was so tired and thirsty. Then, he (4) _____(decide) to stop at a big tree which was full of leaves. He (5) _____ (think) that the heat could block the sun from him. The wind (6) _____ (blow) slowly so he sat down under the tree and (7) _____ asleep (fall). He (8) _____ (put) a hat on his head, and he also left the basket of hats next to his legs. However, the old man (9) _____ (not, notice) that there were many monkeys on the tree. Soon after, a few monkeys (10) _____ (climb) down the tree and (11) _____ (pick up) the hats from the basket. They put the hats on their head and (12) _____ (make) a loud noise. After that, the man (13) _____ (wake up) and he was shocked because he saw the monkeys wearing his hats. He (14) _____ (shout) at them but the monkeys (15) _____ (not, understand) and imitated his action. The old man (16) _____ (try) think of a way to get his hats back, but he couldn't find a solution. He took the hat off and scratched his head. At this time he (17) _____ notice that the monkeys also took the hats of their heads. Then he dropped the hat on the ground, and the monkeys also dropped their hats on the ground. It was so lucky that he got the hats back.

What is the writing process?

Writing a successful narrative paragraph in English can be challenging. It can be even more challenging when English is not your first language. Good writers usually go through several steps before they are satisfied with their writing. These steps are the writing process. The steps in the writing process make writing a narrative paragraph easier and will help you feel more confident about writing in English.
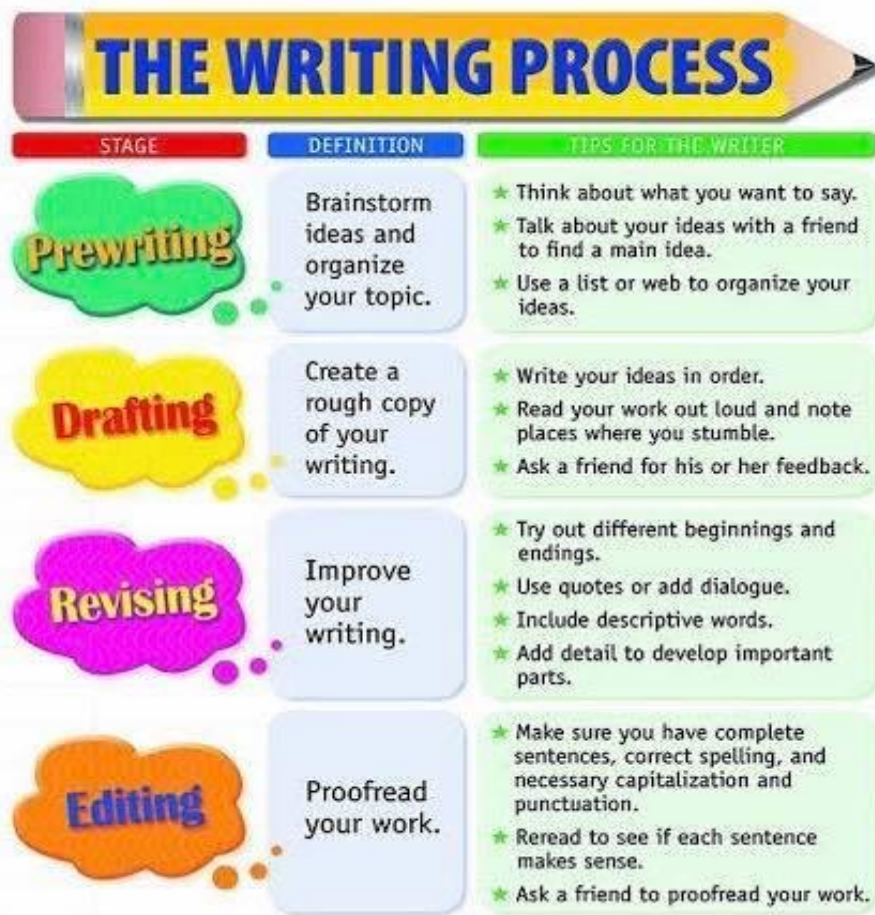
What do you usually do when your teacher gives you a writing assignment?

Steps in the writing process

Step 1: Planning and (**Pre-writing**: the generation, selection and sorting of ideas to write about, consideration of purpose and audience which will influence genre selection and organization.

1.   Collecting your ideas:

Brainstorming, Making a list, Word map

2.   Organizing ideas

Collect ideas -> read your ideas again -> cross out the ones that you do not want to use -> make outline of the paragraph.

A pattern and an example of outlining
Topic sentence
A. First major idea
         (1) Supporting idea
         (2) Supporting idea
B. Second major idea
         (1) Supporting idea
         (2) Supporting idea
C. Third major idea
         (1) Supporting idea
         (2) Supporting idea
Concluding sentence

An **introduction** – Who is in the story? What is happening? Where is the story set?

A.   A **complication** – Narratives usually have some kind of problem for the main characters.

B.   A **series of events** – Several events happen in the story as the main characters attempt to solve the problem.

C.   A **resolution** – The complication is solved.

A **conclusion** / **Moral (AN EXTRA)** – sum up the story for the characters, and give a lesson, or a moral, about life.

Step 2: Drafting or composing: the recording of ideas with attention to meaning making, grammar, spelling, punctuation and handwriting (or keyboarding).

Step 3 Step 3: Revising: the revisiting of the text (often as a result of feedback from peers and/or the teacher) to improve and enhance the writing.

Revising correct mistakes in content, organization,

Content	extent, relevance, subject knowledge	30
Organization	coherence, fluency, clarity, logical sequencing	20
Vocabulary	richness, appropriate register, word form mastery	20
Syntax	accuracy (a usage of articles, word order, tenses, prepositions, sentence constructions)	25
Mechanics	paragraphing, spelling, capitalization, punctuation	5
Total		100

Step 4: Editing and proofreading: the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalization and punctuation.

Task 9: Put all of the things you do for the topic "UNFORGETABLE TRIP" in the correct time order, using appropriate connectors, and transitional words, or phrase. Tell a story in groups and have a presentation in class

Task 10: Write a narrative paragraph in 250 words of an unforgettable trip.
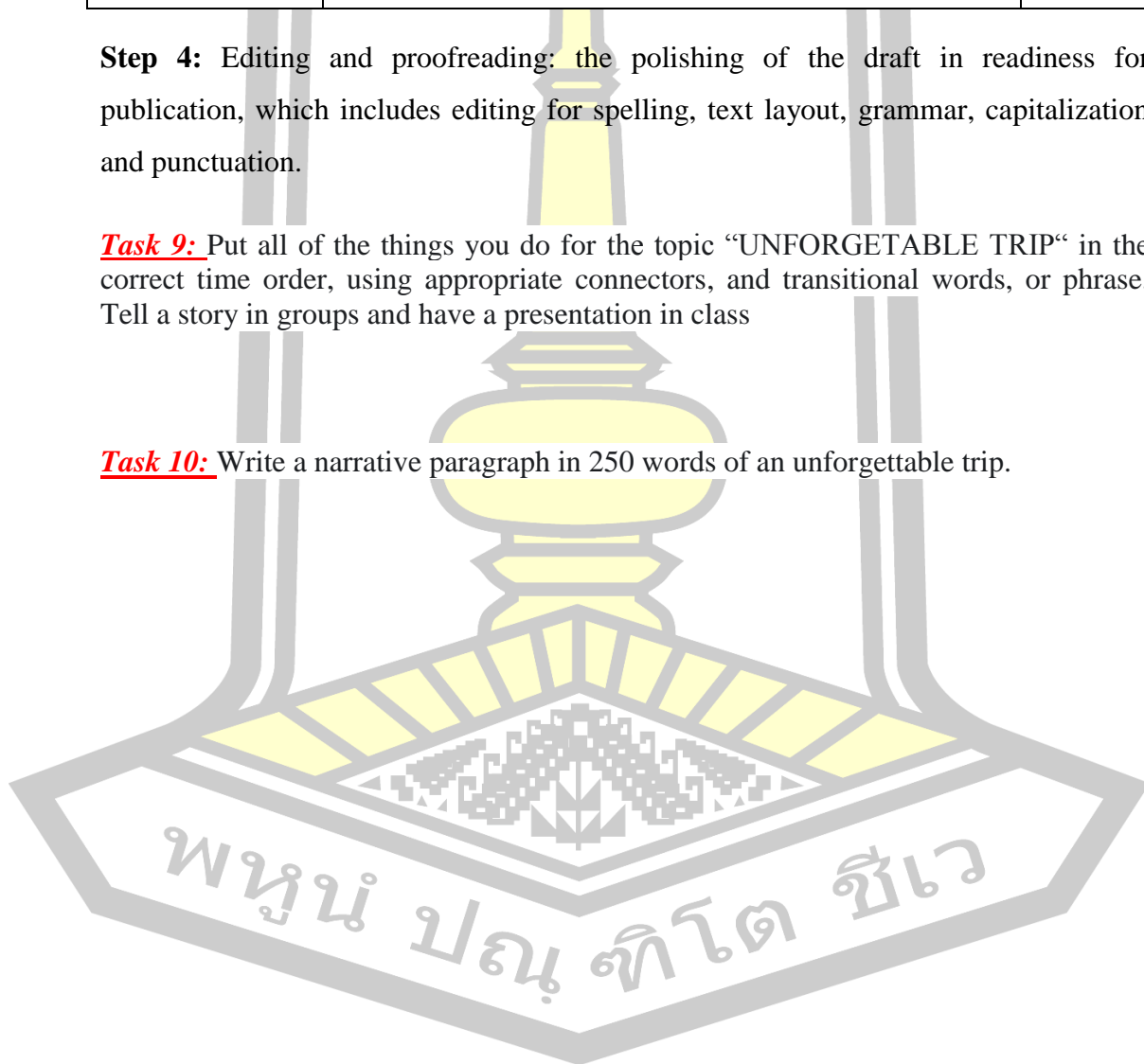
APPENDIX C
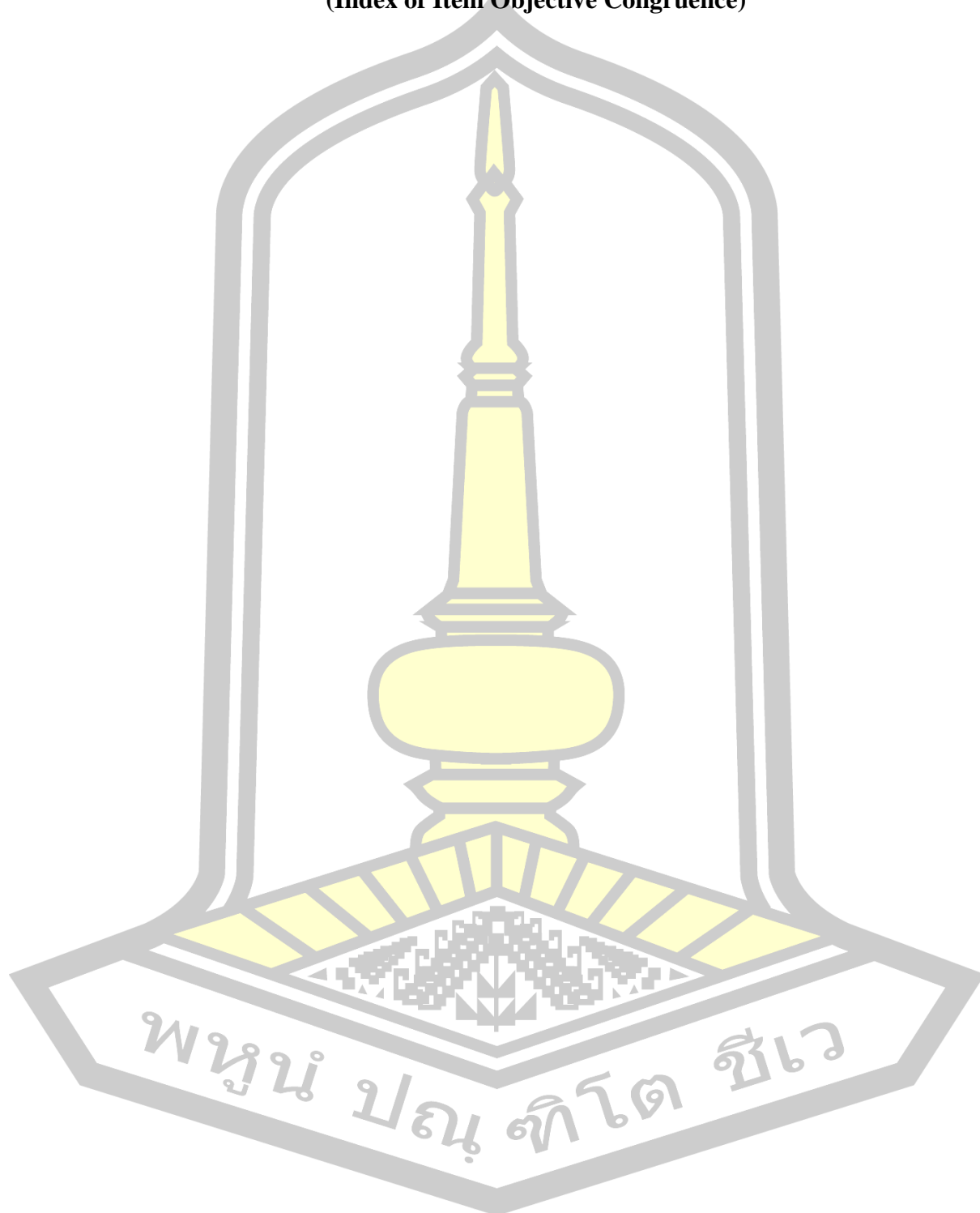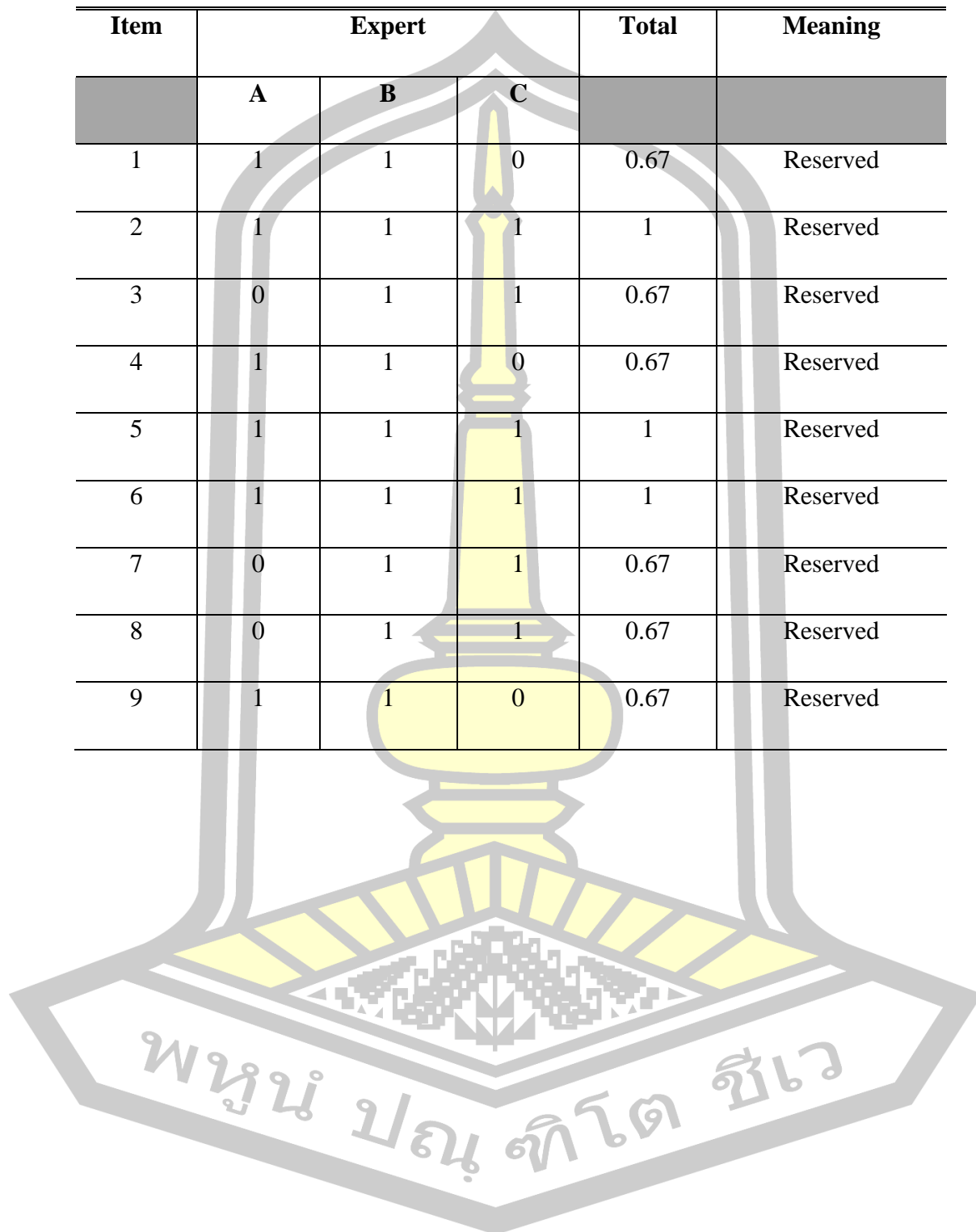**Lesson Plan**
(Index of Item Objective Congruence)

Table 4 The Item-Objective Congruence Index of Lesson Plan

Item	Expert			Total	Meaning
	A	**B**	**C**		
1	1	1	0	0.67	Reserved
2	1	1	1	1	Reserved
3	0	1	1	0.67	Reserved
4	1	1	0	0.67	Reserved
5	1	1	1	1	Reserved
6	1	1	1	1	Reserved
7	0	1	1	0.67	Reserved
8	0	1	1	0.67	Reserved
9	1	1	0	0.67	Reserved

APPENDIX D
Pre-Test and Posttest (Writing Test)
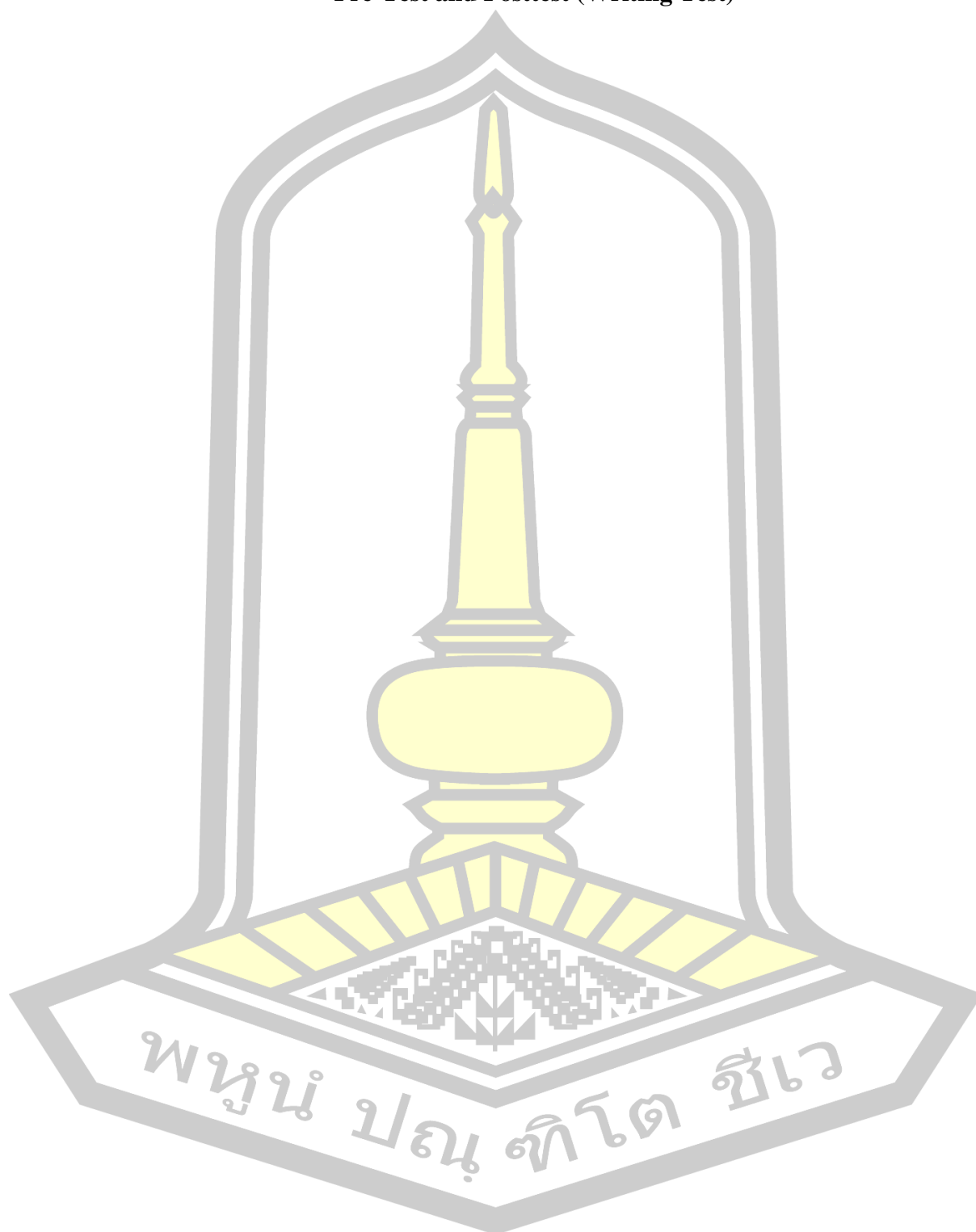
Full name: _____**ID Student:**_____

Duration: 60 minutes _____ **Writing Test**

Writing a narrative paragraph in 250 words of an unforgettable trip.

_____

_____

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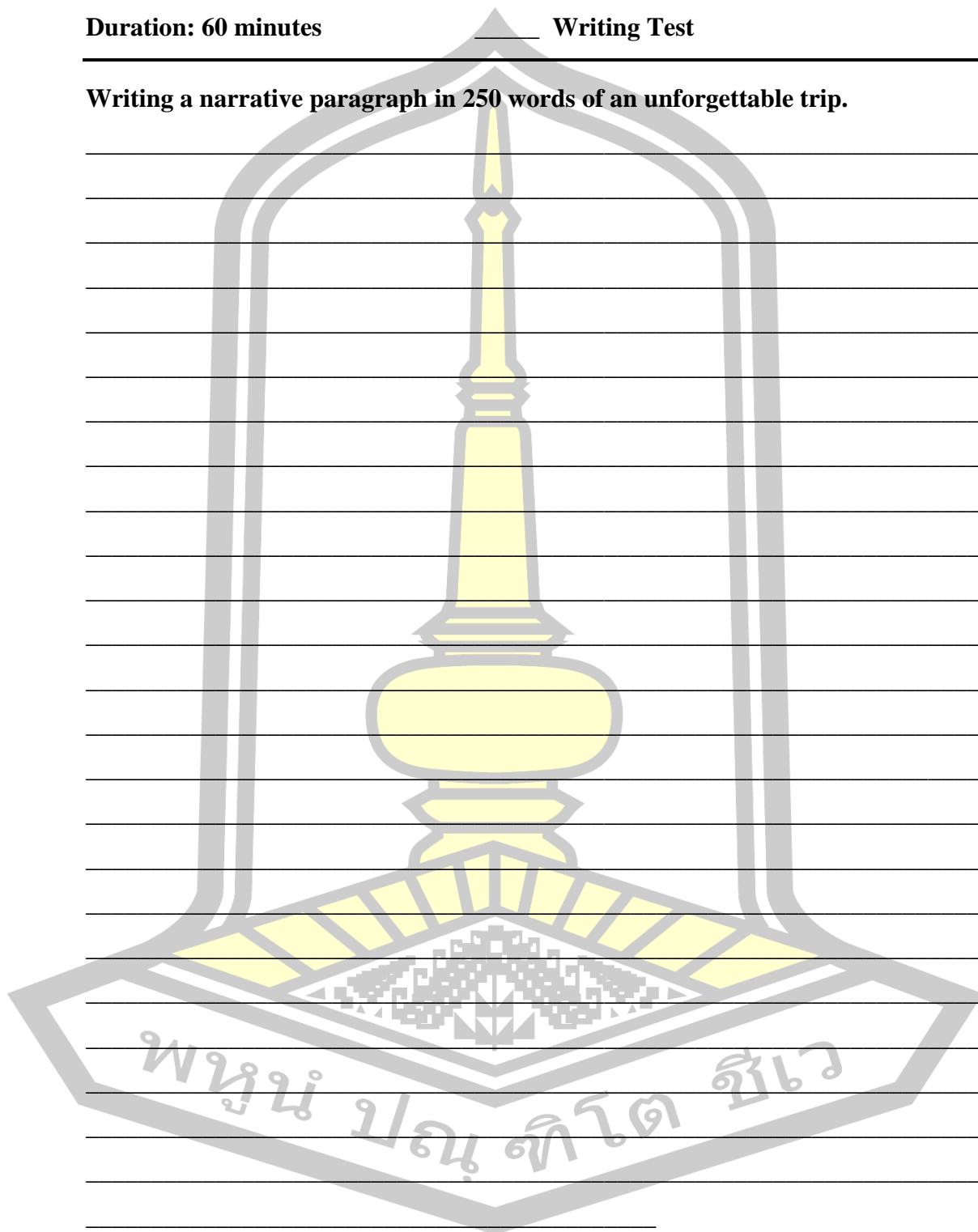
APPENDIX E
Pre-test and Posttest
(Index of Item Objective Congruence)

Table 5 The Item-Objective Congruence Index of Pre-Test and Posttest

(Writing Test)

Item	Expert			Total	Meaning
	A	B	C		
1	1	1	0	1	Reserved
2	1	1	1	1	Reserved
3	1	1	-1	0.33	Edited

Researcher

APPENDIX F
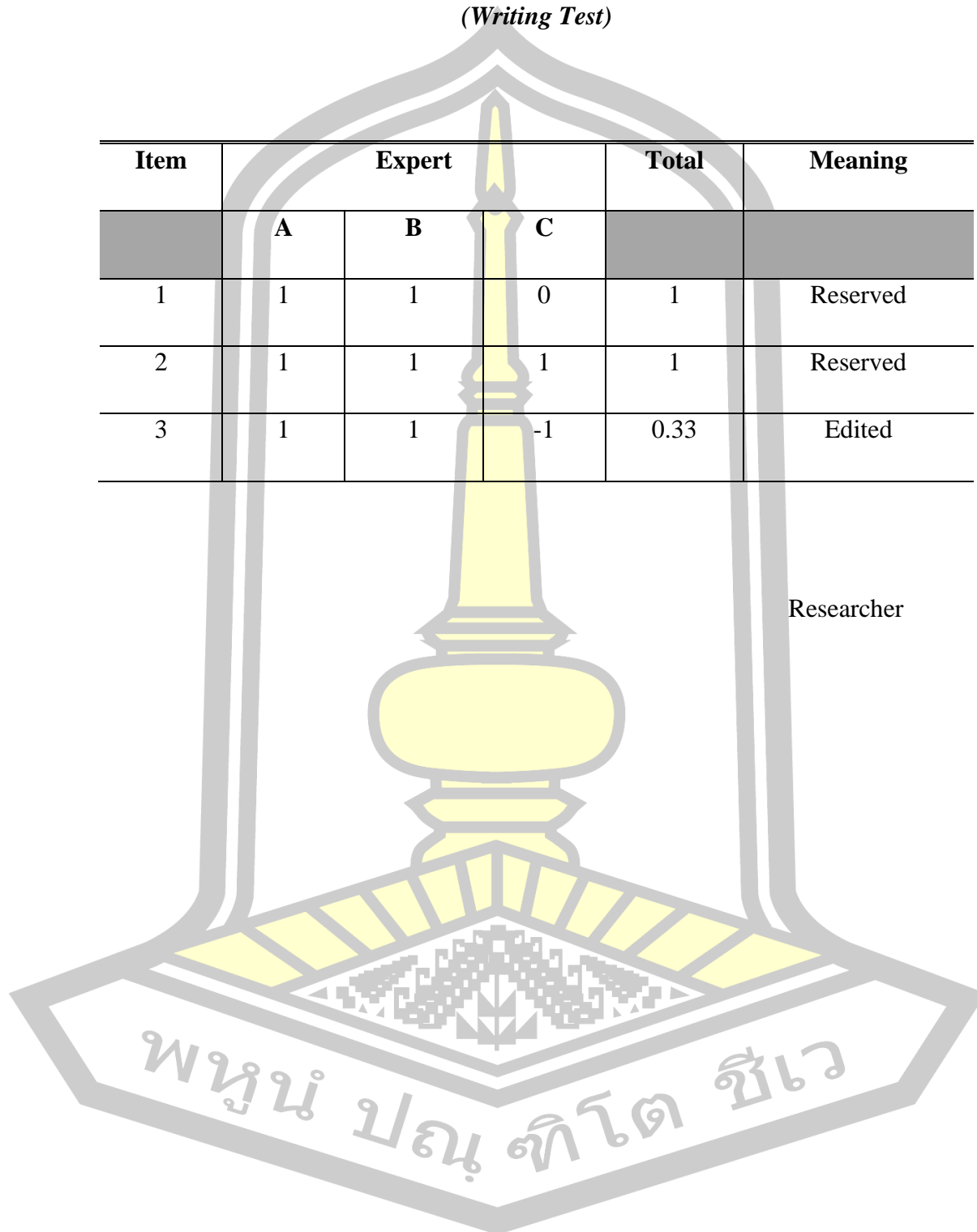**Narrative Writing Analytic Scoring Rubric**
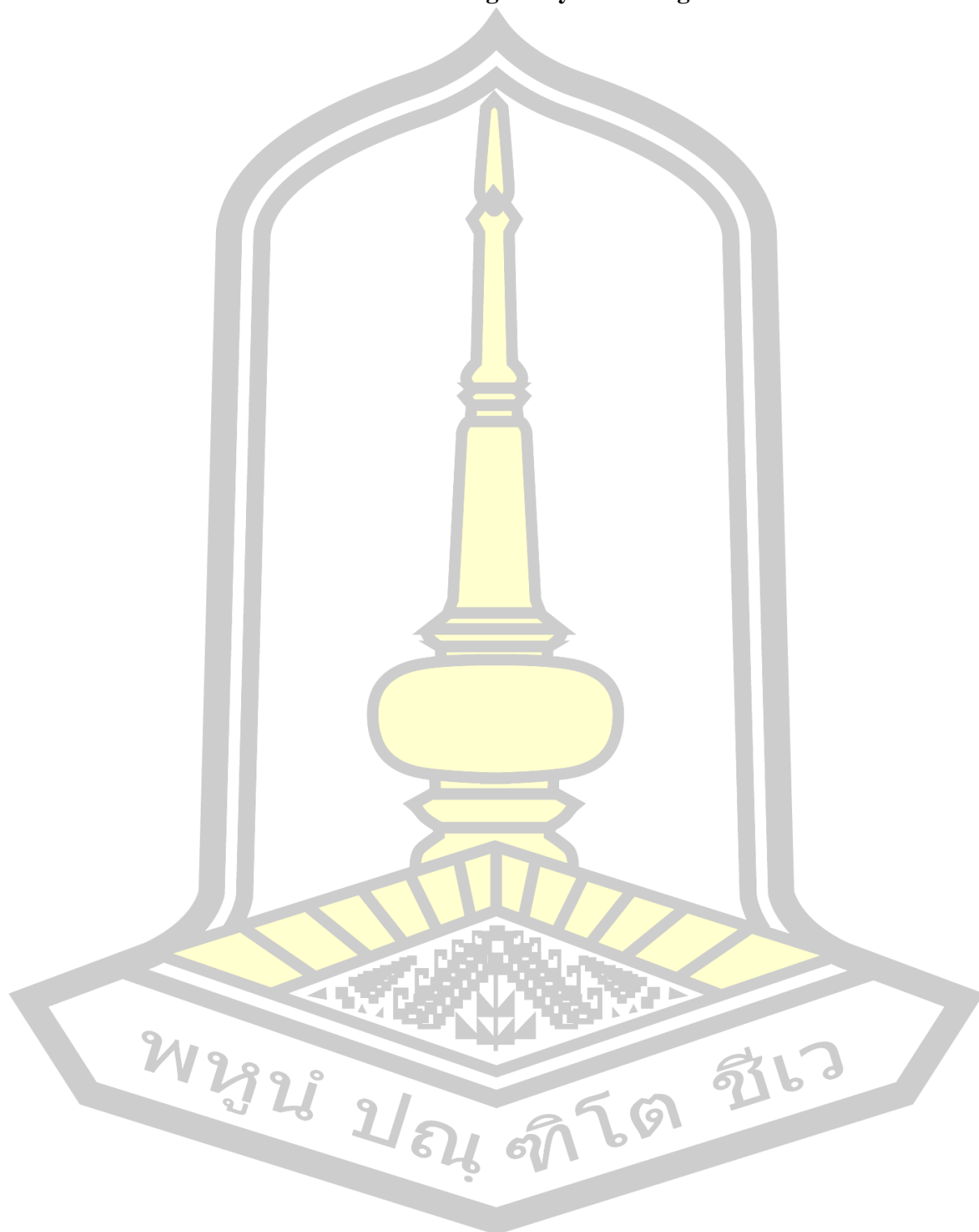
Narrative Writing Analytic Scoring Rubric

Aspect	Score	Level	Criteria
Content	26-30	Excellent to very good	All content points fully dealt with; wide range of ideas relevant to task. Supporting details are precise and consistently. Meets text type requirements including specified length
	21-25	Good	All content points dealt with; ideas relevant to task. Supporting details are specific and generally effective. Some inconsistencies in text type requirements
	15-20	Average	Most content points dealt with; sufficient valid ideas. Supporting details are general and may be predictable. Several inconsistencies in text type requirements
	11-14	Fair to poor	Some content points dealt with; few valid ideas and/or repetitive. Supporting details are few and/ or may be repetitive. Most content points mentioned; barely meets text type requirements
	1-10	Poor to very poor	Hardly any relevant content points dealt with. Supporting details are scant. Does not meet text type requirements

Aspect	Score	Level	Criteria
Organisation	17-20	Excellent to very good	All components of a paragraph organized effectively in valid ideas of events and details. Variety of appropriate linking devices in connections and/or relationship among events, actions details, and characters
	13-16	Good	All components of a paragraph organized clearly in valid ideas of events and details. Suitable linking devices in connections and/or relationship among events, actions details, and characters
	9-12	Average	Mainly components of a paragraph organized adequately in valid ideas of events and details. Some simple linking devices in connections and/or relationship among events, actions details, and characters
	5-8	Fair to poor	Choppy components of a paragraph in ideas of events and details organized inadequately. Rare or incorrect use of linking devices in connections and/or relationship among events, actions details, and characters
	1-4	Poor to very poor	Confusing components of a paragraph; ideas of events and details disconnected; lacks logical sequencing. No appropriate linking devices in connections and/or relationship among events, actions details, and characters.

Aspect	Score	Level	Criteria
Vocabulary	17-20	Excellent to very good	Wide range of appropriate vocabulary to express valid ideas efficiently. Ambitious attempts at advanced, idiomatic language to create vivid images and enhance the students' voice
	13-16	Good	Good range of appropriate vocabulary. Ambitious attempts at advanced language to create vivid images and enhance the students' voice
	9-12	Average	Moderate range of vocabulary. Generally attempts at advanced language to create vivid images and enhance the students' voice.
	5-8	Fair to poor	Limited range of vocabulary; very simple. Evidence of direct translation; interference from mother tongue to create vivid images basically and distract the students' voice
	1-4	Poor to very poor	Inadequate range of vocabulary. Lack of vocabulary obscures communication; essentially translation to vivid image and obscure the students' voice.

Aspect	Score	Level	Criteria
Syntax	21-25	Excellent to very good	Accurate structure choice, confident handling of appropriate constructions efficiently and concisely, hardly any errors. Sentence type and sentence length are consistently effective and varied
	16-20	Good	structure choice is generally accurate, demonstrates mastery of basic syntax. Sentence type and sentence length are usually effective and varied
	11-15	Average	Well-formed structure; generally accurate expression of syntax. Sentence type and sentence length are sometimes effective and/ or varied
	6-10	Fair to poor	Frequent errors of syntax in general. Sentence type and sentence length are little variation
	1-5	Poor to very poor	Frequent errors of syntax distract the reader. Sentence type and sentence length have no variation

Aspect	Score	Level	Criteria
Mechanics	5	Excellent to very good	The quality of the writing is enhanced because it is essentially error-free. Errors, if present, do not reduce the clarity or interrupt the flow of the communication
	4	Good	The quality of the writing is sustained because it contains only minor mechanics errors. Errors that are present rarely reduce the clarity or interrupt the flow of the communication.
	3	Average	The quality of the writing is maintained through generally correct use of mechanics. Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.
	2	Fair to poor	The quality of the writing is weakened by the frequently correct use of conventions. Errors often reduce the clarity and interrupt the flow of the communication
	1	Poor to very poor	The quality of the writing is impaired by the consistently incorrect use of mechanics. Errors severely reduce the clarity and impede the flow of the communication

(Adopted and adapted from Brown (2004), Ministry of Education (2014) and Narrative Writing: Standards for Students' Writing 2019 (Pederson, 2019) available at https://www.alberta.ca/assets/documents/ed-pat-ela-6-narrative-writing-examples-2018.pdf

APPENDIX G
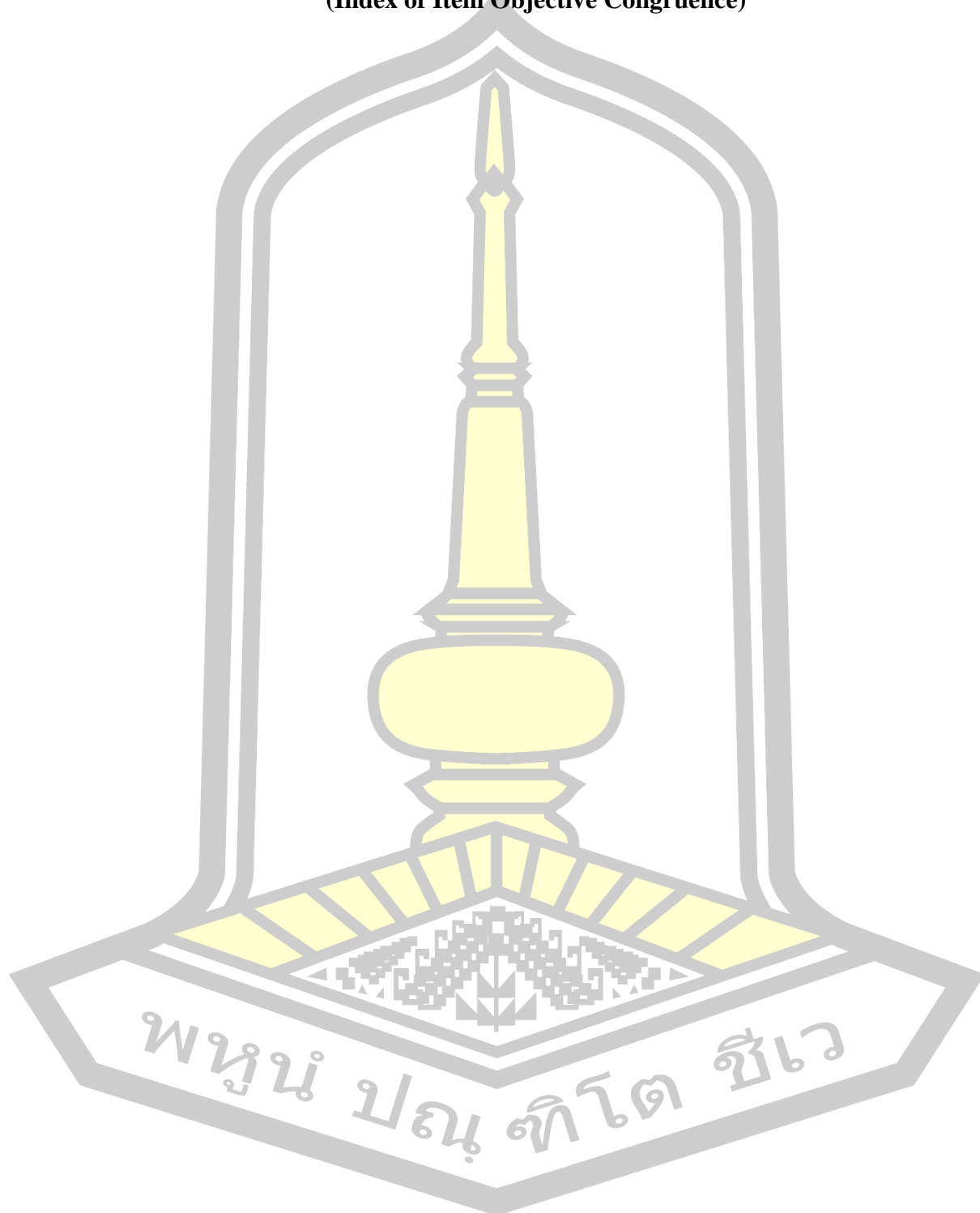**Narrative Writing Analytic Scoring Rubric**
(Index of Item Objective Congruence)

Table 6 The Item-Objective Congruence Index of Narrative Analytic Rubric Scoring

Item	Expert			Total	Meaning
	A	**B**	**C**		
1	1	1	1	1	Reserved
2	1	1	1	1	Reserved
3	1	1	1	1	Reserved
4	0	1	1	0.67	Reserved
5	0	1	1	0.67	Reserved
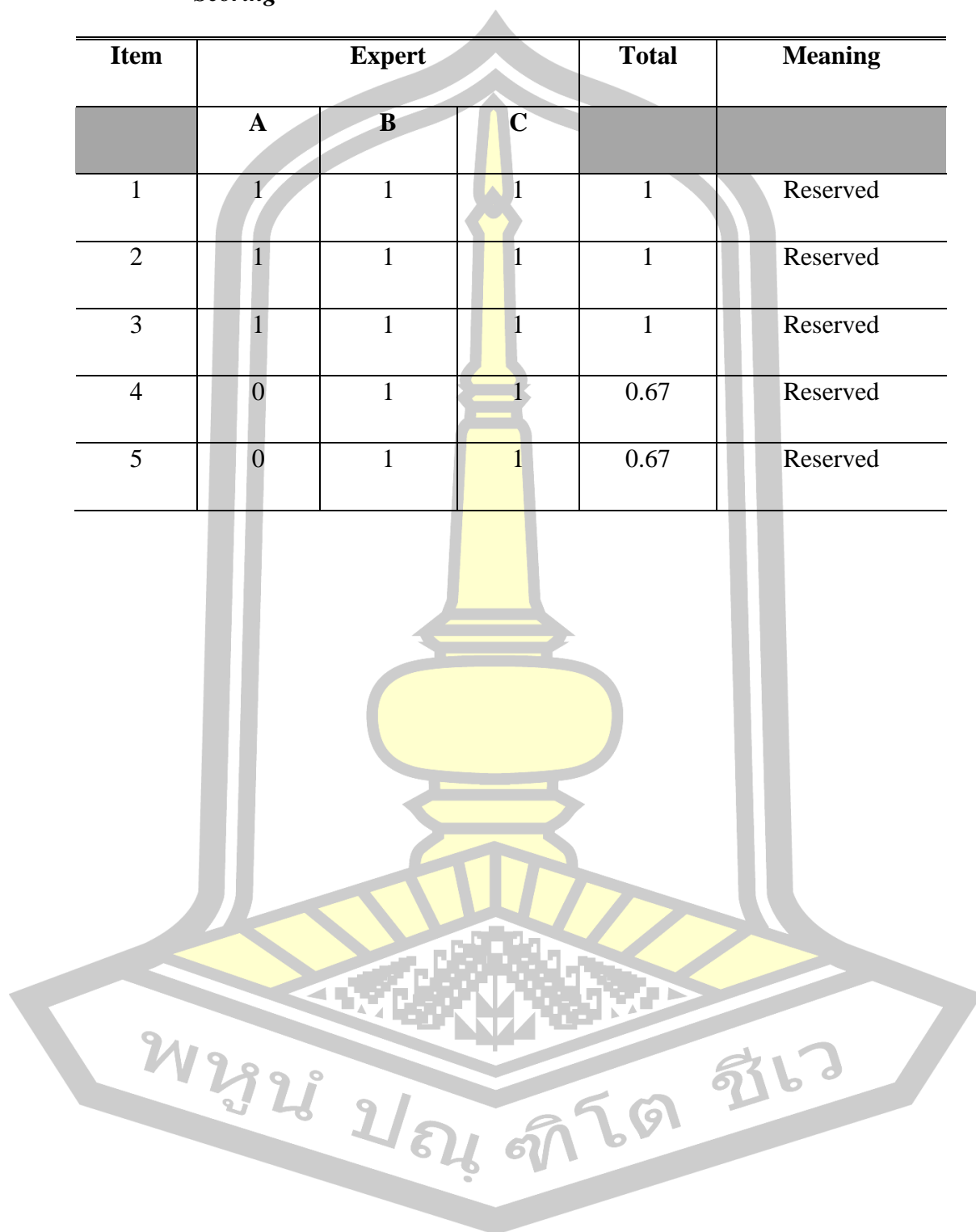
APPENDIX H
The Sample of Semi-Structured Interview
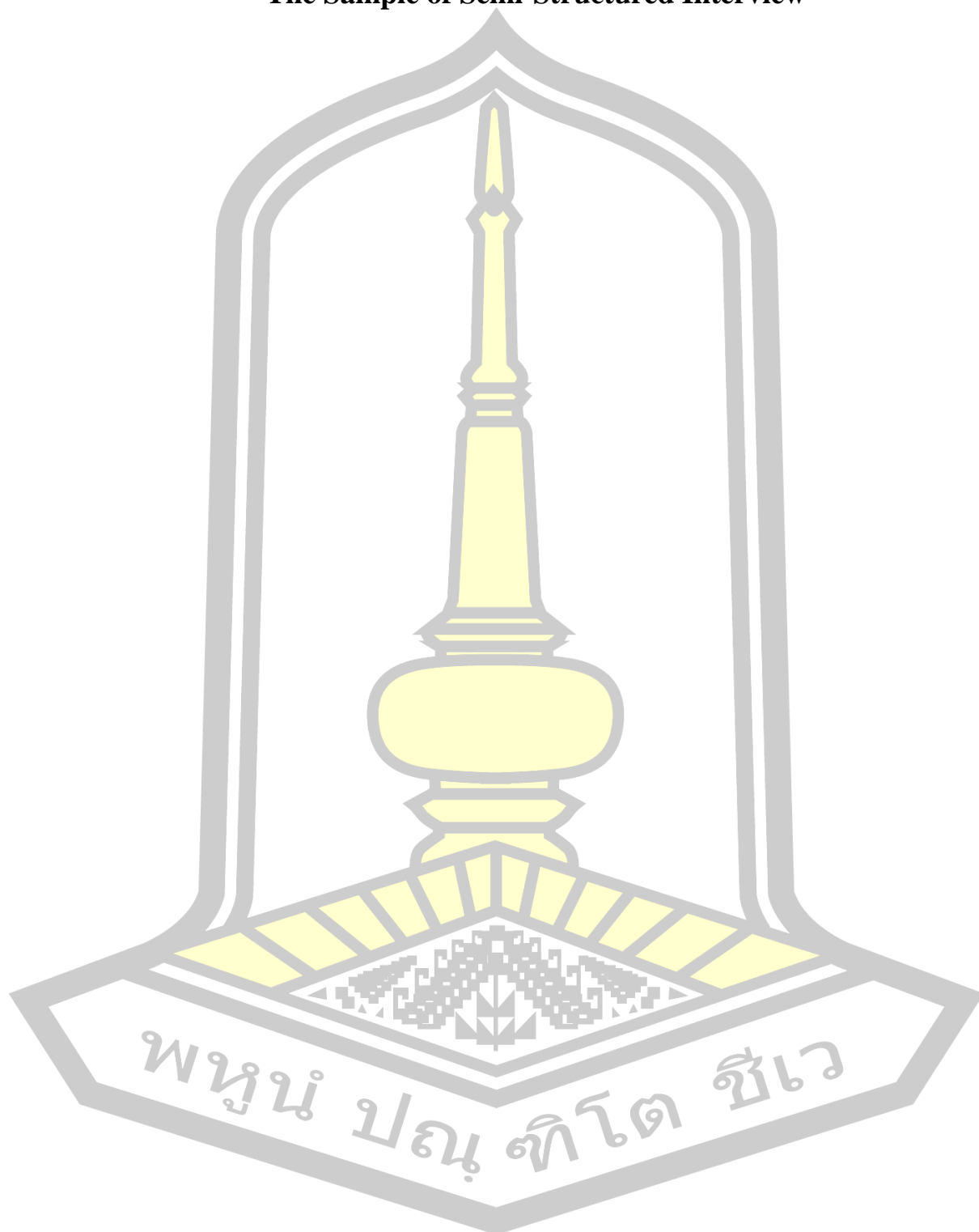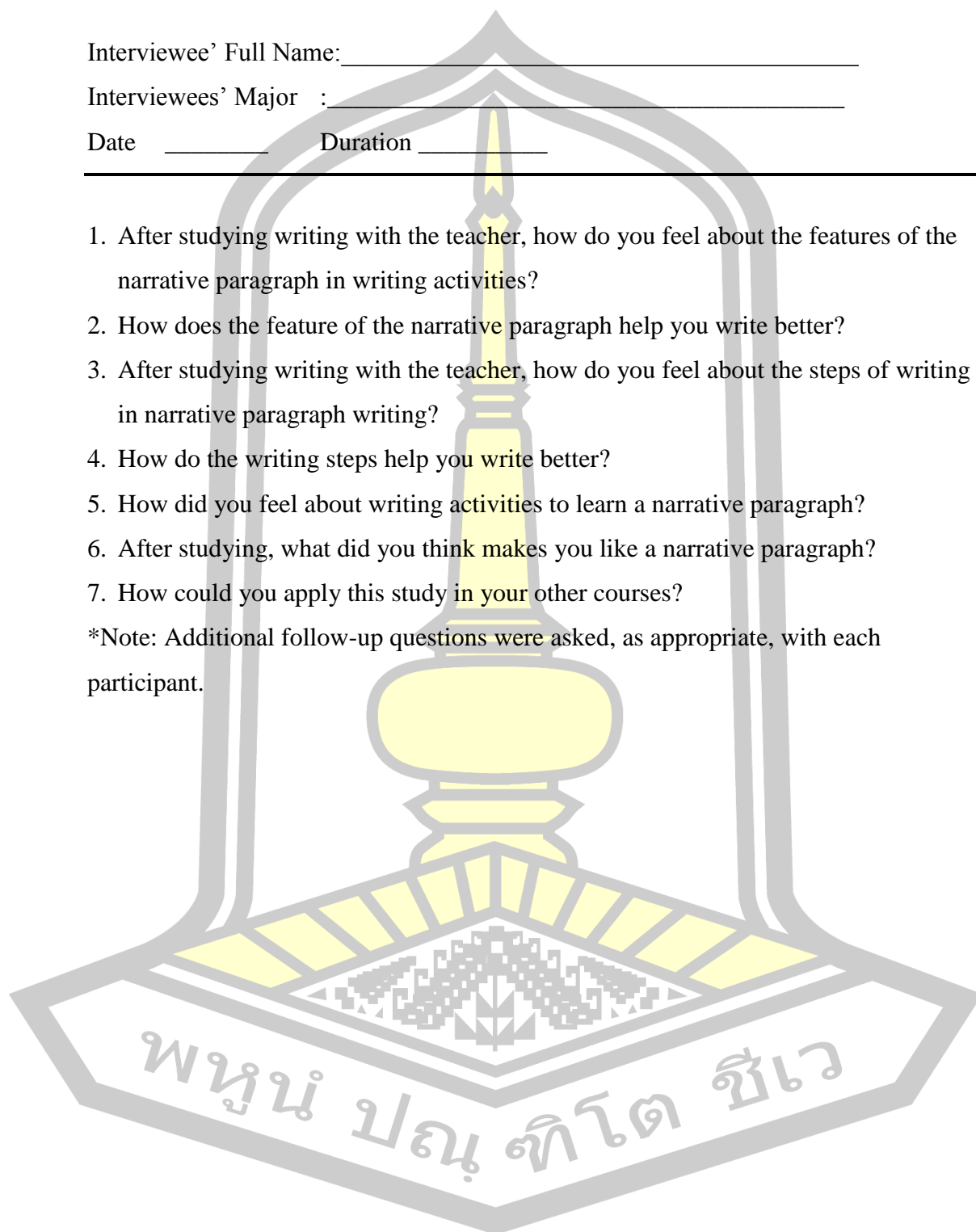
Semi-Structured Interview

Interviewee' Full Name:_____

Interviewees' Major   :_____

Date _____   Duration _____

1. After studying writing with the teacher, how do you feel about the features of the narrative paragraph in writing activities?
2. How does the feature of the narrative paragraph help you write better?
3. After studying writing with the teacher, how do you feel about the steps of writing in narrative paragraph writing?
4. How do the writing steps help you write better?
5. How did you feel about writing activities to learn a narrative paragraph?
6. After studying, what did you think makes you like a narrative paragraph?
7. How could you apply this study in your other courses?

*Note: Additional follow-up questions were asked, as appropriate, with each participant.

APPENDIX I
The Sample of Semi-Structured Interview
(Index of Item Objective Congruence)
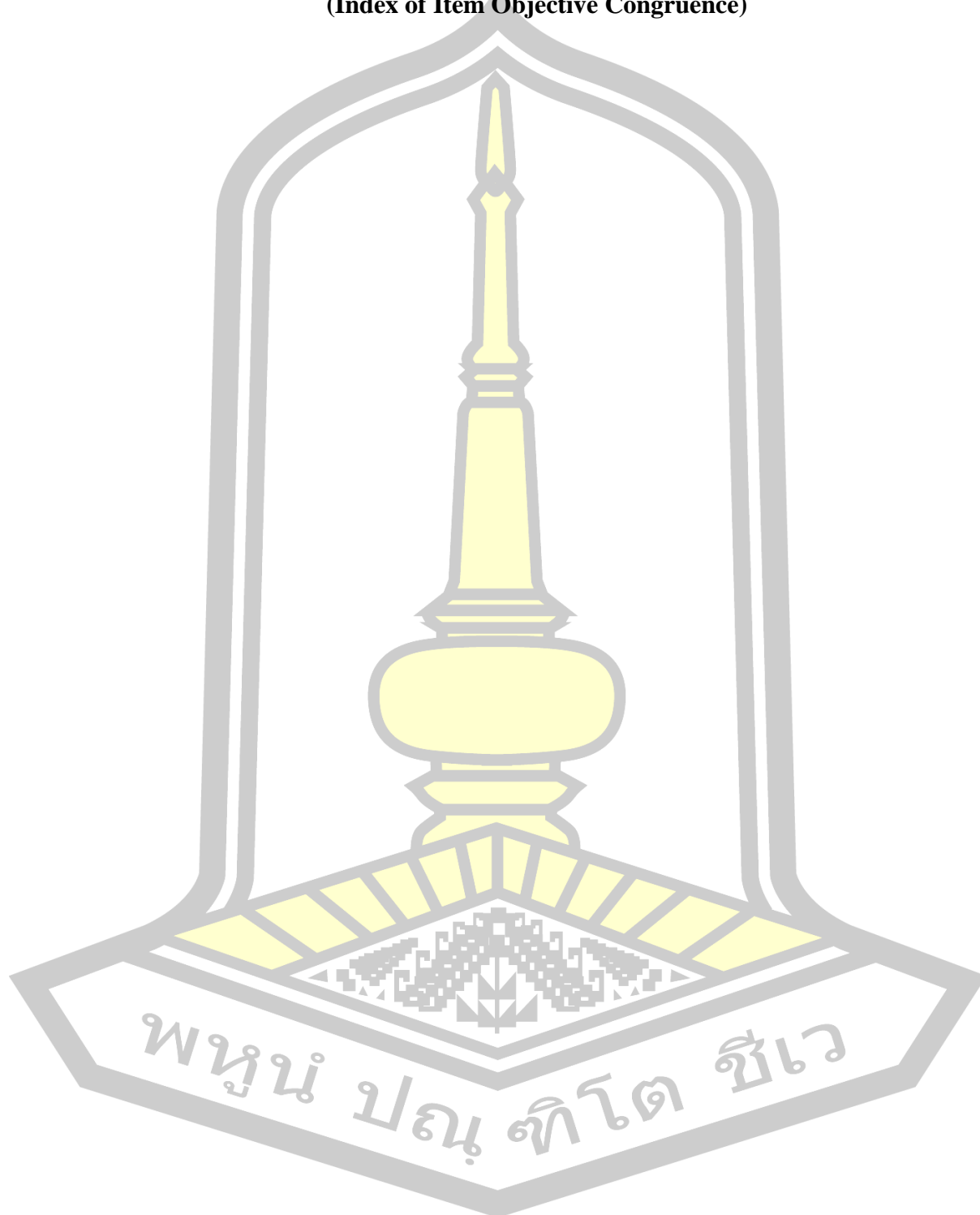
Table 7 The Item-Objective Congruence Index of Interview Questions

Item	Expert			Total	Meaning
	A	**B**	**C**		
1	1	1	1	1	Reserved
2	1	1	1	1	Reserved
3	1	1	1	1	Reserved
4	1	1	1	1	Reserved
5	1	1	1	1	Reserved
6	1	1	1	1	Reserved
7	1	1	1	1	Reserved
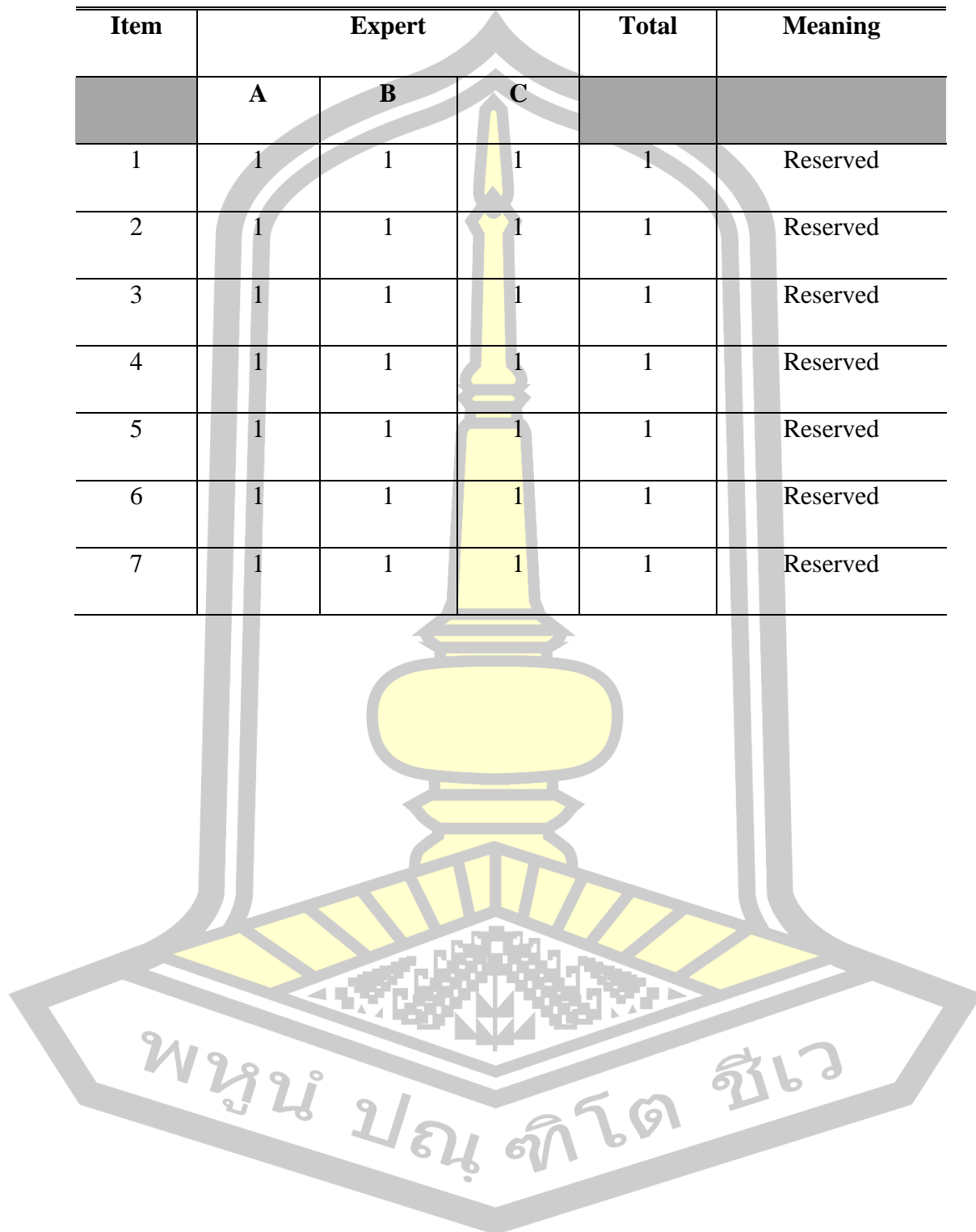
APPENDIX J
The Sample of Self-Reflection Paper

Self-Reflection Paper

Student Name: _____ ID Student: _____

Answer these following questions

1. After studying, how much do you understand of the narrative paragraph writing?

2. How does the steps of writing help you enhance your writing after writing activities learning in class?

3. How does the narrative paragraph features help you to improve your writing after writing activities learning in class?

4. What problems did you have when you study writing in classroom?

5. If so, how could you solve the problem?

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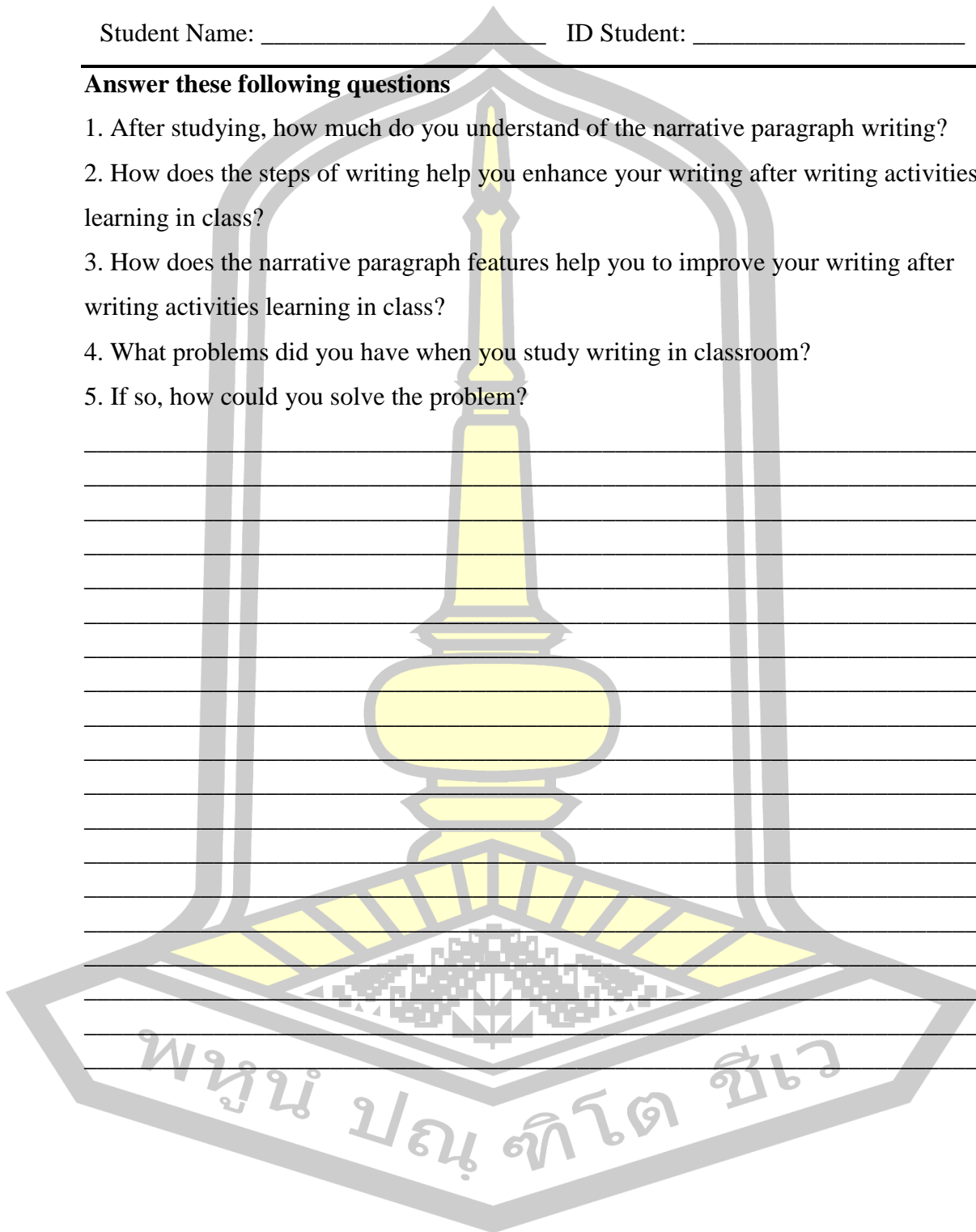
APPENDIX K
The Sample of Self-Reflection Paper
(Index of Item Objective Congruence)
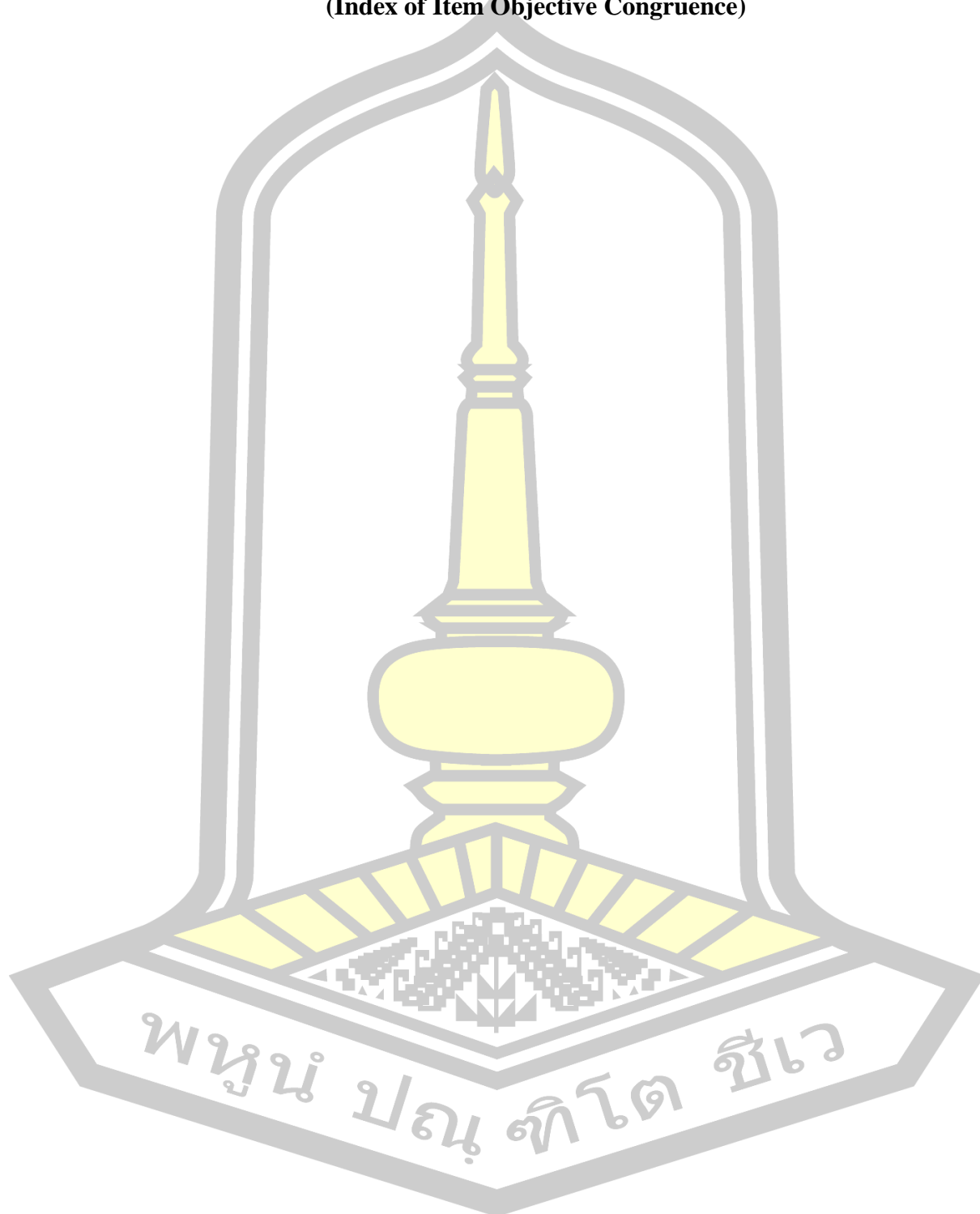
Table 8 The Item-Objective Congruence Index of Self-Reflection Paper

Item	Expert			Total	Meaning
	A	B	C		
1	1	1	1	1	Reserved
2	1	1	1	1	Reserved
3	1	1	1	1	Reserved
4	1	1	1	1	Reserved
5	1	1	1	1	Reserved
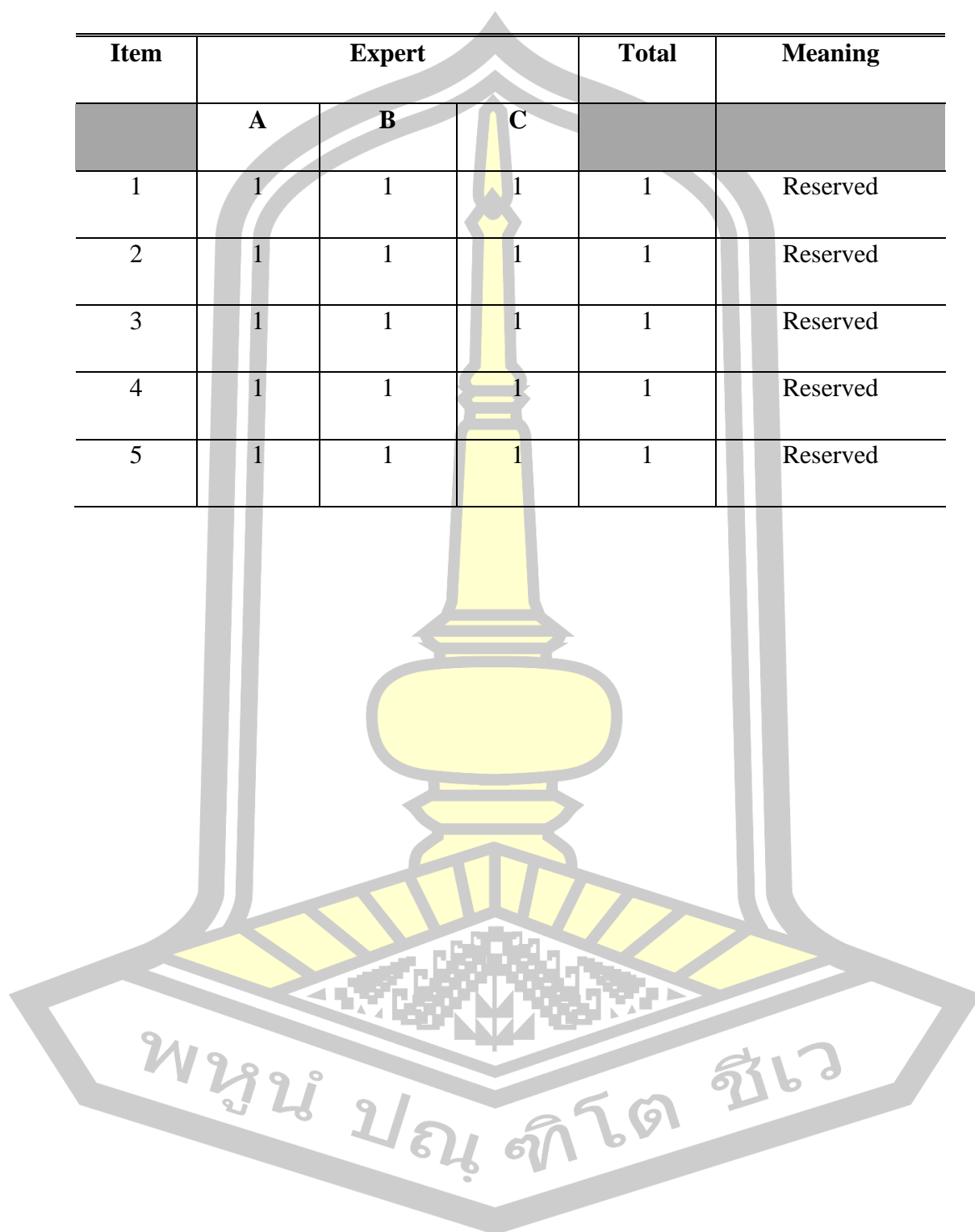
APPENDIX L
Narrative Revising Checklist

Narrative Revising Checklist

Student Name: _____Reviser Signature: _____

Complete this revising checklist and then have a comment with the student writer
about their narrative. You may also work with them to fix errors within the paragraph.

Categories	Yes	No	Comment
1. Is the paragraph appropriate to the extent request?			
2. Does the title fit the paragraph?			
3. Is the content of the paragraph relevant to the topic?			
4. Does the paragraph make sense?			
5. Does the write use the correct word choice?			
6.Is the paragraph interesting?			
7. Do all sentences related to the topic?			
8. Does the writer have enough components of a narrative paragraph, namely, an orientation, a complication, a series of events in logical, a resolution?			
9. Is the paragraph coherence, fluency, clarity with logical sequencing?			
10.Does the writer use the appropriate verb of tense?			
11.Does the write use correct structure of sentences?			
12.Does the writer use the sentences consistent or varied?			

▶ Change anything you want. You may change words,
phrases, sentences, or the whole. You may add, subtract,
and recorder.

APPENDIX M
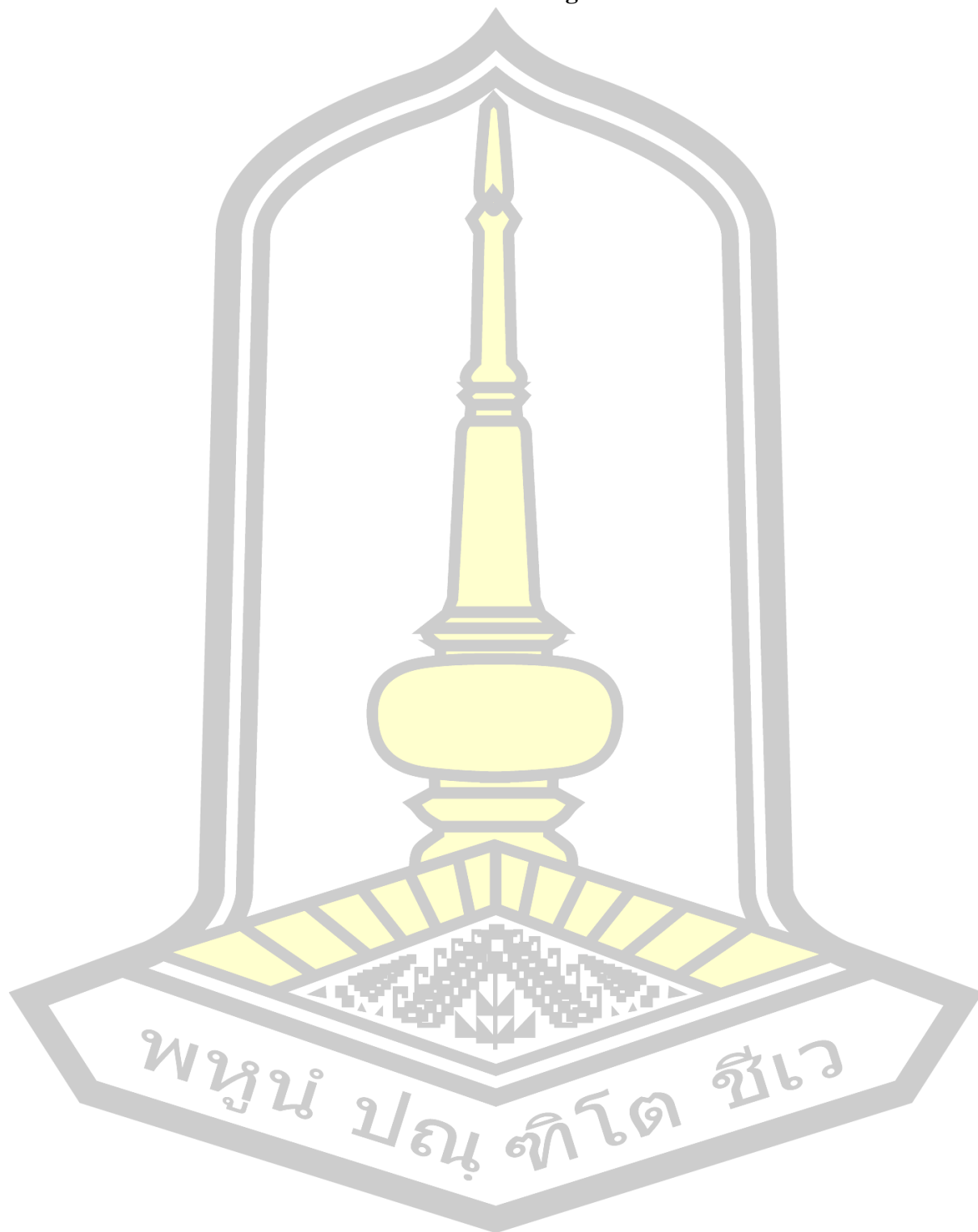**Narrative Editing Checklist**

Narrative Editing Checklist

Student Name: _____ Editor Signature: _____

Complete this editing checklist and then have a comment with the student writer about their narrative. You may also work with them to fix errors within the paragraph.

Does the paragraph

☐ have capital letters to start sentences?

☐ have full stop to end sentences?

☐ have appropriate commas?

☐ have an appropriate usage of articles?

☐ have an appropriate usage of preposition?

☐ have an appropriate usage of a full sentence structure?

☐ have an appropriate usage of word order?

☐ have any spelling mistakes?

Comments

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BIOGRAPHY

NAME   Ms. Tran Thi Thuong

DATE OF BIRTH   10 June 1992

PLACE OF BIRTH   Quang Binh, Vietnam

ADDRESS   680 Nittayo Road Muang Sakon Nakhon Chang Wat
                     Sakon Nakhon 47000

POSITION   English and Vietnamses Instructor

PLACE OF WORK   Sakon Nakhon Rajabhat University

EDUCATION   2014   Bachelor of Arts in English
                              University of Foreign Language Studies
                              The University of Da Nang, Vietnam

                     2020   Master of Education in English Language
                              Teaching
                              Mahasarakham University, Thailand