

IMPACT OF READING-TO-WRITING INSTRUCTIONAL APPROACH ON STUDENTS' NARRATIVE WRITING SKILLS

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Abstract: *The present research focuses on the impact of reading-to-writing instructional approach on the students' narrative writing at secondary school level. The study was experimental in nature. Pretest Posttest Design was applied. The study was conducted 10th grade students of Government Girls High School Paharpur, DIKhan. The students of 10th grade were divided in to two groups on the basis of pretest and posttest i:e Control group contained 30 students who received tradition way of teaching and experimental group comprised of 30 students who received reading-to-writing instructional approach. Independent sample t-test was used after posttest result. The result of the study indicates that narrative writing skills of the students enhanced who received reading-to-writing instructional approach as compared to traditional way teaching method.*

Keywords: *Reading-To-Writing Narrative Writing, Instructional Approach*

Introduction

Darazi (2020) asserts that writing is a productive skill and the most crucial ability to develop in order to communicate one's opinions in writing. Every language has its own alphabet (letters), writing style, and other language symbols, according to AL-Murshadi (2017). Views, facts, knowledge, and descriptions of objects are all expressed through writing. Writing skills can be taught to students in a variety of methods. It is possible to encourage students to write down their ideas and thoughts. For creative writing to convey ideas or concepts, language structure is necessary. While having sufficient knowledge of grammar, linguistic structure, and other aspects is important when writing, vocabulary is equally important. Ideas and thoughts cannot be communicated in a structured and efficient manner without a sufficient vocabulary.

Teaching methodology has a significant impact on pupils' performance, claims Kent and Wanzek (2016). Since new knowledge depends on prior knowledge, each instructor must be familiar with the pupils' prior knowledge. Additionally, the aptitudes and learning capacities of students vary from one another. To ensure that no pupil is overlooked, a skilled educator uses instructional strategies that are advantageous to each individual. According to Leli (2020), every student is entitled to equitable learning opportunities. Teaching methods have a significant part in the learning process in addition to other resources. There are undoubtedly some pupils who learn slowly, others who learn quickly, and some who are average learners. To ensure that every student in the class learns in accordance with their ability, teachers must employ a variety of teaching strategies and techniques.

According to Selvaraj and Aziz (2019) every language includes four basic skills. A kid learns to talk gradually after first learning to listen. It is impossible for a child to learn how to talk if they have hearing or listening impairments. Thus, listening skills are a prerequisite for speaking skills.

Writing ability is also reliant on reading ability. A child must learn how to read and write. However, writing requires a lot of work and experience. Control practice is necessary, followed by guided practice and free practice. Teachers are responsible for providing adequate opportunity for students to develop their writing skills. It takes a lot of time and work to develop writing skills.

Darazi et al. (2021) asserts that as all exams are written, writing plays a critical part in academic success. Written assignments are used to evaluate the knowledge and skills of the students. Grades are given to students through written exams. Thus, writing has a big impact on pupils' academic performance. Students must pass a written test in order to advance to the following classes. Most educational institutions need students who want to enroll to take entrance exams. For children to succeed academically, writing ability is therefore essential.

The Grammar Translation Method, or GTM, is a popular approach to teaching English, particularly at the secondary level, according to Khan et al. (2016). Our teachers lack proper training and are ignorant of cutting-edge teaching methods. GMT is an antiquated teaching method that was used in the past to teach second languages. Even if this approach was important in the past, there are currently a lot of different teaching methods and technology that are being used to teach English. The low performance of students is a result of inefficient teaching methods. Teachers must provide students with suitable opportunity to master writing skills in order for them to become proficient in this area, since writing is a more important ability for English language learners.

Kamran et al. (2021) claim that pupils find writing to be a challenging endeavor to complete well. It has been noted that pupils are not asked to concentrate on learning skills and are instead compelled to memorize information. Therefore, when our students are required to write something, they struggle. For students to succeed and demonstrate strong performance during the instructional process or in the final evaluation, creative writing is essential. Students in secondary school are reasonably developed and recognize the value of creative writing. Teachers at this level need to concentrate on helping pupils write so they can convey whatever is on their minds. Teachers ought to use instructional techniques that encourage students to write.

The purpose of this study is to determine the best practices for improving students' writing abilities because our pupils struggle with narrative writing. It is commonly noted that secondary school pupils lack the skills necessary to compose even a single paragraph correctly. The ability to write narratives is essential for children to succeed academically. Although many students struggle to become proficient in narrative writing, teachers and trainers are ultimately responsible for implementing good writing approaches. In order for the kids in the tenth grade to succeed academically, the researcher hopes to improve their writing skills. Following are the objective of the study:-

1. To determine how teaching reading-to-writing strategies affects eighth-grade students' narrative writing abilities.

Literature Review

Narrative Writing

Hoffman (2009) states that narrative language is typically utilized in written or spoken narration of books, stories, fiction, and real-life events. Nonetheless, narrative language serves a variety of functions, such as linguistic ones or everyday experiences in pragmatic life. Since narrative language is utilized in productive activities, mastering it requires sufficient effort. This useful ability is crucial for everyday tasks including voicing opinions, recounting stories, and sharing

prior experiences. We are able to create sentences and write in addition to speaking because of narrative language. Additionally, it is necessary for speech and communication to continue.

Boons et al. (2013) assert that narrative is essential to language development and serves as a basis for it. Additionally, narrative language bridges the gap between academic and home language usage. According to Rojek et al. (2019), narrative language is essential for compiling the different informational components. Nonetheless, memory is essential to the formation of narrative language. A storyteller uses narrative language to connect the sentences. Furthermore, these sentences are interwoven logically like a web. Narrative sentences can be used to advance the discourse and communication process. Mohammad (2021) asserts that narrative language is predicated on cognitive development and understanding since this process requires knowledge of the language's grammatical structure. Two sorts of structures serve as the foundation for the narrative skills employed in narration:

2. Narrative Macro- Structure
3. Micro-Structure of Narration

Reading to Writing Instructional Approach

Mason (2017) asserts that the phrase "reading to write" refers to the process of learning. There are two ways in which we might look at this term: pedagogically and theoretically. Regarding the first word, it is utilized in educational tasks that can be integrated with both language skills—reading and writing because these two abilities are interdependent. The second, theoretical, approach focuses more on the pupils' aptitudes. Students' performance is evaluated, and their writing and reading abilities are looked at.

According to Ugboja et al. (2018), writing and reading both play important roles in the learning process. Students are initially instructed on how to pronounce words correctly. Sentences, phrases, and difficult words are taught to the pupils once they can pronounce them correctly, allowing them to read them with proper pronunciation. Students also learn how to write step-by-step. The process is exhausting and time-consuming. Students are taught narrative writing once they are proficient in guided writing. Each student is given a topic, and they are expected to discuss it, visualize it well, translate it into language, and create written material. Students' writing and reading abilities are developed concurrently when they are incorporated into the educational process.

According to Darazi et al. (2019) writing abilities are essential to students' success. As part of the curriculum, secondary pupils need to become proficient writers. Because writing includes knowledge, comprehension, and abilities, students' cognitive development is essential to achieving the goals. Since story writing necessitates ideation, coding and decoding, revision, and correction, cohesion and coherence are essential components. Wang and Wang (2017) assert that reading and writing are intimately related. Without a doubt, in the classroom, reading is valued more than writing. Because they are not given enough writing assignments, pupils must struggle with writing as a result. Writing is a difficult endeavor that need for practice and dedication. Strong reading abilities can help kids improve their writing abilities. Social contact is facilitated by both writing and reading. Social contact occurs when someone writes anything for someone else because they are leaving a message for the readers.

Cohesion in writing is just as important as coherence, according to Hasanah (2017). It is a phrase used in writing to determine whether or not the text's ideas make sense together. He insists that the logical course of events must be followed. Since stories cannot be made intriguing unless they are written cohesively, cohesiveness is more important in storytelling. The tale will not be able to

capture the reader's interest and, thus, gain popularity if coherence is neglected during the writing process.

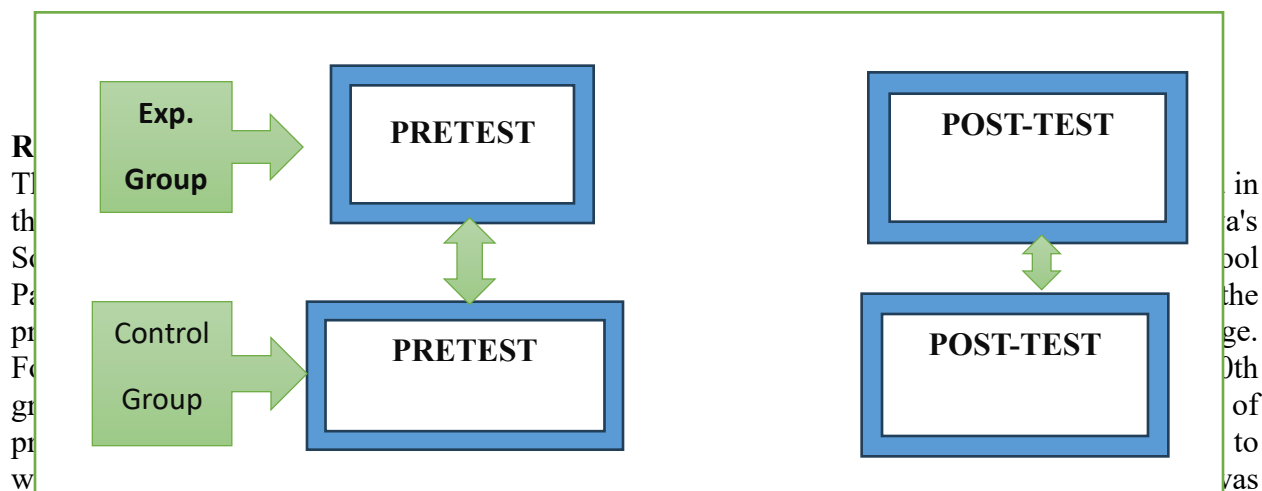
Effect of Teaching Strategies on Students' English Writing Skills

Anggraini et al. (2020) assert that learning activities have an impact on students' writing proficiency. Teachers must therefore be aware of their students' prior knowledge and learning capacities in order to use effective teaching strategies that will help them reach their goals. According to Gonzalez and Pinzon (2019), the majority of pupils speak English as a second language. As a result, students must work harder because they must learn how to write in addition to the foreign language. There are several components that go into writing skills. Due to the fact that English is not their first language, pupils struggle greatly with spelling, proper punctuation, and other grammar standards.

Teaching writing skills to students whose mother tongue is not English is a difficult undertaking for English teachers, according to Fatima et al. (2020). Teachers must use the methods that will benefit kids the most. Students want to learn and participate actively and dynamically in the activities once they have a firm understanding of the material. Anggraini et al. (2020) claim that ineffective teaching methods hinder students' ability to acquire writing abilities. The most crucial aspect of the learning process is the active participation and interest of the students.

Conceptual Model

Adom (2019) claims that a conceptual framework or model gives the philosopher instructions on how to do the inquiry efficiently. It shows the overall study plan and outlines the many research processes to ensure that there is no room for doubt and that the investigation is carried out methodically. The conceptual model is developed to carry out the study in a methodical manner since research is an organized method of coming to a conclusion about a certain issue.



assessed using a varied teaching style. A post-test was given following the instructional time in order to determine which teaching approach was more successful in promoting learning. To ascertain the performance of the students in both groups of this experimental study, the t-test was utilized.

Reading to Writing Pre-Test

In order to evaluate the writing abilities of a chosen group of students prior to treatment, researchers created a reading-to-writing test known as the pretest. The chosen sample was split into two groups, the control group and the experimental group based on the pretest results.

Reading to Writing Post-Test

A reading-to-writing post-test was created by researchers with the intention of evaluating the writing abilities of selected students of 10th grade. The CG and EG results were compared based on the posttest.

Rubric Development

An analytical rubric created by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) was utilized to evaluate the subjects' fundamental writing skills. The three main components of narrative writing i:e clarity (the main concept, clearly articulated material), mechanics (vocabulary, syntax, tone, and references), and structure (format, organization, and transition) formed the basis of the rubric. During the pre-testing process (as well as during the treatment period and post-test), the students were examined and evaluated using this assessment design. The pupils were given scores of up to fifty.

Inferential Statistics

Researcher used t-test to compared the result of control and experimental group.

Result and Discussion

Table 1

Result of pre-test and posttest

Component	Statistics	Pretest		Post-test	
		Poor	GOOD	POOR	GOOD
Clarity	Frequency	29	2	2	26
	Percentage	48%	4%	3%	43%
Mechanics	Frequency	39	3	1	18
	Percentage	65%	5%	2%	30%
Structure	Frequency	41	3	3	22
	Percentage	68%	6%	5%	36%

Table 1 reveals the result of pretest and posttest of narrative writing skills of students. The result depicts that students received reading to writing approach in experimental group enhanced the writing abilities in all components like clarity, mechanism and structure of sentence.

Table 2

Demonstrates Mean difference in the students Narrative Writing on Pretest Score

Group	n	Mean	Std. Deviation	Levene's Test	t-cal	Sig.
Control Group	30	17.1667	3.33305	.203	.245	.807
Experimental Group	30	16.9333	4.01663			

p>.05

The mean difference in narrative writing on the pretest using the Read-Write teaching technique is shown in Table 2. The table indicates that group variances do not substantially differ from one another based on the predicted Levene's score (the fundamental t-test assumption) (.203>.05). According to the table, the experimental group's mean value was 16.3, whereas the control group's was 17.1. Additionally, the table demonstrates that the t-cal=.245 with p=.807>.05 value suggests

that there is no discernible difference between the experimental and control group students' narrative writing scores on the pretest. In other words, before to intervention, both groups were equal.

Table 3

Demonstrates Mean difference in the students Narrative Writing on Posttest Score

Group	n	Mean	Std. Deviation	Levene's Test	t-cal	Sig.
Control Group	30	21.2667	4.44067	.348	-10.48	.000
Experimental Group	30	32.8333	4.09443			

P<.05

The mean difference in narrative writing on the posttest using the Read-Write teaching technique is shown in Table 3. The table indicates that group variances do not substantially differ from one another based on the predicted Levene's score (the fundamental t-test assumption) (.348>.05). According to the table, the experimental group's mean value was 32.83, whereas the control group's was judged to be 21.26. Additionally, the table displays a t-cal=-10.48 value with a p-value of .000<.05, indicating a significant difference in the posttest scores of students in the experimental and control groups' narrative writing. To put it another way, students who were taught using a read-to-write method outperformed those who were taught using a traditional method.

Discussion

The purpose of the current study was to find out how well reading-to-writing strategy instruction can improve narrative writing abilities. A reading-to-writing strategy was used to improve eighth-grade pupils' narrative writing abilities. It was revealed that these behaviors constituted distinct components of the reading-to-write construct, which is congruent with earlier research by Asencion (2004). The result of his study found that reading to writing strategy improved the narrative writing of the students. The study's findings show that, in contrast to traditional teaching methods, students' narrative writing abilities were enhanced by the reading-to-writing instructional technique. The study's findings are consistent with those of Brimo et al. (2017). By reading to improve their writing abilities, they discovered that pupils improved their writing abilities. They discovered that using a reading-to-writing strategy helped pupils write better essays. Nonetheless, it appears that the task depiction in the answer essay was the result of greater critical thought.

Conclusion and Recommendations

The study concluded that students who received instruction using the reading-to-writing method were able to write narratives more effectively than those who received instruction using the conventional method. The study found that children are more likely to express their own opinions in their writing when reading-writing strategies encourage critical thinking and expressive writing in an effort to create a student-centered environment. Students' transcription and syntactic abilities are enhanced by the system and content that reading-teaching approaches give them, which enables them to process through reading and prepare for production. The study recommended that using a reading-to-writing strategy enhanced students' narrative writing. Thus, to help students become better storytellers, English teachers might implement this strategy in their classrooms.

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