
The Effects of Genre-Based Approach to Enhance Indonesian's Students Writing

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Abstract

This research scrutinizes the implementation of the Genre-Based Approach to enhance students' writing recount performance and their perceptions of the learning experience. Employing a mixed-method research design, the study involved seventy-two of tenth-grade students in one of state school in Central Java. Quantitative data were collected through pretest and posttest to measure writing improvement, while qualitative data were obtained from a student's questionnaire focusing on engagement, motivation, and comprehension. The data were analyzed using Shapiro-Wilk for normality, Levene's test for homogeneity, and an independent samples t-test to compare the performance between the two groups. Descriptive analysis was applied to the questionnaire data. The results revealed the students in the experimental group showed notable improvement in writing performance after Genre-Based Approach intervention. In addition, students expressed positive perceptions of Genre-Based Approach, reporting increased comprehension, better retention, enhanced engagement, and strengthened critical thinking. These findings suggest that Genre-Based Approach supports writing development and fosters a more motivating and structured learning environment. This study contributes to the existing literature by highlighting Genre-Based Approach's academic and perceptual impacts, an area that remains underexplored in previous research.

Keywords: Writing, Recount, Genre-based Approach

INTRODUCTION

Mastering English writing continues to be a major challenge for English learners, particularly those studying it as a foreign language. Numerous studies have emphasized the persistent difficulties faced by Indonesian senior high school students in developing their English writing skills. These challenges commonly involve grammar, vocabulary, content development, and idea generation, all of which significantly affect the clarity and completeness of students' written work (Yuniar & Siswana, 2024; Hafizah et al., 2024; Wijayatiningsih et al., 2023). Beyond

linguistic hurdles, students often experience writing anxiety, especially cognitive anxiety, triggered by confusion, lack of interest, and fear of making mistakes. Somatic anxiety is also present, particularly among students with lower self-confidence (Pambayun, 2024). These psychological factors are further exacerbated by structural issues in the classroom, such as large student-to-teacher ratios, insufficient opportunities for writing practice, and interference from students' first language, which collectively hinder the development of effective writing skills (Hapsari et al., 2022; Wijayatiningsih et al.,

2022; Suharno et al., 2024; Wijayatiningsih et al., 2023).

Similar concerns are evident beyond the Indonesian context. Research conducted in other countries also highlights how writing anxiety and inadequate writing proficiency continue to affect high school students' academic progress. In China, students tend to experience moderate levels of writing anxiety, with low-performing students showing stronger avoidance behaviors than their high-performing counterparts (Yang, 2024). Meanwhile, in Albania and Montenegro, limited exposure to English leads to frequent writing errors, ranging from basic mechanics such as spelling and punctuation to more advanced issues like sentence structure and word choice (Dedushaj, 2022). In addition, disparities in writing performance across academic tracks emphasize the importance of differentiated instruction. To address this, researchers advocate the implementation of a genre-based approach, which can help students improve their academic writing by aligning teaching strategies with the specific demands of their educational fields (Hajan et al., 2024).

Preliminary observations at a State school in Semarang revealed significant challenges in students' writing abilities. An interview was conducted with 30 tenth-grade students to gather insights into their experiences with writing tasks. The results indicated that many students struggled with completing written assignments, organizing paragraphs logically, and articulating their ideas effectively. Students expressed difficulty in structuring their ideas in recount text, particularly in maintaining coherence, using appropriate grammar, and developing a clear sequence of events. Additionally, students reported feeling unmotivated and disengaged during writing lessons due to minimal teacher-student interaction and a lack of clear instructional guidance. One of the major concerns is students' ability to write

recount texts, which are fundamental in English writing instruction at the senior high school level. In Indonesia's senior high school curriculum, students are required to learn recount text as part of their writing development. Recount text requires students to structure past events coherently, apply correct grammatical forms, and sequence ideas logically, skills that many learners struggle to master. However, difficulties in constructing recount texts often arise due to lack of clear understanding of text organization and language features. If these challenges are not addressed, students may continue to face barriers in developing their overall writing, which could negatively impact their academic performance and future opportunities. This issue underscores the urgent need for a well-structures teaching method to enhance learners' ability in composing recount text.

The Genre-based Approach (GBA) has emerged as a particularly effective method for teaching writing. According to Mingsakoon & Srinon (2018) the GBA has the benefit of encouraging students' writing and their comprehension of the structure, meaning, and goal of the text. The GBA aims to develop students' literacy skills by emphasizing social processes such as explaining, describing, and arguing (Kay & Dudley-Evans, 1998). Additionally, GBA emphasizes understanding the structure and purpose of specific genres, providing a systematic framework for learners. This systematic approach allows students to break down complex writing tasks into manageable steps, making the learning process more accessible and less intimidating. Byrne (1988) described GBA as a framework for teaching language through specific genres. Nagao (2018) further defined GBA as a method that helps learners comprehend how a text's organization aligns with its intended function. This definition highlights GBA's role in linking theoretical knowledge with practical

implementation, ensuring that students not only develop writing skills but also recognize the reasoning behind specific conventions and structures. This deeper understanding promotes analytical skills and motivates learners to participate more actively in writing tasks. This structured GBA instruction is particularly beneficial for students with low motivation or competency, as it provides a structured pathway for improving writing skills.

The effectiveness of the Genre-Based Approach (GBA) in enhancing students' writing skills has been consistently highlighted in various studies. Herman et al. (2020) revealed that post-test results showed significant improvement in students' writing abilities compared to the pre-test. The increase in mean scores demonstrated GBA's positive impact on writing proficiency. Additionally, interview and observation data indicated that students became more motivated and showed improvements in organization, grammar usage, and creativity, along with greater confidence and engagement in writing activities. Similarly, Thongchalerms & Jarunthawatchai (2020) conducted a study involving 44 Thai learners using a one-group pre-test and post-test design focused on writing news reports. Their findings showed that students reached a "Moderately Improved" level in writing, with noticeable gains in comprehension, syntax, and rhetorical organization. Furthermore, Susetya & Hikam (2024) demonstrated that GBA implementation significantly improved students' writing performance, with most students exceeding the Minimum Completeness Criteria (KKM) by the second cycle. GBA was particularly effective in helping students organize ideas, select appropriate vocabulary, and apply correct grammar.

While several studies have investigated the linguistic difficulties and writing anxiety experienced by Indonesian

high school students, few have explored how students respond to the GBA in terms of comprehension, motivation, and engagement. Moreover, limited attention has been given to students' perceptions of GBA as a learning tool. This study aims to fill this gap by combining test results and questionnaire data to examine not only the effectiveness of GBA but also how students perceive its impact on their learning experience.

To overcome these challenges, this study seeks to examine how the GBA contributes to improving students' writing proficiency, especially in recount text composition. Specifically, it seeks to analyze the impact of GBA on students' ability to construct recount texts and examine their responses to this instructional approach. Through analyzing the influence of GBA on students' writing, this research contributes to refining teaching strategies for writing instruction in senior high schools.

METHODOLOGY

This study employed a mixed-method approach, combining quasi-experimental design with descriptive qualitative analysis. The quantitative data was gathered through a writing test administered to both the control and experimental groups before and after the treatment. The qualitative data was collected via a close-ended questionnaire distributed to the experimental group after the treatment to capture their perceptions of the GBA. The study was conducted at a state school in Semarang with a population of 72 tenth-grade students. The X9 class, consisting of 36 students, was assigned as the experimental group and received GBA intervention, which involved a structured approach to writing instruction, focusing on a specific genre of recount text and writing conventions. In contrast, the X10 class, also with 36 students, served as the control group and did not receive any intervention, instead, they followed the conventional writing curriculum.

The intervention was conducted over five meetings in the experimental class, which received instruction using the GBA to improve their writing. The first meeting was used to administer the pretest, while the fifth meeting was allocated for the posttest. The three meetings in between served as treatment sessions, where the GBA was implemented through its four main stages: Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). In the BKoF stage, the researcher as a teacher introduced the topic and give background knowledge. While, students discuss relevant vocabularies, concept, and context of the recount text. In the MoT stage, the researcher provided students with examples of the recount text, and the students analyzing the purpose, generic structure, and language feature. The JCoT students and researcher collaboratively write a new text together, students gave input while the researcher gave guidance and support. The researcher as well encouraged group discussion. In the ICoT the researcher asked students to write their own recount text independently. During both the pretest and posttest sessions, students were given 60 minutes to complete their recount writing tasks. These tasks aimed to assess students' ability to construct well-structured recount texts before and after the implementation of the Genre-Based Approach. These tasks aimed to assess students' ability to construct well-structured recount texts before and after the implementation of the Genre-Based Approach. Additionally, students' perceptions of learning through GBA were collected using a close-ended questionnaire administered at the end of the posttest session. The questionnaire consisted of 15 items measured on a Likert scale, and students were given 20 minutes to complete it independently. This instrument aimed to explore their comprehension, motivation, and engagement

during the learning process. Purposive sampling was employed as the sampling technique in this study, as students were identified based on their academic performance with assistance from the teacher to ensure group comparability. Prior to the full implementation, a tryout was conducted in the X11 class with 36 students to refine the research instruments and ensure clarity.

The validity test was utilized to assess whether the writing assessment sheets and questionnaires were valid. Reliability serves as a tool to evaluate the consistency of these writing assessment sheets and questionnaires, which act as indicators for specific variables or constructs. For the writing assessment sheets, content validity was established through expert judgement. The rubric used in the assessment was adapted from Jacobs et al. (1981). This validation process ensured that the instrument effectively measured students' writing proficiency based on relevant and widely accepted criteria. To evaluate the reliability of the writing assessment sheets, internal stability was examined through Cronbach's Alpha. The assessment rubric encompassed five key aspects: content, organization, vocabulary, language use, and mechanics. The analysis yielded a Cronbach's Alpha score of 0.842, exceeding the acceptable benchmark of 0.70, demonstrating that the writing sheets were dependable and appropriate for the study.

For the questionnaire, statistical validity and reliability tests were conducted. The validity of each item was assessed using Pearson's product-moment correlation by comparing the correlation coefficient (r count) with the critical value (r table) at a 5% significance level. The results showed that 15 out of 16 questionnaire items were valid, as their correlation coefficient (r count) exceeded the r table value, with one item being invalid. Therefore, only the 15 valid items were used in the final questionnaire. The questionnaire's reliability was assessed

through Cronbach's Alpha. Producing a value

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-Experimental	.137	36	.086	.947	36	.082
Post-Experimental	.163	36	.017	.943	36	.065
Pre-Control	.111	36	.200	.972	36	.483
Control	.126	36	.163	.959	36	.204

of 0.941, which surpasses the standard reliability criterion of 0.70, indicating that the questionnaire items were internally consistent and capable of yielding stable responses over repeated applications. By ensuring both validity and reliability, this study guarantees that the data collected is credible and accurately reflects the research objectives.

This mix-method research employed statistical methods, including Shapiro-Wilk normality test, to evaluate whether the collected data follows a normal distribution. This test ensures that the data in the study follows a normal distribution. The Levene Statistic is also applied to examine the homogeneity of the samples in both classes. If the significance value exceeds 0.05, it indicates that the distribution in the classes is normal, and the homogeneity of the groups is established. Furthermore, descriptive analysis was utilized on the questionnaire responses to summarize students' perceptions toward the implementation of the Genre-Based Approach.

RESULTS AND DISCUSSION

The data was obtained from students in class X9 and X10, who served as the sample for this research. A total of 72 students participated in both pretest and posttest. The outcomes of the pretest and posttest will then be proceed using the help of SPSS software for normally, homogeneity, and independent

sample t-test. The data presented below were obtained from the pretest and posttest scores of both the experimental and control classes. Based on the normality test conducted using SPSS, as the presents table, the result from the Shapiro-Wilk test results indicate that the p-values for both pretest and posttest data in the experimental and control groups exceed 0.05. This suggest that the data follows a normal distribution. (see Table 1).

Table 1. Normality Test Result

From the data, it is evident that the Significance (sig) value based on the mean is $0.644 > 0.05$, indicating that the variance between the two groups is homogenous. This implies that both classes possessed comparable levels of ability. The outcomes from the pretest and posttest for both experimental and control classes demonstrate equal or homogenous variance. (see Table 2).

Table 2. Homogeneity Test Result

Levene Statistic			df1	df2	Sig.
Score	Based on Mean	.215	1	70	.644
	Based on Median	.211	1	70	.647
	Based on Median and with adjusted df	.211	1	69.686	.647
	Based on trimmed mean	.215	1	70	.644

In this part, the data were analyzed to evaluate the hypothesis on whether a significant difference exists in students' writing performance between the experimental class and the control class. The analysis employed a t-test formula to compare the experimental and control classes. SPSS software was used to perform the t-test for hypothesis testing.

The statistical hypotheses used in this study as follow:

Ha: The application of the Genre-based Approach has s significant effect to the students' writing of recount text.

H0: The application of Genre-based Approach does not have significant effect on students' writing of recount text.

The assumption for testing the hypothesis are:

1. If the p-value is less than 0.05, it suggests strong evidence against the null hypothesis (H0), leading to its rejection in favor of the alternative hypothesis (Ha).

2. If the p-value exceeds 0.05, there is not enough statistical evidence to reject the null hypothesis (H0), meaning the alternative hypothesis (Ha) is not supported

The score of sig (2-tailed) is <0.001 , it indicates a strong level of statistical significance, as it is below 0.05. (see Table 3).

Table 3. Independent Sample t-test

		Levene's Test for Equality of Variances			Sig. (2-tailed)
f		sig	T	df	
Score	Equal Variances	.64	5.35		
	Assumed Equal variances	.215	4	3	70
not assumed	Equal variances		5.35	69.9	
	not assumed		3	47	$<.001$

Based on the data analysis, a significant difference was observed in students' writing performance between the experimental and control groups. The results indicate that the sig (2-tailed) value is <0.001 , which is below the significance threshold of $\alpha = 0.05$. This finding supports the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). This implied that the implementation of the GBA yielded to a statistically significant improvement in students' writing.

Regarding the data description, the scores obtained from the experimental class showed a pretest average of 64.05 and a posttest average of 78.58. The median scores were 64 for the pretest and 79 for the posttest. The lowest score in the experimental class for the pretest was 43, and the highest was 80. In the posttest, the lowest score was 71, and the highest was 91. These results indicate that the lowest and highest posttest score are higher than those of the pretest. In the control class, the mean score of the pretest was 70.69, while the posttest mean was 73.63. The median score for the pretest was 72.5 and for the posttest, it was 72. The lowest score in the pretest was 46, and the highest was 91. For the posttest, the minimum score recorded was 67, and the highest reached 83. This indicates that while the highest score in the posttest decreased, the mean score improved, suggesting that there was also improvement in the control class.

The data analysis process began with testing the normality of the students' writing scores to determine whether parametric statistical methods could be applied. Utilizing SPSS software, the normality test results showed that the pretest and posttest scores from both the experimental and control groups had significance values greater than 0.05. This indicated that the data were normally distributed, fulfilling one of the primary assumptions for conducting further statistical analysis. After confirming normality, a homogeneity of variance test was conducted to assess whether the data across both groups exhibited equal variances. The result also yielded a significance value above 0.05, suggesting that the data were homogenous. Meeting both assumptions of normality and homogeneity justified the use of an independent samples t-test for hypothesis testing. The t-test was carried out at a 5% significance level to evaluate whether the GBA had a statistically significant impact on students' writing performance. The outcome

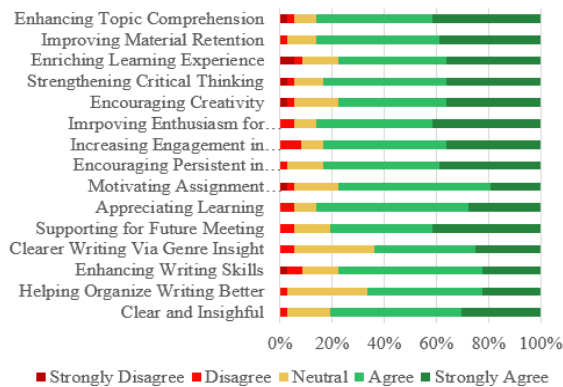
revealed a p-value of less than 0.001, which is well below the 0.05 threshold. This finding led to the rejection of the null hypothesis and the writing achievement of students who were taught using the GBA compared to those who received conventional instruction. The results underscore the effectiveness of the GBA in enhancing students' writing.

These findings align with the studies by Delang (2021) & Haris & Rini (2023) which provide strong evidence that genre-based approach significantly enhances students' writing skills, particularly in writing recount text. The study by Delang (2021) demonstrated improvement in students' writing through the GBA with increasing scores across cycles. Similarly, research conducted by Haris & Rini (2023) found statistically significant improvements in students' writing recount, showing enhanced understanding of the text structure and linguistic elements. Likewise, the study by Arba'in & Rini (2022) revealed that students' writing abilities improved significantly after employing GBA, with moderate improvement measured through N-Gain scores and paired t-test. This study also highlighted better comprehension of the recount text format, improved teamwork, and greater classroom participation. These findings align closely with my research, which also aims to improve students' writing through the application of the GBA. Similarly with these prior studies, my research demonstrated the effectiveness of GBA in improving students' writing skills, confirming its success as a teaching strategy for enhancing writing proficiency in recount text.

After the implementation of the GBA, a notable difference was observed between the writing scores of the experimental and control groups. To further understand the effectiveness of the GBA, students in the experimental group were asked to complete a questionnaire. Their responses reflect their perceptions of the learning experience and are

presented in a chart, which organizes the data into five categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. (see Figure 1).

Figure 1. Students Responses on GBA



The Genre-Based Approach (GBA) has demonstrated substantial benefits in enhancing students' learning outcomes, as reflected in their responses. Across all measured aspects, an overall 79.5% of participants expressed agreement or strong agreement regarding its effectiveness. Specifically, 86.1% of students acknowledged that GBA improved their comprehension, while 83.3% found it beneficial for retaining material more effectively. Additionally, 78% of participants reported an overall enhancement in their learning experience, with high agreement levels emphasizing its role in fostering better performance and abilities. However, a small number of neutral or disagreeing responses indicate that while GBA works well for most learners, refinements could address the needs of those who did not experience significant improvements. These findings align with Prayuda et al. (2023), Fatmawati et al. (2022) and Haryanti & Sari (2019) who confirm that GBA significantly enhances students' writing skills, making it an effective learning method.

Furthermore, GBA has proven effective in developing critical thinking and creativity. A majority (83.3%) agreed that it strengthened their critical thinking skills,

highlighting its ability to foster deeper analysis and thoughtful engagement. Similarly, 77.8% of students recognized GBA as a tool for enhancing creativity by encouraging innovative and imaginative learning approaches. While most participants benefited from this aspect, the variation in responses suggests that additional support could help maximize its impact. These findings are supported by Ummah (2019), and Ismail & Helaluddin (2022), who demonstrate that GBA effectively enhances students' critical thinking skills in writing and essay development, reinforcing its value as a teaching method. GBA has also been highly effective in boosting enthusiasm, engagement, persistence, and motivation in the learning process. A strong 83.3% of students agreed that GBA increased their enthusiasm, while an equal percentage confirmed that it improved engagement in learning activities. Likewise, 83.3% stated that it encouraged persistence in learning attempts, and 77.7% reported that it motivated them to complete assignments. Despite these positive results, some neutral and disagreeing responses suggest that addressing individual learning needs could further enhance GBA's effectiveness. These findings align with Waji et al. (2023) and Ueasiriphan & Tangkiengsirisin (2019), who found that GBA fosters greater engagement, improves students' ability to structure ideas, and enhances motivation and participation in writing activities.

Moreover, students expressed strong appreciation for learning through GBA, with 86.1% agreeing that they valued the method. Furthermore, 80.6% supported its continued use in future sessions, indicating a high level of optimism and confidence in its effectiveness. Although some students remained neutral or disagreed, their responses reflect individual learning preferences rather than a fundamental issue with the method itself. These results are supported by Luu (2011) and Hidayad et al. (2023), who

highlight that students appreciate GBA for its effectiveness in improving writing skills, understanding key genre features, and developing argument structures. When it comes to writing skills, GBA demonstrates notable effectiveness, particularly in writing clarity, talent development, and organization. 64% of participants agreed that understanding genre-specific structures improved their writing clarity, while 78% believed GBA helped enhance their overall writing abilities. Additionally, 66.6% of students stated that GBA improved their ability to organize writing, though a relatively high neutrality rate (30.6%) suggests that targeted strategies could further strengthen this aspect. These findings align with Harahap & Rambe (2019), Waji et al. (2023) and Kusuma & Rini (2023), who collectively highlight GBA's effectiveness in improving content organization, coherence, and language use. Finally, the clarity of GBA explanations was widely regarded as beneficial, with 80.6% of students expressing agreement. While most students found the method's instructions helpful, some neutral responses suggest that additional refinement could make them even more accessible. Hyland (2002) supports this finding, emphasizing that GBA provides clear guidance in writing instruction. Similarly, Lin (2006) highlights that GBA strengthens the connection between students' writing and its purpose, extending its benefits beyond the classroom.

Overall, with an average agreement rate of 79.5%, the findings strongly support GBA as an effective pedagogical approach. While it significantly improves comprehension, retention, critical thinking, creativity, motivation, and writing skills, minor adjustments could enhance its inclusivity and maximize its benefits for all learners. The data demonstrates an overwhelmingly positive reception to the implementation of the genre-based approach (GBA) among students. Responses across all

15 statements highlight that the GBA method is highly effective in fostering an enriching and comprehensive learning environment. Specifically, students indicated that GBA significantly enhances their understanding of course material, promotes better knowledge retention, and develops critical thinking skills. These findings reflect the ability of GBA to create a learning framework where students can connect deeply with the content and engage in higher-order thinking processes.

Moreover, the approach has shown to play a pivotal role in encouraging motivation, creativity, and active participation among students. By adopting a structured yet flexible strategy, GBA inspires students to become more engaged learners who feel empowered to explore and express their ideas innovatively. Students consistently appreciated the method for its effectiveness in improving their academic performance, boosting their confidence, and increasing their understanding of genre-specific content.

These outcomes suggest that GBA does not merely focus on content delivery but also emphasizes personal growth and skill enhancement. Additionally, clear and precise explanations of GBA principles emerged as a critical factor contributing to its success. Students highlighted the importance of receiving well-structured guidance to fully grasp the methodology's concepts and applications. This clarity ensures that learners can navigate the approach confidently and benefit from its many advantages. The findings collectively underscore that GBA is a valuable educational tool, one that bridges skill development with the cultivation of positive attitudes toward learning. With overwhelmingly strong support for its continued use in future sessions, GBA demonstrates its potential to be a transformative approach in academic settings. While there remains room for minor adjustments to address the needs of a small subset of students, the overall feedback

affirms its effectiveness in fostering a holistic and engaging learning experience.

CONCLUSION

The study's findings, as outlined in the previous chapter, emphasize the effectiveness of the GBA in improving students' writing skills. The analysis demonstrated that the GBA had beneficial impact on students' recount text writing. Utilizing pretest, posttest, and questionnaires, this study involved three treatment sessions in the experimental class, while the control class followed a problem-based learning approach. A significant improvement was observed in the experimental class, with a mean posttest score in the control class. The result was further validated through an independent sample t-test, which yielded a significance value of <0.001 , confirming the p-value was below the alpha level of 0.05. This led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), indicating significant differences before and after the application of the GBA. These findings affirm the effectiveness of GBA in improving students' writing skills.

The questionnaire responses from the experimental group indicate that the use of the GBA positively shaped students' learning experiences. The findings suggest that GBA offers broader benefits than previously reported, especially in enhancing students' comprehension and motivation areas that have received less focus in prior studies. Students reported improved understanding and retention of materials, greater critical thinking, and stronger motivation to engage with the lessons. They also appreciated the structured and systematic process of GBA, which helped them grasp genre-specific content more clearly while fostering creativity. These perceptions underscore how GBA can create a more engaging and supportive learning environment from the learners' point of view.

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