

**ENACTING GENRE- BASED WRITING INSTRUCTION
FOR SECONDARY SCHOOL STUDENTS:
STORY FLOW AND VOCABULARY DEVELOPMENT**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

Written By:

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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
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English Education and Program



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Had been approved by advisor

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This had been certified and has been approved by the board examiners
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education and Program

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MOTTO

مَا أَصَابَ مِنْ مُصِيبَةٍ إِلَّا بِإِذْنِ اللَّهِ وَمَنْ يُؤْمِنْ بِاللَّهِ يَهْدِ اللَّهُ قَلْبَهُ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿١١﴾

“No disaster strikes except by permission of Allah. And whoever believes in Allah - He will guide his heart. And Allah is Knowing of all things.”

(QS. At-Taghabun: 11) *



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* English Translation of the Meanings by Muhammad Muhsin Khan and Muhammad Taqi-ud-Din al-Hilali , Tafheem-ul-Quran by Syed Abu-al-A'la Maududi & English - Sahih International : surah Taghabun ayat 11 in arabic text, accesed November 5, 2025 <https://surahquran.com/english-aya-11-sora-64.html>

DEDICATION

I proudly dedicate this thesis to:

1. To my beloved father, Misbahul Ulum, and my dearest mother, Sumiati Ningsih. I express my deepest gratitude for your endless love, prayers, and trust. To my father, thank you for always believing in me and supporting every step I take. To my mother, thank you for your unconditional love, prayers, and encouragement throughout every stage of my educational journey. My greatest love and gratitude are dedicated to both of you.
2. To my beloved younger sister, Nadira Tastqiyatul Masyafah. Thank you for always bringing laughter, color, and cheerful noise into my life. Your simple questions like *“When are you coming home?”* your stories, and your random little acts have made my days brighter, more motivated, and full of positive energy. I am always grateful to grow up and share this life with you, my dear sister.

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ACKNOWLEDGMENT

Praise and gratitude always go to Allah SWT who has given His grace and grace so that the author can complete the thesis entitled “Enacting Genre- Based Writing Instruction for Secondary School Students: Story Flow and Vocabulary Development”. Shalawat and salam are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization.

Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as the Rector of the State Islamic University of KH Achmad Siddiq Jember, who has given opportunity for me to study in this university.
2. Dr. H. Abdul Mu'is, S. Ag., M.Si as the Dean of Education and Teacher Training Faculty of State Islamic University of Kyai Haji Achmad Siddiq Jember who has permitted to do this research.
3. Dr. Nuruddin, S.Pd.I., M.Pd. I., as the Head of the Islamic Studies and Language Education Department, have permitted to do this research.
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Department who has motivated me to study english.
5. Febrina Rizky Agustina, M.Pd., as my academic Supervisor, who has helped me provide academic guidance and direct during college.

6. Zahratul Maujudatul Mufidah, M.Pd., as my advisor, who helped, guided and supported me during the writing of the thesis.
7. All lecturers in the English Education Program who gave me precious knowledge and experience during the entire of semester.
8. The Headmaster of Junior high School, Mr Abdul Hadi, S.Pd. All of teachers and staffs for giving me a permission and helping me during my research.
9. All of my friends, whose names cannot be mentioned individually, for their constant encouragement, support, and solidarity throughout my academic journey.

In conclusion, I would like to express my sincere appreciation for all forms of support, prayers, and motivation received during the completion of this thesis. I am fully aware that this work is still far from perfect; therefore, I welcome any constructive suggestions, feedback, and criticism for future improvement. May this thesis be beneficial to all who are involved or interested in this field of study. I also sincerely apologize for any unintended errors or shortcomings found in this work.

Jember, November 3th 2025

Sulusia Inayah
SRN. 214101060014

ABSTRACT

Sulusia Inayah, 2025: Enacting Genre- Based Writing Instruction for Secondary School Students: Story Flow and Vocabulary Development

Keywords: *Genre-Based Writing instruction, Story Flow, Vocabulary development*

Writing is an essential skill in language learning that enables students to express ideas, organize experiences, and communicate meaningfully. In English learning, one of the most effective instructional frameworks for developing writing competence is the Genre-Based Approach (GBA), which emphasizes explicit teaching of text structure and language features. GBA allows students to understand how language functions in social contexts and helps them construct coherent and meaningful texts. Based on this, this study explores how GBA is implemented in teaching recount text writing and identifies its influence on students' vocabulary acquisition and plot development.

This study aims to describe the implementation of the Genre-Based Approach (GBA) in teaching writing recount texts to eighth-grade students at MTS Baitul Arqom. Furthermore, the study seeks to reveal how this approach enhances students' vocabulary mastery and their ability to construct coherent story flow. These are formulated into two research questions: (1) How is Genre-Based Writing Instruction (GBA) implemented in teaching recount text to secondary school students? (2) How does Genre-Based Writing Instruction (GBA) influence students' story flow and vocabulary in writing recount texts?

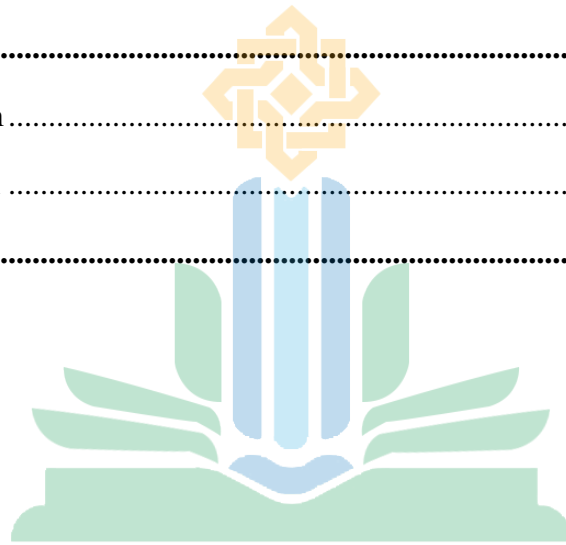
This research employed a qualitative approach using a case study design. Data were collected through classroom observations, interviewing teacher and students, and document analysis. This research was conducted at MTs Baitul Arqom and involved one English teacher and 26 eighth-grade students selected through purposive sampling. All participants provided voluntary consent after being informed about the purpose and procedures of the study. To ensure the validity of the data, triangulation techniques were employed.

The findings of this study indicate that the implementation of the Genre-Based Approach (GBA) supports students and has a positive impact on their writing skills. Referring to the teaching and learning cycle proposed by Feez and Joyce, GBA is implemented through several stages: Context Determination, Text Modeling (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to Related Texts. Through these stages, students are guided to organize the structure of recount texts, use past verbs accurately, and apply temporal conjunctions appropriately. The results of the study also show that GBA positively influences students' vocabulary mastery and helps them construct more coherent texts with clear orientation, an orderly sequence of events, and appropriate reorientation.

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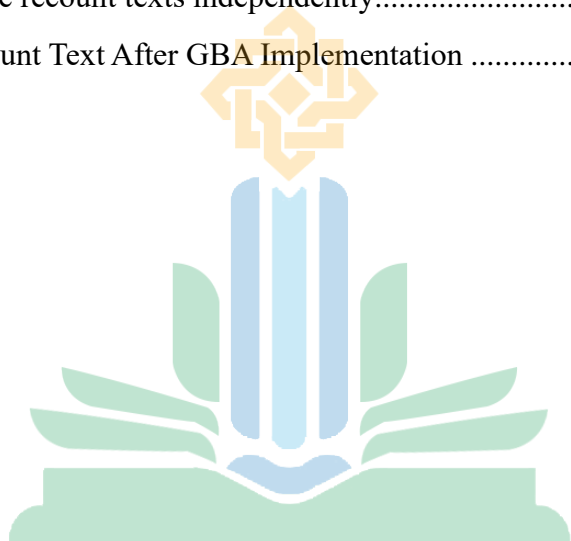
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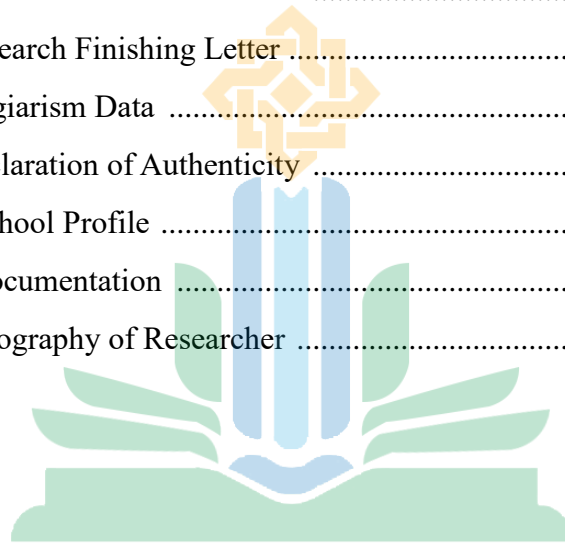
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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background of study, research questions, research objectives, research significance, and definition of key terms.

A. Background of Study

Writing is an essential component of language acquisition and plays an important role in communication. Through writing, people can connect, interact, learn, share, tell stories, construct other worlds, express ourselves, preserve history, and educate.¹ In academia, writing plays a very important role and can be found in various places, such as conference presentations, journals, and book publications. It has a big influence on the spread of new ideas and concepts.² Writing not only helps in improving communication, but it also aids in the acquisition of vocabulary, grammar, and other linguistic skills.³ This demonstrates how important writing abilities are for fostering student's ability to think, comprehend, generate ideas, communicate, and learn.

However, despite the very important role of writing skills, for students who learn English as a foreign language (EFL), writing is one of the biggest challenges they face. EFL students confront many challenges in learning to

¹ Emina McLean, "Writing and Writing Instruction An Overview of the Literature," *Australian Education Research Organisation*, 2022, p. 9.

² Mitiku Tasisa Dinsa, "EFL Students' Writing Strategies Use in Ethiopia: Gender and Year Level," *Cogent Education* 10, no. 2. (2023), p. 2.

³ Yassin and Sood, "Implementing Genre Based Approach to Improve Students' Writing Skill at EFL Students In Indonesia," *International Journal of English education and Linguistics (IJoEEL)* 6, no. 1 (2024), p. 102.

write. There are many reasons behind the challenges faced, such as lack of interest in learning, difficulties with poor grammar, inadequate sentence structure and coherence, insufficient vocabulary.⁴ Students also often do not know how to write well-structured sentences and choose the right words.⁵ For (EFL) students, writing can be particularly difficult because it involves mastering many different skills, even seasoned language instructors think it is challenging to help students properly master this skill.⁶ This is due to the nature of writing, which involves a series of iterative processes, including motivation, planning, drafting, revising, and editing, which are equally difficult and do not come easily.

Therefore, writing instruction needs to be designed systematically and responsively to students' needs in order to help them overcome the challenges of writing. In line with this need, research on writing instruction has grown rapidly, creating a variety of approaches designed to support writing learning more effectively and meaningfully. There are three approaches to writing education that are widely used globally, with varying degrees of emphasis. They focus on "product," "process," and "genre."⁷ Product writing instruction is a highly structured approach, focusing on building language knowledge and the use of appropriate vocabulary, grammar, and linking words. In contrast to product writing, which is highly structured, directed, and guided by the

⁴ Dinsa, "EFL Students' Writing Strategies Use in Ethiopia: Gender and Year Level.", p.2.

⁵ Harpiansi, "Process Genre Based Approach (PGBA) To Academic Short Essay Writing Learning In the Context of EFL Classroom," 12.

⁶ Abdulaal et al., "The Impact of a Contrastive Lexical Approach in Formulaic Expressions' Perception on University EFL Learners' Writing Proficiencies," 1.

⁷ McLean, "Writing and Writing Instruction An Overview of the Literature."

teacher, process writing tends to be more flexible and student-centered. The genre-based approach allows students to strengthen their critical thinking skills.⁸ Thus, these three approaches complement each other and provide a framework that can help students achieve writing goals effectively and meaningfully.

One approach that can support this is the Genre-Based Approach (GBA), which offers an effective and systematic approach. GBA is an effective alternative approach to help students understand the social aspects, organization, and language features of various types of texts.⁹ This approach involves the explicit teaching of text genres and their associated linguistic features, which can be used in learning the four language skills.¹⁰ The goal of genre-based approach is to improve students' writing skills by familiarizing them with the rhetorical devices, communication purposes, and characteristics of a particular genre.¹¹ Therefore, the genre-based approach can be an appropriate strategy in improving students' competence in a targeted and contextual manner.

In addition, GBA offers an innovative strategy to train students to understand and use various genres of texts in various modes, while increasing their confidence in writing. Through steps such as Setting the context,

⁸ Redmann, "Genre-Based Writing in the German Classroom in the Age of Generative AI," 2024, 263-76, <https://doi.org/10.1111/tger.12292>.

⁹ Dhika and Sulhan, "The Effect of Using Genre-Based Approach towards Students' Writing Skill on Recount Text," 57.

¹⁰ Nuria Indah, "The Use of Genre Based Approach to Improve Students Writing's Skill in Recount Text Nuria," 58.

¹¹ Abdel Latif, Alghizzi, and Alshahrani, "The Impact of Genre-Based Instruction on Saudi University Students' English Writing Performance and Motivation: A Mixed-Method Study," 2.

Modeling and deconstructing the text, Joint construction of the text , Independent construction of the text, Linking to related text , students can compare their previous writing with their more recent work, revealing their own strengths and weaknesses.¹² In addition, GBA also encourages students to clarify the communicative purpose and steps of a particular genre, and to pay attention to the role of context.¹³ With this structured process, students are able to become more reflective writers and aware of the communicative purposes of each text they produce.

Along with this, many researchers have investigated students' writing ability and the effect of GBA on improving writing skills. One such study was conducted by Yassin & Sood, who examined the importance of structured learning cycles in implementing genre-based pedagogy effectively. The results showed that the genre-based approach was effective in improving the writing skills of EFL students in Indonesia.¹⁴ There is also Yongling Zhou, who conducted a study to outline pedagogy by providing an overview of genre-based teaching approaches. The result is that learners can gain various benefits in genre teaching classes such as cognitive development, increasing genre awareness.¹⁵ Redmann, also conducted a study that explored on the application of genre-based pedagogy in teaching second language. This

¹² Susan Feez and Helen Joyce, Text Syllabus design. Sydney: Macquarie University. 1998. P. 28.

¹³ Yongling Zhou, "A Scoping Review of Genre-Based Approach." *Frontiers in Sustainable Development* 4, no. 7 (2024): 109-17.

¹⁴ Yassin and Sood, "Implementing Genre Based Approach to Improve Students' Writing Skill at EFL Students In Indonesia."

¹⁵ Zhou, "A Scoping Review of Genre-Based Approach."

research proves that genre-based teaching contributes positively to improving students' writing skills.¹⁶

Based on the arguments and some previous studies, it can be seen that the Genre-Based Approach (GBA) can be used to teach students to improve their writing skills and enrich their understanding of language features. Although much research has been conducted to explore the use of GBA in teaching writing, few studies have focused on how GBA engages students in learning story flow and vocabulary writing as part of English as a Foreign Language (EFL) instruction. Against these backdrops, the present study involved students in a recount text writing classroom through GBA. Additionally, this study also examined the implementation of GBA to build secondary school students' vocabulary knowledge and writing flow.

B. Research Question

Based on the background of research above the research questions are formulated as follow:

1. How is Genre-Based Writing Instruction (GBA) implemented in teaching recount text to secondary school students?
2. How does Genre-Based Writing Instruction (GBA) influence students' story flow and vocabulary in writing recount texts?

¹⁶ Redmann, "Genre-Based Writing in the German Classroom in the Age of Generative AI," 274.

C. Research Objective

Based on the previous research questions, the objectives of this study as follow:

1. To describe the implementation of Genre-Based Writing Instruction (GBA) in teaching recount text to secondary school students.
2. To investigate the influence of GBA on students' writing performance, particularly in terms of story flow (coherence) and vocabulary acquisition.

D. Research Significances

The result from this study is expected to be beneficial both theoretically and practically. The significances of the study are explained as follow:

1. Theoretically

The results of this research are expected to support existing theories on the Genre-Based Approach (GBA) and its role in facilitating writing skills, particularly story flow and vocabulary development among secondary school students. On the other words, this study hopefully can add knowledge about English learning and teaching strategies.

2. Practically

- a. Pre-service and in-service English teachers

The results of this study are expected to provide benefits for pre-service and in-service English teachers as an alternative strategy in teaching writing skills through a genre-based approach. This approach is expected to be a practical solution that can be applied in classroom learning activities. In addition, for students, this approach is expected

to help them build a structured storyline and increase the English vocabulary used in the writing learning process.

b. Future Researchers

Future researchers may find this study valuable as a starting point for exploring qualitative methodologies to examine genre-based learning and its influence on students' storyline writing skills and vocabulary development. Through the insights and preliminary findings, this study paves the way for more in-depth investigations that can further enrich our understanding of genre-based writing instruction.

E. Definition of Key Terms

1. Genre-Based Writing Instruction:

Genre-based writing instruction is an approach that combines product and process approaches, focusing on explicit instruction in how to write in different genres by identifying and teaching the stages of a particular genre. This approach emphasizes the linguistic conventions of genres for beginning writers, including language features and schematic structures. This approach helps students understand how language functions in different social and cultural contexts.

2. Story Flow:

In the context of recount texts, plot refers to the coherent and cohesive development of events and ideas, which ensures that the sequence of events is clear and easy to follow. Effective storyline is

achieved through structured organization, including orientation, events, and reorientation, which helps readers understand and follow the story easily. While cohesive means that sentences and paragraphs are well connected, using connectives such as then, afterwards, finally, to smoothen the flow of the story so that readers can follow the narrative smoothly.

3. Vocabulary Development:

Vocabulary development involves activities focused on learning new words, including verbs, adjectives, adverbs and nouns. The aim is specifically to build students' vocabulary through genre-based approach, as well as encouraging them to use dictionaries to understand the meaning of words. In this context, the researcher specifically focused on improving students' vocabulary acquisition, especially past tense verbs, which are very important in writing recount texts.

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CHAPTER II

LITERATURE REVIEW

This chapter provided a literature review on the subject. It is made up of previous research and a theoretical framework.

A. Previous Research

In the previous research contexts, there are several research topics that related to the current research as follow:

First of all, an article written by Lutfi Saksono “Write Recount Text Learning Using a Genre-Based Approach in German Literature Class” which aimed to determine whether 3rd semester students of the German Literature Study Program could write texts correctly and adequately using a genre-based approach.¹⁷ This research demonstrates the genre-based approach (GBA) effectively enhances students' writing skills. With GBA, students can enhance their vocabulary and grammar, express personal views, clearly depict the context of occurrences, and arrange texts in a chronological order. Moreover, GBA aids students in comprehending the text's structure and style, identifying key details according to genre traits, and boosting their writing self-assurance. Thus, the results of this study indicate that the genre-based approach, especially through the use of recount texts, positively impacts the learning of foreign language writing.

Second, the journal article was written by Fatmawati, Irdiyansyah, and Sofyan "The Use of Genre Based Approach on Students' Writing Recount

¹⁷ Saksono, “Write Recount Text Learning Using a Genre-Based Approach in German Literature Class.”

Achievement" was conducted to prove the effect of the Genre-Based Approach on students' recount writing texts.¹⁸ This study found that the use of the Genre-Based Approach had a significant and effective effect on training students in writing. Participants in this study were second-grade students of Cibungbulang Middle School. Additionally, this study employed a pretest-posttest design with a single group and a pre-experimental methodology. The study's findings demonstrate how the genre-based approach raises students' proficiency in recount writing. Therefore, an alternate strategy to raise students' achievement in recount writing is the Genre-Based Approach.

Third, the journal article written by Haris and Rini "Genre-Based Approach for Better Recount Writing in the Classroom" to determine students' writing skills before and after using a genre-based approach, and how this approach can improve students' recount text writing.¹⁹ This study used a single-subject experimental method. Data were collected through student writing tests and analyzed using paired t-tests and N-Gain techniques. The results of the analysis showed that there was a significant increase in students' writing skills after the genre-based approach was implemented, especially in writing recount texts. These findings indicate that the genre-based approach is effective in improving students' writing skills.

Fourth, Nur Khasanah, Faridi, and Wahyuni wrote a journal article "The Implementation of Genre-Based Approach Through Project-Based Learning in Teaching Writing " which uses a qualitative case study design to explain the

¹⁸ Fatmawati, "The Use of Genre Based Approach on Students' Writing Recount Achievement."

¹⁹ Haris and Rini, "Genre-Based Approach for Better Recount Writing in the Classroom."

application of a genre-based approach through project-based learning in writing learning in class X of SMKN 1 Temanggung.²⁰ Data were obtained through observation, interviews, questionnaires, and document reviews, then analyzed using the Miles and Huberman interactive analysis model. The results of the study showed that this approach was implemented comprehensively from planning, implementation, to assessment. The combination of genre-based approaches and project-based learning has proven effective in improving students' writing skills and making a positive contribution to English learning practices.

The last one, an article journal written by Albore, Woldemariam, dan Chali “Effects of Process-Genre Approach on Students’ Writing Strategy Use in Paragraphs: Second-Year Wachemo University Students” reported that the Process-Genre Approach had a positive impact on students' writing strategies, especially in paragraph writing.²¹ Students become more focused in compiling ideas, organizing ideas systematically, and are better able to adjust the structure of the genre written. This study used a quasi-experiment and stated that the application of the Process-Genre Approach encouraged increased metacognitive awareness and increased students' confidence in expressing ideas in writing. Finally, the results of this study concluded that the Process-Genre Approach was effective in improving students' paragraph writing skills.

²⁰ Khasanah, Faridi, and Wahyuni, “The Implementation of Genre-Based Approach Through Project-Based Learning in Teaching Writing.”

²¹ Albore, Woldemariam, and Chali, “Effects of Process-Genre Approach on Students’ Writing Strategy Use in Paragraphs: Second-Year Wachemo University Students.”

Therefore, English lecturers are advised to apply this approach to optimize students' writing strategies.

Table 2.1

Similarities and Differences between Previous Study and This Research

No	Researcher's name and Title	Similarities	Differences
1	An article journal written by Lutfi Saksono (2022) wrote an article "Write Recount Text Learning Using a Genre-Based Approach in German Literature Class"	a. Both studies applied a genre-based approach to improve students' writing skills.	a. Research focus The Previous study focused on writing recount texts in German literature class and the current study focuses on developing storylines and vocabulary in English class. b. Methodology, previous research using a classroom action research approach and the latest research using a qualitative approach. c. Research Subjects Previous research was conducted on 3rd semester students of the German Literature Study Program and the latest research was conducted on high school students.
2	An article journal written by Fatmawati, Irdiyansyah, and Sofyan (2022) "The Use of Genre Based Approach on Students' Writing Recount Achievement"	a. Both studies were conducted at the secondary school level. b. Both employed a genre-based approach.	a. The previous study uses pre-experimental b. Previous research focused on improving final writing skill scores, while current study Focused more on story flow and vocabulary.
3.	An article journal written by Haris	a. Both of them use a genre-	a. Previous research used a single group experiment

	and Rini (2023) "Genre-Based Approach for Better Recount Writing in the Classroom"	<p>based approach (GBA) in the writing learning process.</p> <p>b. Both researched teaching recount text as the main genre in writing activities.</p>	<p>(pretest- post-test) as a research method.</p> <p>b. Previous research only focused on improving recount writing skills</p> <p>c. Research instruments in previous research used written tests (pre and post scores) and the latest research used observation, interviews, document reviews.</p>
4.	An article journal written by Nur Khasanah, Faridi, and Wahyuni (2023) wrote a journal article "The Implementation of Genre-Based Approach Through Project-Based Learning in Teaching Writing"	<p>a. Both studies used a genre-based approach (GBA) in teaching writing.</p> <p>b. Both were conducted at the secondary school level and focused on improving students' writing skills.</p> <p>c. Both studies used qualitative method</p>	<p>a. Object of observation, previous research focused on the implementation of GBA in documents, class activities, and assessments and the latest research observed the effectiveness of GBA in forming a coherent flow and enriching students' vocabulary.</p> <p>b. In terms of assessment aspects, previous research emphasizes learning documents, classroom activities, and formative assessments, and recent research focuses on students' writing results in terms of story cohesion and vocabulary use.</p>
5.	An article journal written by Albore, Woldemariam, dan Chali (2024) wrote "Effects of Process-Genre Approach on Students' Writing Strategy Use in Paragraphs: Second-Year Wachemo	<p>a. Both studies applied a genre-based approach to improve students' writing skills.</p>	<p>a. The Previous research focused on the use of writing strategies in paragraphs.</p> <p>b. The aim of previous research was to improve students' use of writing strategies through a process-genre approach and the latest research aimed at developing storylines and improving students' vocabulary in</p>

	University Students”		writing. c. The previous study uses quasi-experimental design.
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From various previous studies, it can be concluded that the genre-based approach (GBA) has proven effective in improving students' writing skills at various levels of education. Although many studies have focused on improving writing skills in general, only a few specifically discuss the influence of GBA on the story flow and vocabulary through this approach. Most of the studies emphasize the mastery of structure and grammar, but have not explored how GBA can support the mastery of story flow and vocabulary richness. Based on this, the researcher wants to show how the application of genre-based writing learning can be used to improve story flow and vocabulary development in writing activities for secondary school students in the context of learning English as a foreign language (EFL).

B. Theoretical Framework

1. The Concept of Writing

Writing is a written form of productive language skills used to communicate information to one or more readers. According to Byrne, the emphasis is that writing is not just a mechanical skill, but is part of students' physical and mental activities, which need to be trained systematically through movement exercises, form recognition, and individual correction.²² Then Harmer stated that writing is a process, and

²² Byrne, “The Teachig of Writing.” *The Journal of Education* 40, no. 6 (August 16, 1894): 114, published by Sage Publications, Inc., accessed April 20, 2025.

the fact that we write is often heavily influenced by genre constraints, so these elements need to be present in learning activities.²³ Therefore, writing instruction should not only focus on grammar or sentence construction, but also consider the context and type of text being written. The integration of these elements in writing activities helps learners to express their ideas clearly and accurately, while also understanding the function and structure of various genres.

In the writing process, the writer needs to take several important steps that take place sequentially. The writing process itself is an approach to writing that emphasizes sequential steps to produce a piece of writing. The writing process involves planning, prewriting, and revising to improve the text. Furthermore, the writing process is learning how to write by writing. The writing process has four main elements:²⁴ The first is planning, which consists of strategies to find and generate ideas relevant to the writing topic. The second is drafting, a stage where the writer begins to organize and develop those ideas into a coherent piece of writing. The third is editing, which includes reflecting and revising. This stage is often supported by feedback from peers or editors, and it involves re-evaluating choices made in the text to enhance clarity, coherence, and overall effectiveness.

²³ Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), 4-5.

²⁴ Jeremy Harmer, *How to Teach Writing*. 4-5.

There are also several aspects in writing, namely content, organisation, grammar, vocabulary, and mechanics.²⁵ Content refers to the topics used by the author in writing the text. Organization refers to the arrangement of text or a clear sequence in a paragraph. For example, Orientation, Events, and Reorientation in a recount text. Grammar focuses on the use of grammatical forms and syntactic patterns. Form (organization), authors need to explain their ideas clearly and coherently. Mechanics refers to the use of written language conventions, such as punctuation and correct spelling in sentences. Vocabulary is an important component because a rich vocabulary allows authors to express their ideas more accurately and creatively.

Based on the definition above, the writer concludes that writing skills encompass not only mechanical abilities like grammar and sentence construction but also complex activities involving physical and mental elements, as well as an understanding of the writing context and genre. Byrne states that writing should be systematically trained through a variety of exercises, whereas Harmer points out that writing is a process shaped by the text type or genre. Consequently, writing instruction should be designed in a comprehensive manner, taking into account the process elements, genre, and communicative purpose of writing, to enable students to convey their ideas clearly, accurately, and appropriately within context.

²⁵ Afridita Refina Gurusinga¹, Nenni Triana Sinaga^{2*}, "The Parataxis and Hypotaxis in Recount Text Writing of Second-Grade Students at SMA Negeri 17 Medan Afridita." *Alacrity: journal Of Education* 4, no.3 (2024): 203-19.

2. Genre-Based Writing Instruction

a. Understanding Genre-Based Approaches

Genre refers to a particular category or style of literature, art, or music that is characterized by a specific form, content, or technique. In language education, the term genre refers to a category of text that conveys messages based on specific purposes and contexts. Genre theory is derived from the theory of Systemic Functional Linguistics (SFL) developed by Halliday.²⁶ Halliday explains that genre is a type of social process, shaped by the social context in which it occurs,²⁷ which emphasizes that genre is not only about the form of the text, but also about how the text is used to function in society.

Moreover, the Genre-Based Approach serves as a writing learning method that combines both product and process approaches. The primary aim is to provide students with the skills necessary for effective language use in real-life situations, concentrating on the ways language serves different communicative objectives like narrating events, providing explanations, or sharing experimental findings. As a result, the Genre-Based Approach is gaining influence in English language teaching.²⁸

²⁶ Pham and Bui, "Genre-Based Approach to Writing in EFL Contexts," *world Journal of English Language* 11, no. 2 (2022): 95-106.

²⁷ Halliday, M.A.K. (1994). *An Introduction to Functional Grammar* (2nd ed.). Edward Arnold.100.

²⁸ Beverly Derewianka, "Trends and Issues in Genre-Based Approaches," *RELIC Journal* 34, no. 2 (2003): 133-54, <https://doi.org/10.1177/003368820303400202>

b. Genre-based Approach to Writing

Teaching English, particularly writing, can be done effectively through genre-based approaches. Unlike other methods, genre-based writing instruction centers not just on the text's form but also on the purpose and context of the text's creation and use. Degrease emphasizes that genre writing introduces a new perspective, one that situates writing within social contexts and purposes.²⁹ The objective is to assist students in grasping the concept that texts are created with specific aims in particular contexts. This perspective is reinforced by Hyland, who asserts that genre encourages students to write not just for the sake of writing, but to achieve communicative goals such as narrating events, explaining processes, describing phenomena, or persuading an audience.³⁰ Hyland stresses the significance of social conventions, rhetorical structures, and linguistic features that must be acknowledged and adhered to in order to convey these goals effectively.

In line with this, Feez and Joyce proposed a five-phase model for teaching writing; Building the Context, Modeling and Deconstructing the Text, Joint Construction of the Text, Independent Construction of the Text and Linking Related Texts.³¹ Each stage is designed to help learners understand and develop writing skills, especially in learning

²⁹ Dirgeyasa, "Genre-Based Approach: What and How to Teach and to Learn Writing." 45

³⁰ Hyland K. Second language writers. In: *Second Language Writing*. Cambridge Language Education. Cambridge University Press; 2003:31-53.

³¹ Feez, S., & Joyce, H. (1998). Text based syllabus design. Sydney: National Centre for English Language Teaching and Research, Macquarie University. 27

text structures and language features relevant to a particular genre. However, Students' comprehension of a genre's purpose is not the only thing that progresses; their language abilities and ideas do as well.³² Through this step-by-step instruction, learners are better prepared to produce meaningful and contextually relevant written texts.

Thus, the genre-based approach serves as an effective means of teaching English writing. This method highlights not just the text's format but also the communication's intent and the context in which it is used. According to Hyland and Dirgeyasa, it is crucial to comprehend writing as a social activity. Five stages of writing learning were developed by fees and Joyce to assist students in comprehending the structure and linguistic characteristics of a genre. With this step-by-step teaching, students come to grasp the genre's aim and enhance their language and cognitive abilities in order to create texts that are contextualized and of significance.

c. Teaching and learning cycles

Feez and Joyce identified five stages in the process of teaching writing through the Genre-Based Approach. With the Genre-Based Approach (GBA) to writing instruction, it is stressed that students should be taught not just the text's structure, but also its social context and communicative purpose. The stages are as follows:³³

³² Dirgeyasa, "Genre-Based Approach: What and How to Teach and to Learn Writing."

³³ Susan Feez and Helen Joyce, Text Syllabus design. Sydney: Macquarie University. 1998. pp. 27-31.

1) Setting of the context/building the context

The goal of this stage is to build students' background knowledge about the topic they will be discussing, both in terms of content and vocabulary. The teacher determines the area, which parts will be explored, and what information students already know about it. Students are introduced to the social context, explore features of the general cultural context, and investigate the registers of model texts to explore the immediate context of the situation.

2) Modeling and Deconstruction of Text

The modeling and deconstruction of the text stage involves analyzing and discussing how the text presented in the previous stage is structured to produce meaning. Joyce and fees explain that at this stage students “Investigate the structural patterns and language features of the model and compare the model with other examples of the text type”. Joint Contraction of Text At this stage, students begin to play a role in creating a complete example of the text type, and the teacher gradually reduces their contribution to subsequent creation, as students move closer to being able to control the text type independently.

3) Joint Contraction of Text

At this stage, students begin to help construct complete examples of that type of text, while the teacher gradually reduces

his or her role in further construction, as students' progress in their ability to manage that type of text themselves.

4) Independent Constructions of the Text

At this stage, students can practice the production skills they learned in the previous stage using the texts that will be used in the assessment by constructing independently.

5) Linking to Related Texts

Students explore the connections between what they have learned in this teaching and learning cycle and other texts within the same or similar context, as well as future or past teaching and learning cycles.

3. Story Flow in Writing

Story flow in recount text refers to students' ability to organize past events chronologically, sequentially, and logically. In the recount genre, the storyline usually begins with orientation (introduction of who, where, and when), continues with a series of events, and ends with re-orientation (closing or personal impression). Genre-Based Approach, which originates from the Systemic Functional Linguistics approach (Halliday, 1994), provides an explicit framework for students to understand the structure and social purpose of the text.³⁴ Indah and Rini also found that the genre approach improved students' ability to organize their ideas sequentially in

³⁴ M.A.K. Halliday and Christian M.I.M. Matthiessen, *An Introduction to Functional Grammar*, 3rd ed. (London: Arnold, a member of the Hodder Headline Group, 2004). pp. 3–63.

recount text, because they were taught gradually how to write part by part.³⁵

In addition to structure, story flow in recount text is also influenced by the use of temporal conjunctions and other cohesive devices such as references and pronouns. Students who are able to use time markers such as then, after that, finally, demonstrate the ability to connect ideas and events sequentially. GBA emphasizes explicit teaching of these linguistic elements, so that students not only learn to write based on personal experiences, but are also able to construct narratives with good cohesion and coherence. This is in line with the findings of Gurusinga, Sinaga, and Silitonga showing that sentence structures containing conjunctions and references, both in the form of parataxis and hypotaxis, contribute directly to the cohesion and coherence of students' texts.³⁶ For example, in the text “My Last Holiday”, the use of temporal conjunctions clearly and effectively connects each event that occurs:

My last holiday

My last holiday was a five-day trip to Prague in the Czech Republic. I know Prague well because I lived there when I was at university, more than ten years ago.

Instead of staying in a hotel, I stayed with one of my old friends. It was so much fun, and a little bit like my old life. I wanted to do all the same things I did in my university days, so I visited the university. It has changed a lot and looks more modern. I also went to the supermarket near my old house. I loved seeing all the different foods. I was really

³⁵ Nuria Indah, “The Use of Genre Based Approach to Improve Students Writing’s Skill in Recount Text.” *Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran* 9, no. 1 (January 2024): 52–60, <https://e-journal.undikma.ac.id/index.php/jtp/index>

³⁶ Afridita Refina Gurusinga¹, Nenni Triana Sinaga^{2*}, “The Parataxis and Hypotaxis in Recount Text Writing of Second-Grade Students at SMA Negeri 17 Medan Afridita,” *Alacrity: Journal of Education* 4, no. 2 (2024): 203–219.

happy to find my favorite cheese and chocolate biscuits but they were a bit more expensive than I remember!
 We did some touristy things too. We walked up beautiful Petrin Hill and around the castle. The views of the city are amazing up there. We walked across the historic Charles Bridge. My friend's flat is very near the TV Tower so we saw the famous baby statues climbing up it. Those things haven't changed, of course.³⁷

The text "My Last Holiday" shows cohesion through the use of temporal conjunctions such as "when," which indicates time in the past; "so," which indicates the consequence/continuation of an action; "also" to add a subsequent event; "but," which indicates contrast/difference; and the word "too" to mark additional activities. These temporal conjunctions connect events coherently so that readers can follow the storyline easily and clearly. As noted by Halliday and Hasan, temporal conjunctions play a crucial role in maintaining textual cohesion by linking events in a coherent order, allowing the reader to follow the narrative smoothly.³⁸

Overall, story flow is an important indicator of students' success in writing, especially at the elementary school level. Through Genre-Based Approach, students are guided to understand and apply text structures and linguistic devices consciously, which ultimately strengthens their ability to build a complete and meaningful storyline. This approach not only forms technical writing knowledge but also encourages students' confidence in expressing ideas in an orderly and coherent manner.

³⁷ British Council, "My Last Holiday," *LearnEnglish*, PDF, 2019, British Council, <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Writing-A2-My-last-holiday.pdf>

³⁸ Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. (London: Longman.), pp. 238–243.

4. Vocabulary Development in Writing

Vocabulary development is a crucial aspect in language learning, especially in writing skills. One of the main theories underlying vocabulary acquisition is the Input Hypothesis by Stephen Krashen, which states that language is acquired through exposure to comprehensible input. In this context, students need to be exposed to vocabulary in meaningful contexts, especially through texts that are appropriate to their ability level.³⁹ Although Krashen's theory focuses primarily on receptive comprehension, he emphasizes that reading can strengthen productive skills such as writing. In the context of recount texts, exposure to past experience texts helps students absorb relevant vocabulary and use it actively in writing. This meaningful input is an important foundation for producing coherent and communicative writing.

Vocabulary mastery plays a major role in determining the quality of students' writing. Students who have a rich vocabulary are better able to construct clear, varied, and logical sentences. In writing recount texts, they need the right vocabulary to describe the sequence of events, atmosphere, and feelings involved. according to Trinita and Kareviati Vocabulary mastery in writing is very important because students cannot write effectively without developing their vocabulary.⁴⁰ This shows that without

³⁹ Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications* (London: Longman, 1985), pp. 2–3

⁴⁰ Trinita and Kareviati, "The Correlation Between Writing Skill and Vocabulary Mastery Descriptive Text of Vii Grade SMPN 2 Padalarang," *PROJECT (Professional Journal of English Education)* 6, no. 4 (July 2023): 646-52.

adequate vocabulary, students have difficulty in expressing their experiences effectively in writing.

Vocabulary is closely related to writing skills. As explained by Yuliawati that by having a strong command of vocabulary, students can choose more appropriate diction and adjust their writing style for a variety of readers.⁴¹ In addition, they are also able to produce more interesting and varied writing. In students' written works, the richer the vocabulary used, the more complex and interesting the narrative produced. Therefore, vocabulary teaching cannot be separated from productive skills such as writing. as for Effective vocabulary development techniques include a combination of input (such as reading and listening to meaningful texts) and output (writing exercises) realized in the form of writing exercises, which allow students to use and apply the vocabulary they have learned actively.

Therefore, the richer the vocabulary used in writing, the more complex and interesting the narrative produced becomes. Therefore, vocabulary teaching cannot be separated from productive skills such as writing. Effective vocabulary development techniques include a combination of input (such as reading and listening to meaningful texts) and output (writing exercises in authentic contexts).

⁴¹ Lilik Yuliawati, "The Effects of Vocabulary and Grammar Mastery on Students' Writing Skill," *Journal of English Language Learning (JELL)* 5, no. 2 (2019): 113.

5. Influence of Genre-Based Approach

The genre-based approach (GBA) originates from Systemic Functional Linguistics (SFL) theory developed by M. A. K. Halliday. This theory views language as a social semiotic system, in which language is understood and used in specific social contexts to achieve communicative goals.⁴² Thus, each text or genre has a social function, organizational structure, and linguistic characteristics specific to its context of use. In the context of writing instruction, this theory emphasizes that writing proficiency is not only related to grammatical knowledge, but also to an understanding of how texts function in real-life situations.

The application of the Genre-Based Approach in writing instruction helps students understand how a text is systematically organized to fulfill specific communicative purposes. Through genre-based teaching, students learn to recognize the text structures that characterize each genre, such as orientation, events, and reorientation in recount texts. Understanding these structures provides clear guidance for students in organizing their ideas. This is in line with the views of Halliday and Hyland that language learning that focuses on the social function of texts can help students write in a more focused and logical manner because they have an understanding of the form and function of each part of the text.⁴³

⁴² Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*, 2nd ed. (London: Edward Arnold, 1994), p. 24.

⁴³ Hyland, K. (2004). *Genre and Second Language Writing*. (Ann Arbor: University of Michigan Press, 2004), pp. 19–20.

In addition, the Genre-Based Approach is also based on the concept of scaffolding proposed by Vygotsky in sociocultural theory which explains that effective learning occurs when teachers provide gradual support to students until they are able to learn independently.⁴⁴ In the GBA framework, the scaffolding process is implemented through five stages of learning. These stages allow students to receive guidance from teachers and collaborate with peers to understand the structure, function, and linguistic features of the text before finally writing independently. In this way, GBA not only builds writing skills, but also fosters students' confidence in writing.

Furthermore, GBA has a significant influence on improving students' language proficiency and vocabulary. Through explicit text analysis and production activities, students learn to recognize and use linguistic features appropriate to the context of the genre being taught. Feez and Joyce emphasize that genre-based learning enables students to understand the function of grammar and vocabulary in the context of their use, rather than simply memorizing rules. In recount text learning, for example, students learn to use past tense, temporal conjunctions, and action verbs appropriately.⁴⁵ This process not only strengthens students' linguistic abilities, but also expands their vocabulary through exposure to a variety of authentic texts.

⁴⁴ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, p. 84.

⁴⁵ Feez, S., & Joyce, H. (1998). *Text-Based Syllabus Design*. (Sydney: NCELTR, 1998), pp. 62–63.

CHAPTER III

RESEARCH METHOD

This chapter thoroughly discusses the research methods used in this study, including the research approach and design, research setting and participant, the instructional procedures, the data collection technique, data triangulation, the data analysis technique, the validity of the data, and the research procedure.

A. Research Design

This study uses a qualitative research approach with a case study design. As Ary et al explain, qualitative research focuses on understanding the meaning individuals or groups ascribe to a social or human problem.⁴⁶ It emphasizes exploration, interpretation, and a holistic understanding of real-world phenomena in their natural settings. The use of qualitative methods allows researcher to investigate complex educational processes and experiences in depth, especially when the aim is not to generalize but to understand a particular context or case.

In line with this, a case study was chosen as the research design, as it enables a detailed examination of the implementation of genre-based instruction in one classroom setting. According to Fossey et al, qualitative case studies are particularly useful for understanding the meaning and experiences of participants and for capturing how context influences behavior

⁴⁶ Donald, A., et.al, (2010), Introduction to research in education. Wadsworth: Cengage Learning.

and outcomes.⁴⁷ The case study design provides the flexibility to gather rich, descriptive data through multiple sources, including observation, interviews, and documentation.

Based on the previous statement, this current study employed case study design because it is considered as the most appropriate design to explore students' learning processes and experiences in depth. Moreover, it focuses on how genre-based writing instruction influences students story flow and vocabulary mastery at MTS Baitul Arqom, Balung, Jember. In addition, it also looks at the factors that support the application of this approach and how students respond during the learning process.

B. Research Setting and Participants

This research was conducted at MTs Baitul Arqom, which is located in Jember, East Java. The school was purposively selected for several reasons, including: (1) the school had good accreditation, (2) This school has implemented a genre-based approach to recount writing. (3) lastly, the school also showed openness and support for educational research, which allowed the researcher to observe classroom activities, conduct interviews with teacher and students, and collect samples of students' writing. These factors made the school an ideal place to conduct research on how genre-based writing is taught.

In this study, the researcher deliberately selected participants or informants who were considered capable of providing a deep understanding of the

⁴⁷ S Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand journal of psychiatry*, 36(6), 717-732. Kerr, "Research, Qualitative."

phenomenon under study. The selection was done using purposive sampling technique, where the researcher purposively chose the participants and settings based on the research objectives.⁴⁸ Therefore, the selection of sources of information or informants is based on predetermined objectives. The subjects of this research were the English teacher and 26 8th grade students who participated in genre-based learning.

Before the data collection process was conducted, the researcher first explained the purpose and procedures of the study to all participants. They were made aware that involvement in the study was voluntary, and that they had the full right to refuse or discontinue participation at any time without any negative consequences. After receiving the explanation, all the selected students expressed their willingness to participate in the study. The English teacher also gave permission as well as support for the implementation of the research in the classroom environment, so as to create a cooperative atmosphere and in accordance with the ethical principles of research.

C. Data Collection

The data collection techniques which were utilized in this current research included:

1. Observation

Observation is used as one of the data collection techniques in qualitative research by observing phenomena that include student activities and the learning process in the classroom. Observation is a technique for

⁴⁸ Ary, "Introduction to Research in Education.", 9th ed. (Belmont, CA: Cengage Learning, 2018), p. 428.

collecting data directly in the field by observing subjects or individuals and placing them in the research location.⁴⁹ In this context, observation is used to monitor student activities and the learning process that takes place in the classroom. This technique provides an opportunity for researchers to understand the dynamics that occur during the teaching and learning process, especially those related to the interaction between teachers and students, as well as how teaching materials are received and processed by students.

Based on the explanation above, this research conducted direct observation of student participation in the learning process when they carried out genre-based writing activities. At the same time, I also used a cellphone camera to record student activities during the teaching and learning process. In this way, taking pictures of student activities in class while implementing genre-based writing makes it easier for me to analyze the data, because I can review the pictures that have been taken.

2. Interview

The researcher used participant interviews to collect data, where interviews are considered the main technique in data collection. Interviews are one of the main methods used to collect data in qualitative research. In this study, the researcher used semi-structured interviews, where the interviewer directs the conversation, but still gives freedom to dig deeper into the topic. Before starting the interview, the researcher determined the

⁴⁹ Mackiewicz, *A Mixed-Method Approach*. P. 302.

topic and developed a list of questions to obtain information from the participants. This semi-structured interview focused on teacher and students' responses and opinions regarding vocabulary learning using the Genre-Based Approach. The interview data was recorded by the researcher to ensure the accuracy and validity of the information obtained. The interviews were conducted individually and voluntarily with eighth grade students who were willing to be interviewed regarding their opinions on the implementation of Genre-Based Approach in improving storyline and vocabulary development. Therefore, the researcher ensured that there was no coercion of the participants' opinions, and prioritized participants who were willing to be interviewed, so that they could give answers freely without any pressure.

3. Document Review

This study uses document analysis techniques to collect data. Document analysis is useful in qualitative case studies. In addition, Donald Ary said that the term document refers to various types of written, physical, and visual materials.⁵⁰ Thus, this study collected documents related to Genre-Based Writing Instruction activities at the MTS Baitul Arqom school, such as analyzing the learning syllabus, learning materials, student assignments, and examples of student writing. Teachers' notes on student progress during the learning process can also be used as a source of data. This document analysis can help to understand how the method is

⁵⁰ Ary, "Introduction to Research in Education." 9th ed. (Belmont, CA: Cengage Learning, 2018), pp. 482–483.

applied and its impact on students' writing skills, especially in vocabulary and storyline development.

D. Data Analysis

After gathering the data through observation, document analysis, and interviews, the next stage was to analyze the data. The researcher analyzed the research data following the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification:⁵¹

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data that appears in field notes, interview transcripts, and documentation. In this study, the researcher condensed the data by highlighting key aspects of students' writing development, especially those related to vocabulary enrichment and narrative structure influenced by Genre-Based Writing Instruction. Initial codes were assigned based on recurring themes, such as vocabulary usage, sentence complexity, and logical sequence of events.

2. Data Display

The next step is to display the data in an organized and easily accessible form. The researcher used narrative descriptions to present the categorized data, allowing for clearer interpretation of patterns and relationships. Student writing samples were grouped and analyzed

⁵¹ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: a methos sourcebook*, third edition (Ladon: Sage Publication, 2014), 12-13.

according to their improvement in story coherence and word choice, while teacher and student interview excerpts were displayed to support observed learning behaviors and attitudes.

3. Conclusion Drawing and Verification

Finally, conclusions were drawn from the patterns and themes that emerged from the data. These conclusions were then verified by continually comparing them with other data sources (triangulation), including classroom observations and document analysis. Throughout the process, the researcher sought to ensure the credibility and trustworthiness of the findings by continuous reflection and validation.

E. Validity Data

Validity is defined as the accuracy and consistency of research instruments or data in describing the object being measured. According to Creswell and Miller, validity in qualitative research relates to confirming that the findings truly reflect reality.⁵² Techniques such as verification, triangulation, and rich contextual descriptions are important ways to ensure validity. In this study, validity was maintained through the use of data triangulation and source triangulation:

1. Source Triangulation. The credibility of the data was assessed by verifying information from various sources using the same method.
2. Techniques Triangulation. Data credibility was validated by cross-checking the same source using different data collection techniques.

⁵² John W. Creswell and Dana L. Miller, 'Determining Validity in Qualitative Inquiry', *Theory into Practice*, 39.3 (2000), pp. 124–30, doi:10.1207/s15430421tip3903_2.

F. Research Procedure

The research methods applied encompass the preparation, development design, research implementation, and report preparation stages, with an emphasis on the researcher's summary strategy. According to the above research methodology, this research consists of three steps that the researcher must complete on the research procedure form:

1. Pre-field stage was implemented before doing the field work.

a. Developing the research design

The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

b. Selecting research field

A researcher must first select a research field before beginning to conduct research. The researcher selected the research field at MTs. Baitul Arqom.

c. Permit processing

Before the researcher conducted the research, the researcher obtained a license from the university website, visited the research site to obtain authorization, and then started the research stage process

d. Assessing the state of the field

After obtaining permission, the researcher conducted in-depth field research and evaluation to better understand the background of the research object. This step facilitated the data collection process.

After the previous stages have been completed, the final step is to prepare the instruments needed to conduct the research.

2. Field Work Stage

The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: document review, interviews, and observation.

3. Data Analysis Stage

After data collection through observation, interviews, and document reviews were completed, Huberman and Saldana's model were used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This study aims to investigate students' learning experiences through a genre-based approach (GBA) in learning to write recount texts, with a focus on story coherence and students' vocabulary mastery. The findings of this study are presented and organized contextually based on information collected from classroom observations, document analysis, and semi-structured interviews. Interview transcripts are used as evidence to illustrate the implementation of the genre-based approach. Two main themes identified include: (1) The Implementation of Genre-Based Writing Instruction, and (2) The influence on the storyline and students' vocabulary mastery. These findings are reported descriptively and accompanied by discussion.

1. The Implementation of Genre-Based Writing Instruction

Before discussing the application of the genre-based approach, the researcher first explains the reasons why teacher choose this approach in teaching recount text writing. Teacher has certain considerations in determining the approach to use, given that each learning approach has its own advantages and limitations. In this context, the genre-based approach is seen as the most appropriate choice for students' needs, particularly in improving their recount text writing skills. Therefore, it is important to elaborate more specifically on the reasons behind the selection of the Genre-Based Approach (GBA) as the main strategy in writing instruction in this class.

This was conveyed by the Grade VIII A1 English teacher at MTs Baitul Arqom regarding the reasons for using a genre-based approach in teaching recount text writing. The English Teacher stated:

“I chose the genre-based approach because I believe it greatly helps students in writing recount texts. GBA has several stages, through which students can understand the structure of the text more systematically, starting from recognizing the context, observing examples, writing together, to writing independently. Thus, students are more focused in expressing their ideas, using the right vocabulary, and constructing sentences coherently.”⁵³

From the interview results, the researcher concluded that English teacher chose GBA for recount text writing because it was based on the students' need to understand text structure more systematically. According to them, the genre-based approach provides a clear framework for writing, starting from context introduction, text modeling, collaborative construction, to independent construction. With these stages, students not only gain an understanding of the form and purpose of recount texts, but are also facilitated in developing vocabulary, grammar usage, and coherent writing flow. On that basis, teacher consider that the genre-based approach is an appropriate and effective strategy for improving recount text writing skills in this class.

Furthermore, it is known that the Genre-Based Approach (GBA) consists of five sequential stages: Setting of the context, Modeling the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to Related Texts. An interview with an

⁵³ English Teacher Interviewed, MTs Baitul Arqom, 17th September 2025

English teacher revealed that he systematically applied these stages in teaching recount writing. Furthermore, these GBA stages are organized into three main learning activities: pre-activity, during-activity, and post-activity. With this, the English teacher said in an interview:

“In my teaching process, I divide the stages of the Genre-Based Approach into three main learning activities. In the pre-activity, I usually start with the Setting of the context. Next, during the pre-activity, I apply the Modeling Text (MOT), Joint Text Construction (JCOT), and Independent Text Construction (ICOT) stages. In the post-activity, I move on to the Linking to Related Text stage.”⁵⁴

From the interview results, teacher divided the five stages of GBA into three main learning activities. During the pre-activity, teacher applied the Setting of context stage. During the “while” activity, teacher applied the Text Modeling (MOT), Joint Text Construction (JCOT), and Independent Text Construction (ICOT) stages. Meanwhile, after the activity, teacher applied the linking related text stage.

The systematic organization of these GBA stages into pre-, “while,” and post-activities enables a more coherent and effective learning process. This helps students build their understanding step by step—from developing basic knowledge and analyzing examples to producing their own writing with greater coherence and accuracy in their use of verbs.

⁵⁴ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

1) Pre- activity

Based on the researcher's observations during the preliminary activities, the teacher opened the class by greeting the students and asking how they were doing. Then, he invited them to pray before starting the lesson. After that, teacher took attendance and conveyed the learning objectives so that the students understood the direction and focus of the learning activities to be carried out.

Teacher : “Good morning, everyone!”
 Students : “Good morning, Sir!”
 Teacher : “How are you today?”
 Students : “We're fine, Sir.”
 Teacher : “Great! Let's start our lesson with a short prayer.”
 (students pray together)
 Teacher : “Today, we're going to learn how to write a recount text. Before that, I want to ask you, what did you do last holiday? Please come forward and share your holiday experiences”⁵⁵

As the results of the researcher's interviews with English teacher regarding preliminary activities in the learning process, teacher explained that before starting the main activities, they usually take several preliminary steps to prepare students. Teacher added that these activities are carried out so that learning can run smoothly and students are better prepared to follow the lessons. The following are the results of the interviews with the teacher:

“Before starting the main activity, I usually greet the students and ask how they are doing to liven up the classroom atmosphere. After that, we pray together, take attendance, and I explain the learning

⁵⁵ Observation, MTs Baitul Arqom, 27th August 2025

objectives. I also ask, “What did you do last holiday?” to get the students' attention and connect the lesson topic to their personal experiences.”⁵⁶

Next, the teacher begins the Setting of the context stage. The teacher explains why the setting of the context stage is placed in the pre-activity because its purpose is to build students' prior knowledge about the topic to be studied, both in terms of content and vocabulary. In addition, this stage helps teacher determine the extent of students' understanding of the topic. That way, teacher can adjust their teaching so that it is easier to understand and closer to the students' real experiences. The English Teacher said:

“Before getting into the main activity, i usually start by asking students to talk about their own experiences, such as their vacations or activities at school. In GBA, this activity is part of the Setting of the context stage, because the goal is for students to recall their experiences and have an idea of the topic that will be discussed. From there, I can also find out how familiar they are with the vocabulary related to the lesson theme.”

The Setting of context stage can be seen from the observation results when the teacher activates the students' prior knowledge by asking them to share personal experiences such as holiday activities. The students appear enthusiastic when asked to share their experiences in front of the class. As shown in Figure 4.1, one student shares his vacation to the beach, while other students listen eagerly.

⁵⁶ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025



Figure 4.1

One of the students shared his personal experience.

In an interview conducted by researcher and English teacher in class VIII A:

“In the Setting of the context stage, I began by asking students if they had any interesting holiday experiences to share. After that, I also gave examples from my own holiday experiences to make it easier for them to understand. Then, I asked several students to share their holiday experiences in front of the class. From there, I explained that what they were sharing was actually a recount text. In this way, their ideas could be further refined for writing recount texts.”⁵⁷

Based on the researcher's interview with English teacher, the Setting of the context stage aims to make students aware that their daily experiences can be used as writing material. In this stage, teacher ask students to recount personal experiences, then explain that what they have recounted is a form of recount text. This strategy is used to hone students' ideas, connect personal experiences with the concept of recount, and prepare them to understand the text structure in the next stage.

Next, the teacher also marked several words spoken by students when they recounted their vacation experiences. For example, one

⁵⁷ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

student used the verb “go,” and the teacher immediately corrected it to “went,” because the verb form must use the past tense in a recount text. This activity shows that at the setting of the context stage, teacher not only build students' knowledge about the topic, but also introduce grammatical forms that are relevant to the type of text being studied.

“During the Setting of the context stage, I not only encouraged students to share their vacation experiences, but also paid attention to the verbs they used. For example, when a student said, ‘last week, I go to the beach,’ I immediately reminded them that in a recount text, they should use the past tense, so I corrected it to ‘last week, I went to the beach.’ In this way, students can immediately learn and understand the use of verb 2 in a real context.”⁵⁸

Based on observations and interviews with English teacher, it can be concluded that in the preliminary activities covering the Setting of the context stage, teacher successfully built students' initial knowledge and interest in the topic of recount texts through light conversations about vacation experiences. This activity made students more active and enthusiastic in sharing personal stories, while helping them understand the relationship between everyday experiences and the concept of recount text. In addition, teacher also took advantage of this opportunity to introduce appropriate grammar forms, such as the use of verb 2 (past tense), so that students gained a strong initial understanding before entering the next stage of learning.

⁵⁸ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

The results of the interview with the English teacher also supported the findings obtained from the interview with the first student. The first student stated that:

“Before starting the lesson, the teacher greets the students, then prays and checks attendance. The teacher also asks questions about exciting holiday experiences and asks me to come to the front of the class to share my personal experience. While I was talking about my personal experiences, the teacher also corrected my use of vocabulary.”⁵⁹

Based on observations and interviews, the English teacher began the lesson at 8:00 a.m. by greeting the students, saying, “Good morning, students,” and asking, “How are you today?” which was responded to warmly by the class. Then, he invited the students to pray together and checked the attendance list. After these activities, the teacher asked questions related to interesting holiday experiences to activate the students’ prior knowledge. Several students were then asked to come to the front of the class to share their holiday experiences. This activity shows that the teacher applied the setting of the context stage in the introductory activity to help students connect their personal experiences with the topic of recount text learning. This observation is reinforced by the results of interviews and documentation showing that this activity was able to create an active, contextual, and enjoyable learning atmosphere.

⁵⁹ Student One, Interview, MTs Baitul Arqom, 17th September 2025

2) While activity

During the observation, researcher noted that learning activities included three main stages in the genre-based approach (GBA), namely modeling of text (MOT), joint construction of text (JCOT), and independent construction of text (ICOT). In the MOT stage, the teacher presented examples of recount texts and invited students to analyze their structure and linguistic features, such as the orientation, events, and reorientation sections, as well as the use of verb 2 (past tense) and time signals such as yesterday, last week, and then. Next, in the JCOT stage, students write recount texts in groups. Teacher guide students in choosing words, constructing sentences, and correcting mistakes, while gradually reducing their assistance so that students begin to work independently. In the final stage, ICOT, students write recount texts independently based on the understanding they have gained from the previous two stages, while teacher provide guidance and feedback as needed. The following are the results of interviews with English teacher:

“During the activity, I followed the three stages of GBA, namely modeling of the text, joint construction of the text, and independent construction of the text.”⁶⁰

The following is a complete explanation of the application of these three stages:

⁶⁰ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

a. Modeling of Text

From the observation results, this text modeling stage began when the teacher provided a sample text model entitled “At the Beach,” then the teacher and students analyzed the recount text structure from orientation, event, and reorientation.

Teacher : “Now, lets analyze this recount text titled ‘*At the Beach.*’ Please read it carefully.”
 Students : “Okay, Sir.”...⁶¹

This finding aligns with the teacher’s statement during the interview:

*“In the Modeling of Text (MOT) stage, I showed students an example of a recount text titled ‘At the Beach’. We identify the structure of the text together such as the orientation, events, and reorientation. This activity helps students understand how a recount text is organized and what language features it uses, especially the use of past tense verbs. By analyzing the text together, students can recognize the pattern and apply it later when they write their own recount texts.”*⁶²



Figure 4.2
Students analyze the structure of a recount text

The interviews conducted by researcher and teacher, the provision of recount text examples, and joint analysis activities aim to give students a concrete picture of how recount texts are

⁶¹ Observation, MTs Baitul Arqom, 27th August 2025

⁶² English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

structured in accordance with linguistic rules and generic structures. Thus, this stage not only trains students' understanding of text structure but also prepares them to write similar texts independently in the next stage. The following is an interview with a teacher:

“I provide text models so that students have a clear picture of what a recount text actually looks like. If it's just theory, students often get confused. With text examples, they can see firsthand how orientation, events, and reorientation are structured.”⁶³

After that, the teacher gives the students random sentences and asks them to arrange them according to the structure of a recount text and collect some past tense vocabulary and time signals. While the students are arranging the paragraphs, the teacher walks around to monitor and provide immediate corrections if any errors are found, both in terms of sequence and verb choice. This technique is called the random paragraph technique. The goal is for students to understand the logical sequence of a recount text based on its generic structure, namely orientation, events, and reorientation. In addition, this activity also trains students' ability to recognize time signals and the use of past tense.

Teacher : “There are random paragraphs, I ask you to sort them according to orientation, event, and reorientation. Then also collect the past tense and time signal vocabulary that you find.”

⁶³ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

Students : “yes sir”....⁶⁴

The following is an interview between the researcher and the English teacher:

*“I use the random paragraph technique so that students truly understand the logical sequence of a recount text. When they compose their own sentences, they learn which parts belong to the orientation, events, and reorientation. I also ask them to collect past tense verbs and time markers that they find in the text. While they are working, I walk around the classroom to correct and guide them directly.”*⁶⁵

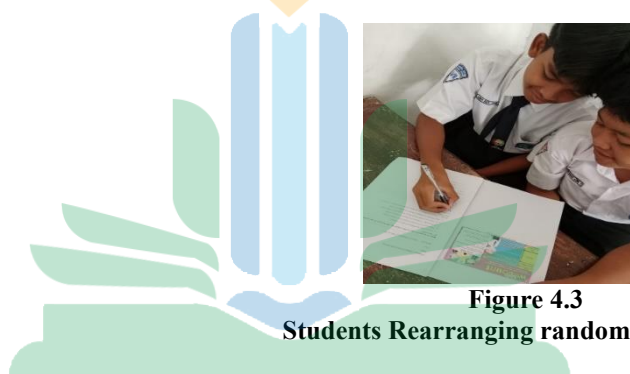


Figure 4.3
Students Rearranging random paragraphs

Furthermore, regarding the use of recount text examples and collaborative analysis at the MOT stage, the researcher interviewed Student Two. The student stated:

*“Yes, the teacher showed me the recount text ‘At the Beach’. We read it together and discussed its parts. We discussed orientation, events, and reorientation. The teacher also mentioned examples of past tense vocabulary and time signals in the recount text example.”*⁶⁶

The first student interviewed stated that providing examples of model texts was very helpful because it made it easier to

⁶⁴ Observation, MTs Baitul Arqom, 27th August 2025

⁶⁵ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

⁶⁶ Student Two, Interview, MTs Baitul Arqom, 17th September 2025

understand the correct format of a recount text. Student one said that without examples, he often felt confused about where to start. Through analyzing the text structure with the teacher, he also became clearer in distinguishing each part of the text. Student one said this made the process of writing the recount text easier. The following are the results of the interview:

“When the teacher gave examples of recount texts, it was very helpful. Even though the form of a recount had been explained previously, having text examples and analyzing them together made me understand better.”⁶⁷

The Second student also commented on the jumble paragraphs that were used, saying:

“The task of composing paragraphs has given me a better understanding of the sequence of recount texts. In addition, with my teacher's guidance, I have also become more attentive to the use of verb 2 and time markers.”⁶⁸

Based on the results of observations and interviews, it can be concluded that the Modeling of Text (MoT) stage plays an important role in helping students understand the form and structure of recount texts. At this stage, the teacher provides examples of text models, then analyzes the parts together with the students, starting from orientation, events, to reorientation. Through these analysis activities, students can recognize linguistic features such as the use of verb 2 and time signals, which are their main difficulties.

⁶⁷ Student One, Interview, MTs Baitul Arqom, 17th September 2025

⁶⁸ Student Two, Interview, MTs Baitul Arqom, 17th September 2025

In addition, teacher also applied the random paragraph technique by giving students random sentence fragments to be rearranged into a complete recount text. During the activity, teacher actively monitored and provided direct guidance when students encountered difficulties, especially in determining the order of the text structure and selecting past tense verbs. Based on the interview results, students stated that the paragraph rearrangement activity, accompanied by text examples provided by teacher, helped them better understand the structure of recount texts and prepare themselves to write texts independently in the next stage.

b. Joint Construction of the Text

The Joint Construction of Text (JCOT) stage is carried out when the teacher divides the students into five groups and assigns them the task of composing a recount text together. At this stage, the teacher asks each group to choose the type of city they will visit. Next, students are asked to randomly select verbs, which are then arranged into sentences as part of the recount text. After the worksheets are distributed, students discuss in groups about the city they have chosen, look for information, and imagine as if they were on vacation in that city. The verbs they choose represent the activities they do during their vacation, which are then arranged into sentences to form a complete recount text. The teacher plays

an important role here by providing immediate and corrective feedback as students write.

Teacher : “Now, we’re going to make a recount text together. I will divide you into five groups. Each group, please choose one city you would like to visit—for example, Yogyakarta, Bali, or Surabaya.”

Students : “Okay, sir!”

Teacher : “Good! After that, I’ll give each group some random verbs. You will use these verbs to make sentences about your holiday in that city. Imagine that you already went there!”⁶⁹

The following are the results of the researcher's interview with the Grade VIII A1 English teacher regarding the JCOT stages:

“At the JCOT stage, students learn to write collaboratively. They can discuss, exchange ideas, and work together to compose sentences into a complete text. Here, I act as a guide, moving from one group to another to ensure that they write according to the structure of a recount text. If there are mistakes, such as the use of incorrect verbs or an illogical sequence of events, I immediately provide corrections and explanations. That way, students can learn to improve their writing directly.”⁷⁰



Figure 4.4
Students choose verbs randomly.

⁶⁹ Observation, MTs Baitul Arqom, 27th August 2025

⁷⁰ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025



Figure 4.5

Students composing stories together

This is supported by the results of the researcher's interview with the first student:

“At this stage, we wrote recount texts with our groupmates. We chose the city of Yogyakarta, then imagined we were on vacation there. We used verbs provided by the teacher, such as visited, took pictures, and enjoyed. When there were mistakes, the teacher immediately pointed them out and explained why they were wrong. I gained a better understanding of how to structure a recount text in the correct order and use verb 2 appropriately.”⁷¹

From observations and interviews with teacher and students, it can be concluded that the Joint Construction of Text (JCOT) stage provides students with the opportunity to practice writing recount texts collaboratively through an interesting activity, namely choosing cities and verbs at random. This activity not only increases student motivation and creativity, but also helps them understand the general structure and linguistic characteristics of texts more deeply. In line with the theory, at this stage students begin to compose complete text examples with the guidance of the teacher, whose role is gradually reduced so that students become

⁷¹ Student One, Interview, MTs Baitul Arqom, 17th September 2025

more independent in managing text construction. Thus, JCOT serves as an important bridge that prepares students for the Independent Construction of Text (ICOT) stage.

c. Independent construction of text

Next, move on to the Independent Construction of Text (ICOT) stage. At this stage, students write recount texts independently without the help of the teacher. The activity begins when the teacher distributes worksheets and asks students to write stories about their year-end holidays. The teacher gives them 20 minutes to write. At this stage, the teacher does not provide much assistance, so students really try to use the recount text structure they learned earlier, such as orientation, events, and reorientation.

Teacher : “Now, please write your own recount text about your last holiday”

Students : “Alright, sir”

Teacher : “Remember to use the structure orientation, events, and reorientation. and don’t forget to use past tense.” ...⁷²

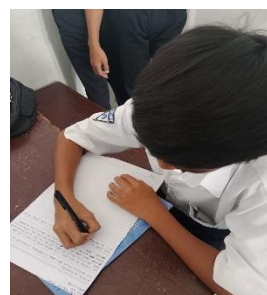


Figure 4.6
Students write recount texts independently.

⁷² Observation, MTs Baitul Arqom, 27th August 2025.

According to the results of an interview with the English teacher, this activity aims to see the extent to which students can write their own recount texts after going through the previous stages. The English teacher said:

“At this stage, students are required to write independently because I want to see their individual abilities. After learning together in the previous stage, they must now be able to write on their own. From this, I can see how well they understand the structure of recount texts and the use of past tense verbs.”⁷³

Based on interviews with teacher, it can be concluded that the main purpose of assigning independent recount text writing tasks is to determine the individual abilities of students after going through the collaborative learning stage. Teacher wants to ensure that students truly understand the structure of recount texts (orientation, events, and reorientation) and the use of past tense verbs without relying on teacher guidance. Thus, the ICOT stage becomes a means of evaluation as well as an opportunity for students to demonstrate their learning outcomes independently. This is also supported by an interview with the second student:

“At first, I was a little confused, but because I had practiced with my friends beforehand, I became more confident. I tried to write about my vacation experience in order, using orientation, events, and reorientation. I also already knew some past tense words and time signals from my previous lessons, which made it easier for me to write.”⁷⁴

⁷³ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

⁷⁴ Student Two, Interview, MTs Baitul Arqom, 17th September 2025

Based on observation and interviews, it can be concluded that the main purpose of assigning independent recount text writing tasks at the Independent Construction of Text (ICOT) stage is to assess students' individual abilities after going through the collaborative learning stage. Teacher want to ensure that students truly understand the structure of recount texts (orientation, events, and reorientation) and the use of past tense verbs without relying on teacher guidance. This is in line with the statement of one student who said that after practicing with friends, he felt more confident when writing his vacation story independently. Students were able to compose texts in sequence, using orientation, events, and reorientation, as well as applying verb 2 and time signals that had been learned previously.

Thus, in this ICOT stage, students can practice the production skills they learned in the previous stage using the text that form the basis of assessment, while building their independent writing skills. This stage serves as a means of evaluation as well as practical training so that students are able to independently apply all their knowledge and skills in writing recount texts

3). Post-activity

Based on the results of observation, the Linking to Related Text stage is carried out after students have completed writing their recount texts in the ICOT stage. At this stage, the teacher invites students to

compare the recount texts they have written about their vacation experiences with other recount texts on the theme of school events that they have previously studied. The teacher explains the differences between the two types of recount texts in terms of content and focus of the story. For example, recount texts about vacations describe personal experiences outside of school in a casual manner, while recount texts about school activities focus on formal activities such as class meetings, competitions, or ceremonies, which usually involve many participants and use more informative language.⁷⁵

The teacher then guided the students to find the similarities and differences between the two, both in terms of text structure (orientation, events, reorientation) and vocabulary usage. Through this activity, students understood that even though both are recount texts, the context and writing style can differ depending on the experience being recounted.

This is in line with the results of an interview with an English teacher, who said:

“In the Linking to Related Text stage, I asked students to compare recount texts about vacations with recount texts about school activities. The goal was for students to understand that even though both are recount texts, the topics and writing styles can differ depending on the context of the story. That way, they can adjust the language and text structure according to the type of experience they want to write about.”⁷⁶

⁷⁵Observation, MTs Baitul Arqom, 27th August 2025

⁷⁶English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

According to him, this stage is effective in helping students understand the relationship between different types of recount texts. By comparing a personal recount about a holiday with a factual recount about a school event, students can recognize the differences in structure, purpose, and language features of each text. For example, a holiday recount focuses on personal experiences, while a school event recount is more formal and reports collective experiences. In addition, this activity helps students connect their current learning with previous lessons and prepares them for future writing tasks, thereby increasing their awareness of text variations within the same genre. The researcher also interviewed the first student, who said:

“In this stage, the teacher asked us to compare our recount text about holidays with another recount text about a school event. It was interesting because I could see that even though both are recount texts, they have different focuses. The holiday recount is more personal, while the school event recount is more formal and informative. By doing this comparison, I understood better how to organize my story and choose the right words depending on the topic.”⁷⁷

It can be concluded that this stage is effective in helping students understand the relationship between different types of recount texts. By comparing a personal recount about a holiday and a factual recount about a school event, students can identify the differences in structure, purpose, and linguistic features of each text, as well as recognize their similarities. Moreover, this activity helps students connect their current

⁷⁷ Student One, Interview, MTs Baitul Arqom, 17th September 2025

learning with previous lessons and prepares them for future writing tasks, thus enhancing their understanding of text variation and their awareness of relationships within the same genre.

2. The Influence of GBA on The Story flow and Students' Vocabulary Mastery

a. Provides Clear Structure and Organization

Based on the researcher's observations, the application of the Genre-Based Approach (GBA) helps students write more systematically. During the "Model of Text (MOT)" stage, teachers present examples of recount texts and guide students to identify their structure, including orientation, events, and reorientation. This activity helps students understand how to organize their ideas chronologically and coherently. As the lesson progresses, their writing becomes more structured and easier to follow.⁷⁸

This finding is supported by a statement from an English teacher:

*"After I implemented each stage of the Genre-Based Approach, students began to compose their writing better. They knew where to start, what to write in the middle, and how to end their texts."*⁷⁹

The first student also shared:

"Previously, I was often confused about how to write a proper recount text. But after learning the steps from the teacher, I now understand the parts better. Now I know that

⁷⁸ Observation, MTs Baitul Arqom, 27th August 2025

⁷⁹ English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

I have to start with orientation, then describe the events, and close with reorientation. So writing feels easier and more organized.”⁸⁰

Based on these observations and interviews, it can be concluded that the Genre-Based Approach helps students develop a clear understanding of text structure, enabling them to produce more organized and coherent recount texts.

b. Improves Linguistic and Vocabulary Mastery

Based researcher's observation, it was found that students showed improvement in grammar usage, particularly in the application of verb 2 and vocabulary through the implementation of the Genre-Based Approach (GBA). During the Setting the Context, Modeling of the Text, and Joint Construction of the Text stages, the teacher provided explicit explanations of the linguistic features commonly used in recount texts, such as the use of past tense verbs and temporal conjunctions. Students then practiced using past tense verbs repeatedly in meaningful sentences. This contextual practice helped students understand the difference between present tense and past tense, as well as strengthen their ability to write recount texts in accordance with English language structure and rules.⁸¹

⁸⁰ Student One, Interview, MTs Baitul Arqom, 17th September 2025

⁸¹ Observation, MTs Baitul Arqom, 27th August 2025

The following image shows an example of a student's writing after applying the Genre-Based Approach (GBA).

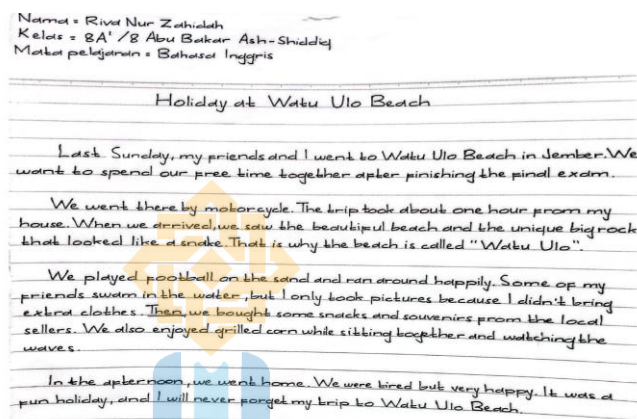


Figure 4.7
Student Recount Text After GBA Implementation

As seen in Figure 4.7, students are able to use past tense verbs correctly, such as "went, took, saw, played, arrived, ran, and saw" throughout the text. The sentences in the text are also connected using appropriate temporal conjunctions, such as then. This shows that students have understood how to use past tense consistently in recount texts after receiving explicit explanations and guided practice through the GBA stages.

The observation results are supported by interview data from the English teacher:

*"The students' sentences are now more accurate. They know which verbs to use and can write longer sentences with the correct conjunctions."*⁸²

⁸² English Teacher, Interview, MTs Baitul Arqom, 17th September 2025

Second students also stated:

“I learned many new words from the text and know when to use the second form of verbs. Now I can write stories with the correct past tense verbs.”⁸³

Based on these findings, it can be concluded that the application of the Genre-Based Approach (GBA) significantly helps students improve their linguistic competence, especially in the use of verb 2 in recount texts. Through explicit explanations from the teacher, repeated practice, and direct feedback, students become more understanding of the function of grammar in the context of recount writing. The gradual and contextual learning process enables them to write sentences with the correct structure, using past tense and temporal conjunctions consistently, thereby significantly improving the quality of their recount texts.

B. Discussion

This study examines how secondary school students who follow a genre-based approach in learning to write recount texts. In addition, this study also examines how students acquire Story flow and vocabulary skills. Based on this, this study found several results, namely how the genre-based approach is implemented, its influence on understanding the story flow, and its influences on the vocabulary mastery of 8th grade students.

⁸³ Student Two, Interview, MTs Baitul Arqom, 17th September 2025

1. The Implementation of Genre-Based Writing Instruction

As explained earlier, genre-based writing instruction is implemented through five stages, each of which has its own learning objectives for students' writing skills, especially in writing recount texts. This is related to the findings of Feez and Joyce, who proposed five stages in a genre-based approach, namely Setting of the context, Modelling of Text, Joint Construction of Text, Independent Construction of Text, and Linking Related Texts.⁸⁴ Through these stages, students are gradually guided from understanding the context, analyzing text examples, writing together, to finally being able to write recount texts independently and better. Meanwhile, in genre-based learning practices, all stages focus on student activities. This means that activities such as identifying text structures, discussing text examples, and writing texts collaboratively are carried out directly by students in groups, except for individual tasks such as writing texts independently. Therefore, based on preliminary findings, it can be concluded that the genre-based approach not only affects recount text writing skills but also other English language skills, such as vocabulary, text comprehension, and the ability to construct a coherent story flow.

2. The influence on the storyline and students' vocabulary mastery.

Another finding from this study relates to students' understanding of plot in writing recount texts. Based on Systemic Functional Linguistics (SFL) theory developed by Halliday, language is viewed as a social

⁸⁴ Susan Feez and Helen Joyce, Text Syllabus design. Sydney: Macquarie University. 1998.

semiotic system used in specific contexts to achieve communicative goals.⁸⁵ In line with this theory, Indah and Rini explain that a genre-based approach can improve students' ability to organize their ideas sequentially because they are taught step by step in writing each part of the text.⁸⁶ . These two theories are interrelated because they both emphasize the importance of the social function of language in the context of learning. SFL forms the basis for GBA in helping students understand how each part of a text, such as orientation, events, and reorientation, has a specific function in constructing meaning. The results of this study show that students are able to write recount texts with a more coherent and logical flow. Thus, the application of GBA based on SFL theory has been proven to help students understand the structure and function of recount texts more systematically

The application of the Genre-Based Approach (GBA) has proven effective in improving students' language and vocabulary skills. Through the stages of Setting the Context, Modeling of the Text, and Joint Construction of the Text, teachers provide explicit explanations of linguistic features commonly used in recount texts, such as past tense, temporal conjunctions, and action verbs. Students practice repeatedly in meaningful contexts so that they are able to use grammar and vocabulary more appropriately. This is in line with the opinion of Feez and Joyce, who stated that genre-based learning helps students understand the function of

⁸⁵ Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. Edward Arnold.

⁸⁶ Nuria Indah, "The Use of Genre Based Approach to Improve Students Writing's Skill in Recount Text Nuria."

grammar and vocabulary in the context of their use, rather than simply memorizing rules.⁸⁷ With the support of gradual learning and direct feedback from teachers, students showed significant improvement in sentence structure accuracy, word choice, and the ability to write recount texts in a more coherent and communicative manner.

Although this study produced positive findings and in-depth information about the application of the Genre-Based Approach (GBA) in English language learning, it still has limitations. This study has not thoroughly assessed students' vocabulary acquisition, especially in terms of their mastery of past tense verbs and temporal conjunctions, which play an important role in writing recount texts. Therefore, further research is needed with a focus on analyzing students' vocabulary development more specifically, so as to provide a more comprehensive picture of the influence of GBA on their writing skills.

⁸⁷ Feez, S., & Joyce, H. (1998). *Text-Based Syllabus Design*. NCELTR.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of research

A. Conclusion

This study investigated the use of the Genre-Based Approach (GBA) in teaching writing recount texts to eighth-grade students. The focus is on how GBA affects the story flow (coherence) and students' vocabulary mastery. Based on the findings from classroom observations, interviews, and document analysis, several conclusions can be drawn:

1. The Implementation of Genre-Based Writing Instruction

- a. GBA helps students write recount texts step by step.

The Genre-Based Approach is effective because it does not expect students to immediately produce a complete text. Instead, it provides them with gradual learning stages that make the writing process easier. In the Setting of the context stage, students were guided to recall their background knowledge and connect it with the recount genre, which helped them generate ideas from their own experiences. In the MoT stage, they were exposed to real examples of recount texts, so they could see how orientation, events, and re-orientation are constructed. Through JCOT, students worked together to compose texts, sharing ideas and correcting one another's mistakes. This was especially beneficial for students who were less confident, because they could learn from their peers. Finally, in ICOT, students attempted to write

independently, applying the knowledge and skills they had practiced earlier. The Linking to Related Texts stage further reinforced their understanding by comparing recounts with other genres, such as narratives. This systematic process shows that GBA offers a clear pathway for students, making writing less intimidating and more meaningful.

2. The influence on the storyline and students' vocabulary mastery.

a. GBA influence students' ability to build story flow

Genre-Based Approach (GBA) has a significant positive influence on students' ability to organize the storyline in recount texts. Through its structured stages—Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT)—students gradually learn how to construct a coherent and chronological narrative. The scaffolding provided by the teacher, along with collaborative writing activities, helps students understand how to connect events logically from beginning to end. As a result, students' recount texts show clearer orientation, well-ordered events, and appropriate reorientation, indicating that GBA effectively enhances their ability to develop well-structured and meaningful storylines.

b. GBA influence students' vocabulary mastery.

The findings also reveal that the Genre-Based Approach (GBA) positively affects students' vocabulary mastery, particularly in using past verbs (verb 2) and time signals that are essential in recount texts.

During the Modeling stage, students are exposed to various new words and encouraged to identify and apply them in context. The gradual process of guided and independent writing allows students to internalize vocabulary meaningfully rather than through rote memorization. Teacher feedback during group and individual writing activities further helps students use verbs and expressions more accurately. Consequently, students' writings demonstrate richer vocabulary use, more consistent verb tense accuracy, and appropriate use of time markers. This indicates that GBA not only expands students' vocabulary but also strengthens their ability to use words contextually and correctly in recount writing.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers:

1. For Teachers

- a. Teachers are encouraged to apply the Genre-Based Approach in writing classes, especially when teaching recount texts. This method not only improves students' writing skills but also helps them become more engaged in the learning process.
- b. Teachers should provide varied and interactive activities during the setting of the context and JCOT stages, such as group discussions, vocabulary games, and storytelling exercises, to stimulate students' creativity and vocabulary growth.

- c. Teachers need to pay special attention to vocabulary reinforcement, particularly irregular verbs, since this area is still challenging for many students. Providing lists, exercises, and games that focus on verb forms can further support learning.
- d. Teachers are advised to give constructive feedback during the ICOT stage, so that students know their strengths and areas for improvement in recount writing.

2. For Students

- a. Students should take advantage of the GBA process by actively participating in each stage. Contributing ideas in group activities will not only benefit themselves but also help their peers.
- b. Students are encouraged to practice writing recount texts outside of class, for example, by keeping a simple diary of their daily activities. This habit can strengthen their ability to use past tense verbs and temporal conjunctions naturally.
- c. Students should also make an effort to expand their vocabulary by reading various recount texts, stories, or even short personal narratives. A wider vocabulary will make their writing more expressive and accurate.

3. For Future Researchers

- a. Researchers may also explore the use of GBA in teaching other text genres, such as narrative, descriptive, or exposition texts, to see whether similar positive results can be achieved.

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J E M B E R

Appendix 1

NAME : SULUSIA INAYAH

MATRIX OF RESEARCH

Title	Variables	Sub Variables	Indicators	Data Resources	Research Method	RQ
“Enacting Genre-Based Writing Instruction for Primary School Students: Story Flow and Vocabulary Development”	A. Genre- Based Writing	1. Teaching and learning caycle	1. Teaching and learning cycle <ul style="list-style-type: none"> <i>BKOF, MOT, JCOT, ICOT and, LRTT</i> 	Primary Data: 8th-grade students of junior high school Secondary Data: 1. Observation 2. Related Documents	1. Approach and kind of the research: a. Qualitative Study case 2. Data collection : a. Interview b. Observation c. Document reviews 3. Data analysis : a. Data condensation b. Data display c. Drawing and verifying conclusion 4. Validation of the data: a. Triangulation techniques b. Triangulation Source	1. How is Genre-Based Writing Instruction (GBA) implemented in teaching recount text to secondary school students? 2. How does Genre-Based Writing Instruction (GBA) influence students' story flow and vocabulary in writing recount texts?
	B. Story Flow	1. Story organization	1. Story organization <ul style="list-style-type: none"> <i>orientation,</i> <i>event</i> <i>reorientation</i> 			
	C. Vocabulary Development	1. New vocabulary	1. New vocabulary usage (<i>past tense</i>)			

Appendix 2

MODUL AJAR

PRAKTIK PEMBELAJARAN YANG BERPUSAT PADA SISWA

Tema/Muatan :	Personal Experience (Recount Text)	Jenjang /Kelas /Semester:	SMP/MTs / VIII / 1
Pembelajaran ke :	1 -3	Alokasi Waktu :	6 JP (6 x 45 menit)

Kmpetensi Awal	<ol style="list-style-type: none"> 1. Siswa memiliki pengetahuan dasar tentang pengalaman pribadi dalam Bahasa Inggris baik secara lisan dan tulisan 2. Mengetahui Past tense untuk menjelaskan peristiwa di waktu lampau 3. Memahami chronological connection
Profil Pelajar Pancasila	<ul style="list-style-type: none"> • Bernalar kritis: Memperoleh dan memproses gagasan dan informasi tersurat dari sebuah teks recount • Kebhinekaan global: Mengenal dan mengidentifikasi contoh-contoh teks recount • Gotong royong: Memiliki kemampuan kerja sama dengan teman untuk menulis sebuah teks recount • Kreatif: Memilih atau menentukan cerita recount yang akan ditulis.
Sarana dan Prasarana	<ul style="list-style-type: none"> • Sarana: buku Bahasa Inggris kelas VIII, lembar kerja, gadget, papan tulis • Prasarana: Contoh teks recount (gambar), Buku teks Bahasa Inggris.
Model pembelajaran	<ul style="list-style-type: none"> • Genre- Based Approach

A. Tujuan Pembelajaran

Elemen	Menulis
Fase Capaian Pembelajaran	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam menggunakan kosakata spesifik, alur cerita dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis dan

	menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana.
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Mengidentifikasi tujuan sosial dan struktur teks recount. 2. Menyusun recount text sederhana dengan memperhatikan alur cerita (story flow) dan kosa kata (vocabulary).

B. Langkah-Langkah pembelajaran

Pertemuan 1: Building The context dan modeling of text (2 JP)

Kegiatan Pembelajaran	Alokasi waktu
Kegiatan Pendahuluan: <ol style="list-style-type: none"> a. Guru memberi salam dan apersepsi (“What did you do last holiday?”). b. Guru menyampaikan tujuan pembelajaran. c. Setting of the Context / Building the Context <ul style="list-style-type: none"> • Diskusi kelas: siswa menceritakan pengalaman singkat (lisan) → mengaktifkan kosakata. • Guru menuliskan kata kerja lampau yang muncul (went, played, visited, enjoyed) di papan. 	20 menit
Kegiatan inti: <ol style="list-style-type: none"> d. Modeling and Deconstruction of Text (15 menit) <ul style="list-style-type: none"> • Guru memberikan contoh teks recount singkat (misalnya “At the Beach”). • Siswa membaca teks, lalu bersama guru mengidentifikasi: Struktur: Orientation → Events → Reorientation. Kosakata: past tense verbs, temporal conjunctions (then, after that, finally). • Guru memberikan tugas paragraph acak. e. Joint Construction of Text (25 menit) <ul style="list-style-type: none"> • Siswa dibagi kelompok • Tiap kelompok memilih 1 kota di Indonesia (contoh: Bali, Yogyakarta, Malang) dan mencari informasi singkat tentang tempat wisata (dengan bantuan guru). • Guru memberikan tiap kelompok 3–4 kata kerja bentuk lampau (misalnya: visited, enjoyed, played, bought). • Kelompok diminta menyusun ide liburan seolah-olah mereka berkunjung ke kota tersebut. 	60 menit

f. Independent Construction of Text (20 menit) <ul style="list-style-type: none"> Siswa menulis recount text individu tentang pengalaman pribadi (<i>My Unforgettable Experience</i>). Panjang: 2–3 paragraf. Guru memberi umpan balik singkat saat siswa menulis. 	
Kegiatan penutup: Linking to related text <ul style="list-style-type: none"> Siswa membaca 2 contoh recount text tambahan (holiday vs school event). Diskusi singkat: Apa persamaan dan perbedaan strukturnya? Apa perbedaan kosa kata sesuai konteks? Refleksi: “<i>What new words did you learn today?</i>” 	10 menit

PENILAIAN

- Pengetahuan: analisis struktur & ciri kebahasaan.
- Keterampilan: hasil teks recount individu.
- Sikap: partisipasi diskusi & kerjasama kelompok

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian proses	1. Lembar Kerja Peserta Didik (LKPD) 2. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik kerja kelompok

MEDIA AJAR

- Contoh paragraph dan structure teks recount



LKPD

Identifying Language Features in Recount Text

Name :

Class :

Skill Focus : Structure & Vocabulary in Recount Text

Below are scrambled sentences from a recount text. Arrange them into the correct order:

1. It was a wonderful holiday and I will never forget it.
2. On the second day, we went to Ubud and saw traditional dance.
3. On the last day, we bought some souvenirs in Sukawati market.
4. Last year, I went to Bali with my family. We stayed there for three days.
5. On the first day, we visited Kuta Beach and played in the water.

👉 Task 1: Arrange the sentences into the correct structure (Orientation → Events → Reorientation).

Write the correct order here:

👉 Task 2: Label each sentence as:

- Orientation
- Events
- Reorientation

Example: Sentence (4) → Orientation

Answer:

- () → Orientation
- () → Event 1
- () → Event 2
- () → Event 3

- () → Reorientation

📖 Task 3: Write down all the past tense verbs and time markers in the text you find!

- Verbs (past tense):
- Time signals :



Lampiran Penilaian Pembelajaran Genre-Based Approach

A. Indikator Penilaian

Aspek yang Dinilai	Indikator Pencapaian Kompetensi	Bentuk Penilaian
Pengetahuan	1. Siswa dapat mengidentifikasi struktur teks recount (orientation, events, reorientation). 2. Siswa dapat mengenali penggunaan verb 2 (past tense) dan temporal conjunction.	LKPD
Keterampilan	1. Siswa dapat menyusun teks recount secara runtut dan logis sesuai struktur. 2. Siswa dapat menggunakan kosa kata (vocabulary) yang tepat dalam recount text.	Produk tulisan individu (hasil teks recount)
Sikap	1. Siswa aktif dan bekerja sama dalam diskusi kelompok. 2. Siswa menghargai pendapat teman dan berpartisipasi dalam penyusunan teks bersama.	Observasi saat diskusi kelompok

Guru Mapel



ABDUL KARIM, S. Pd

Appendix 3

Research Instrument

A. Observation Instrument

1. Implementation of writing instruction using the Genre-based approach (GBA) at MTS Baitul arqom.
2. Student and teacher involvement during writing instruction activities.
3. Development of students' writing skills.
4. Classroom situation and conditions during the learning process.

B. Interview Instrument

Teacher interview

1. What are the reasons for choosing the Genre-Based Approach in teaching recount text writing?
2. How do you implement the stages of the Genre-Based Approach (GBA) in teaching recount text writing?
3. What difficulties did you encounter when implementing GBA, and how did you overcome them?
4. How does GBA affect students' ability to write recount texts, especially in terms of storyline and vocabulary?
5. In your opinion, is GBA effective in improving students' writing skills? Why?

Students Interview

1. Before the lesson starts, what does the teacher do?
2. What do you think about learning to write using the Genre-Based Approach (GBA)?
3. What activity helped you the most in understanding how to write a recount text?
4. Do you feel more capable of writing with a clear flow and a larger vocabulary after learning with GBA? Explain.
5. How do you feel when writing a recount text after learning with GBA?

C. Document Review Instrument

1. Lesson plan
2. Interview result
3. Letter of having done research
4. Research journal
5. Figure

Appendix 4

Interview Result

English teacher

1. I chose the genre-based approach because I believe it greatly helps students in writing recount texts. GBA has several stages, through which students can understand the structure of the text more systematically, starting from recognizing the context, observing examples, writing together, to writing independently. Thus, students are more focused in expressing their ideas, using the right vocabulary, and constructing sentences coherently.
2. In my teaching process, I divide the stages of the Genre-Based Approach into three main learning activities. In the pre-activity, I usually start with the Setting of the context. Next, during the pre-activity, I apply the Modeling Text (MOT), Joint Text Construction (JCOT), and Independent Text Construction (ICOT) stages. In the post-activity, I move on to the Linking to Related Text stage.
3. Before starting the main activity, I usually greet the students and ask how they are doing to liven up the classroom atmosphere. After that, we pray together, take attendance, and I explain the learning objectives. I also ask, "What did you do last holiday?" to get the students' attention and connect the lesson topic to their personal experiences.
4. Before getting into the main activity, I usually start by asking students to talk about their own experiences, such as their vacations or activities at school. In GBA, this activity is part of the Setting of the context stage, because the goal is for students to recall their experiences and have an idea of the topic that will be discussed. From there, I can also find out how familiar they are with the vocabulary related to the lesson theme.
5. In the Setting of the context stage, I began by asking students if they had any interesting holiday experiences to share. After that, I also gave examples from my own holiday experiences to make it easier for them to understand. Then, I asked several students to share their holiday experiences in front of the class. From there, I explained that what they were sharing was actually a recount text. In this way, their ideas could be further refined for writing recount texts.
6. During the Setting of the context stage, I not only encouraged students to share their vacation experiences, but also paid attention to the verbs they used. For example, when a student said, 'last week, I go to the beach,' I immediately reminded them that in a recount text, they should use the past

tense, so I corrected it to 'last week, I went to the beach.' In this way, students can immediately learn and understand the use of verb 2 in a real context

7. During the activity, I followed the three stages of GBA, namely modeling of the text, joint construction of the text, and independent construction of the text.
8. In the Modeling of Text (MOT) stage, I showed students an example of a recount text titled 'At the Beach'. We identify the structure of the text together such as the orientation, events, and reorientation. This activity helps students understand how a recount text is organized and what language features it uses, especially the use of past tense verbs. By analyzing the text together, students can recognize the pattern and apply it later when they write their own recount texts.
9. "I provide text models so that students have a clear picture of what a recount text actually looks like. If it's just theory, students often get confused. With text examples, they can see firsthand how orientation, events, and reorientation are structured.
10. I use the random paragraph technique so that students truly understand the logical sequence of a recount text. When they compose their own sentences, they learn which parts belong to the orientation, events, and reorientation. I also ask them to collect past tense verbs and time markers that they find in the text. While they are working, I walk around the classroom to correct and guide them directly.
11. At the JCOT stage, students learn to write collaboratively. They can discuss, exchange ideas, and work together to compose sentences into a complete text. Here, I act as a guide, moving from one group to another to ensure that they write according to the structure of a recount text. If there are mistakes, such as the use of incorrect verbs or an illogical sequence of events, I immediately provide corrections and explanations. That way, students can learn to improve their writing directly.
12. At this stage, students are required to write independently because I want to see their individual abilities. After learning together in the previous stage, they must now be able to write on their own. From this, I can see how well they understand the structure of recount texts and the use of past tense verbs.
13. After I implemented each stage of the Genre-Based Approach, students began to compose their writing better. They knew where to start, what to write in the middle, and how to end their texts.
14. The students' sentences are now more accurate. They know which verbs to use and can write longer sentences with the correct conjunctions.

15. When we write together first, students feel more confident. They can ask questions and learn to construct sentences correctly before writing independently.

Student one

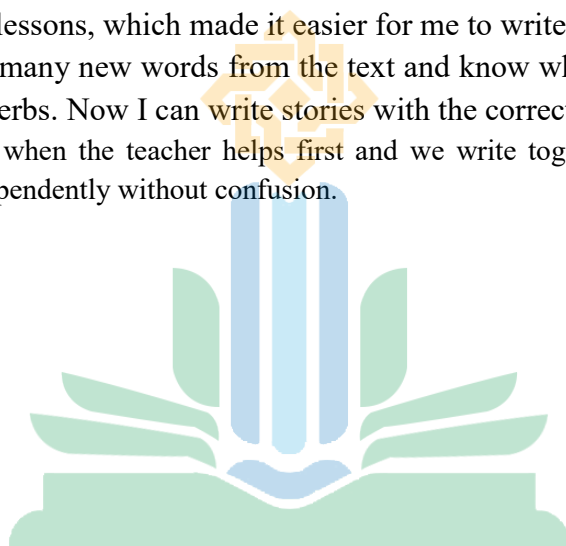
1. Before starting the lesson, the teacher greets the students, then prays and checks attendance. The teacher also asks questions about exciting holiday experiences and asks me to come to the front of the class to share my personal experience. While I was talking about my personal experiences, the teacher also corrected my use of vocabulary.
2. When the teacher gave examples of recount texts, it was very helpful. Even though the form of a recount had been explained previously, having text examples and analyzing them together made me understand better.
3. At this stage, we wrote recount texts with our groupmates. We chose the city of Yogyakarta, then imagined we were on vacation there. We used verbs provided by the teacher, such as visited, took pictures, and enjoyed. When there were mistakes, the teacher immediately pointed them out and explained why they were wrong. I gained a better understanding of how to structure a recount text in the correct order and use verb 2 appropriately.
4. In the Linking to Related Text stage, I asked students to compare recount texts about vacations with recount texts about school activities. The goal was for students to understand that even though both are recount texts, the topics and writing styles can differ depending on the context of the story. That way, they can adjust the language and text structure according to the type of experience they want to write about.
5. In this stage, the teacher asked us to compare our recount text about holidays with another recount text about a school event. It was interesting because I could see that even though both are recount texts, they have different focuses. The holiday recount is more personal, while the school event recount is more formal and informative. By doing this comparison, I understood better how to organize my story and choose the right words depending on the topic.
6. Previously, I was often confused about how to write a proper recount text. But after learning the steps from the teacher, I now understand the parts better. Now I know that I have to start with orientation, then describe the events, and close with reorientation. So writing feels easier and more organized.

Student two

1. Yes, the teacher showed me the recount text 'At the Beach'. We read it together and discussed its parts. We discussed orientation, events, and

reorientation. The teacher also mentioned examples of past tense vocabulary and time signals in the recount text example.


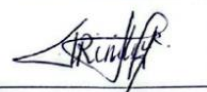
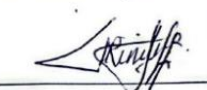


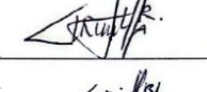
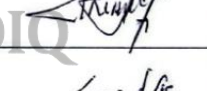
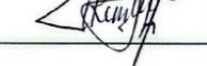
2. The task of composing paragraphs has given me a better understanding of the sequence of recount texts. In addition, with my teacher's guidance, I have also become more attentive to the use of verb 2 and time markers.
3. At first, I was a little confused, but because I had practiced with my friends beforehand, I became more confident. I tried to write about my vacation experience in order, using orientation, events, and reorientation. I also already knew some past tense words and time signals from my previous lessons, which made it easier for me to write
4. I learned many new words from the text and know when to use the second form of verbs. Now I can write stories with the correct past tense verbs.
5. It's easier when the teacher helps first and we write together. After that, I can write independently without confusion.



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Appendix 5

RESEARCH JOURNAL
ENACTING GENRE-BAS WRITING INSTRUCTION
FOR SECONDARY SCHOOL STUDENTS:
STORY FLOW AND VOCABULARY DEVELOPMENT

NO	DATE	ACTIVITIES	SIGNITURES
1.	August 20, 2025	Preliminary study of teachers by conducting observations and interviews with English teachers	
2.	August 20, 2025	The researcher confirms research permission to head master	
3.	August 27, 2025	Class observation in VIII A MTS Baitul Arqom	
4.	August 29, 2025	Class observation in VIII A MTS Baitul Arqom	
5.	September 10, 2025	Class observation in VIII A MTS Baitul Arqom	
6.	September 17, 2025	Interview with English Teacher	
7.	September 17, 2025	Interview with students	
8.	October 11, 2025	Asking and receiving a letter of approval for completion from MTS Baitul Arqom	

Jember, 10 Oktober 2025
Kepala Sekolah MTS Baitul Arqom



Appendix 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-13184/In.20/3.a/PP.009/08/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS Baitul Arqom

Krajan Balung Lor Dusun Kebonsari RT 006 RW 008, Krajan, Balung Lor, Kec. Balung, Kabupa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060014
 Nama : SULUSIA INAYAH
 Semester : Semester sembilan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Enacting genre based writing instructions for secondary school students: story flow and vocabulary development" selama 40 (empat puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Hadi S.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Agustus 2025

Dekan,

Yakni Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 7



BALAI PENDIDIKAN PONDOK PESANTREN BAITUL ARQOM
 " MTs. BAITUL ARQOM "
 STATUS : TERAKREDITASI
 NSM : 121235090024 NPSN : 20581453
 BALUNG - JEMBER

Alamat : Jl. Karangduren No. 32 Telp. (0331) 3091340 KodePos 68161 Balung-Jember

SURAT KETERANGAN

Nomor: 026/MTsS.13.32.0558/C.5/10/2025

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah menerangkan bahwa :

Nama : Sulusiah Inayah
 NIM : 214101060014
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Alamat : Desa Sulugudik Wetan, Pajarekan, Probolinggo, Jawa Timur

Adalah benar nama tersebut diatas telah melaksanakan Penelitian dan Observasi di MTs Baitul Arqom Balung terhitung mulai tanggal 27 Agustus – 11 Oktober 2025 dalam rangka penyusunan skripsi dengan judul : "Enacting genre-based writing instruction for secondary school students: story flow and vocabulary development"

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jember, 11 Oktober 2025

Kepala MTs Baitul Arqom

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SYAMSUDDIN
 JEMBER



Abdul Raziq, S. Pd

Appendix 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website: <http://ftik.uinkhas-jember.ac.id> Email: tarbiyah.uinjember@gmail.com

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Sulusia Inayah
NIM : 214101060014
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Enacting Genre-Based Writing Instruction for Secondary School Students: Story Flow and Vocabulary Development

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1 – 5 sebesar 13%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 16%
BAB II = 15%
BAB III = 21%
BAB IV = 6%
BAB V = 7%

Jember, 22 Oktober 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember
(Ulfa Dina Novienda, S.Sos. I. M.Pd.)
NIP. 19830811202321201

Appendix 9

AUTHENTICITY STATEMENT OF WRITING

The under- signed below

Name : Sulusia Inayah
 NIM : 214101060014
 Study Program : English Education Department
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember
 Place and Date of Birth : Probolinggo, 26 August 2003
 Address : Dusun Talang, Rt 002/Rw 002 Selogudig Wetan, Probolinggo

Here by declare that the Analysis of the thesis entitled: "Enacting Genre-Based Writing Instruction for Secondary School Students: Story Flow and Vocabulary Development" is the result of my Analysis, except in part of referred by theory, source, and data. I take references from experts.

Jember, 23rd October 2025



Started by:

Sulusia Inayah
 NIM. 214101060014

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 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 10

School Profile

MTSS Baitul Arqom: Shaping a Generation with Good Character and Achievements in Jember

MTSS Baitul Arqom, a private educational institution under the auspices of the Baitul Arqom Islamic Boarding School Foundation, stands firmly at JL. Karangduren No. 32 Balung, Jember. With National School Number (NPSN) 20581453, MTSS Baitul Arqom has been operating since July 20, 2016, based on Operational Decree MTsS/09.0024/2016.

MTSS Baitul Arqom is committed to providing quality education based on Islamic values. This is reflected in the “B” accreditation achieved on November 17, 2017, based on Accreditation Decree 164/BAP-S/M/SK/XI/2017.

As an educational institution that cares about the progress of its students, MTSS Baitul Arqom provides internet access to support the teaching and learning process. The internet is expected to help students access a wider range of learning resources and enrich their knowledge.

MTSS Baitul Arqom is the right choice for parents who want their children to receive a quality education and noble character. This educational institution continues to strive to improve the quality of learning and facilities in order to create a future generation that is accomplished and has noble character.

Complete information:

- a) School Name : MTSS Baitul Arqom
- b) NPSN : 20581453
- c) Postal Code : [Not provided]
- d) Village / sub-district : Balung Lor
- e) District : Balung
- f) Regency : Jember
- g) Province : East Java

h) School Status : Private

i) Education Level : MTS

Vision of MTSS Baitul Arqom

The realization of a quality madrasah that produces outstanding graduates with noble character and competitiveness.

Mission of MTSS Baitul Arqom

1. To improve the intelligence, knowledge, and noble character of students.
2. To develop skills so that graduates are able to live independently.
3. To equip students so that they are able to pursue further education.



Appendix 11

Documentation



Interview with teacher



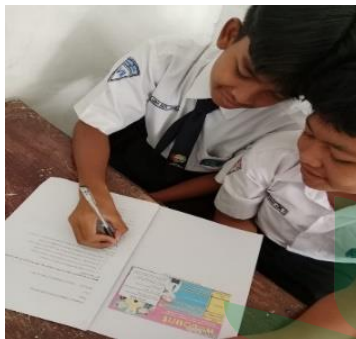
Interview with Student



One of the students shared his personal experience.



Students analyze the structure of a recount text



Students Rearranging random paragraphs



Students choose verbs randomly.



Students composing stories together

Vacation ⁱⁿ Jakarta

Last week, my friends and I went on holiday to Jakarta. We stayed in Jakarta for two days. On the first day, we visited Monas. There we visited the museum at Monas while learning about the history of the Indonesian nation. Don't forget we also took photos at Monas. When the day started to get dark, we went to Ancol beach to see the sunset and take pictures.

On the second day, we bought souvenirs at one of the souvenir shops in Jakarta. After we finished buying souvenirs, we brought our shopping home. Then, we went back to the hotel to pack our things and rest.

That evening, we went to Gambir station to go home to Jember by train. The train departed for Jember. After a long and far journey, we finally arrived in Jember. Then, we all returned to our respective homes.

Results of text writing by student groups

Nama = Riva Nur Zahidah
 Kelas = 8A' / 8 Abu Bakar Ash-Shiddiq
 Mata pelajaran = Bahasa Inggris

Holiday at Watu Ulo Beach

Last Sunday, my friends and I went to Watu Ulo Beach in Jember. We want to spend our free time together after finishing the final exam.

We went there by motorcycle. The trip took about one hour from my house. When we arrived, we saw the beautiful beach and the unique big rock that looked like a snake. That is why the beach is called "Watu Ulo".

We played football on the sand and ran around happily. Some of my friends swam in the water, but I only took pictures because I didn't bring extra clothes. Then, we bought some snacks and souvenirs from the local sellers. We also enjoyed grilled corn while sitting together and watching the waves.

In the afternoon, we went home. We were tired but very happy. It was a fun holiday, and I will never forget my trip to Watu Ulo Beach.

UNIVERSITAS ISLAM NEGERI

The results of students' recount text writing
 KIAI HAJI ACHMAD SIDDIQ
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Appendix 12

Curriculum Vitae

**Personal Information:**

Full name : Sulusia Inayah
 NIM : 214101060014
 Gender : Female
 Place, date of birth : Probolinggo, 26th August 2003
 Religion : Islam
 Department/majors courses : Language Education/ English Department
 Faculty : Tarbiyah and Teacher Training
 E-Mail Address : sulusiainayah@gmail.com

Education Background

- MI Uswatun Hasanah
- MTs Uswatun Hasanah
- MA Zainul Hasan 1 Genggong