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*By Universitas Muhammadiyah Sidoarjo*

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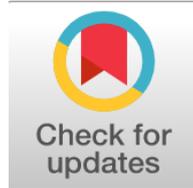
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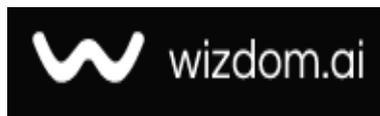
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## Genre Based Approach Implementation in Narrative Writing Instruction

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### Abstract

**General Background:** Writing is a fundamental component of English language learning, yet many junior high school students struggle to organize ideas and apply appropriate linguistic structures. **Specific Background:** The Genre-Based Approach offers a structured teaching cycle that supports students in understanding text types, purposes, and language features, particularly in narrative writing. **Knowledge Gap:** Although prior studies report improvements in writing performance, limited attention has been given to how teachers address practical classroom challenges during implementation. **Aims:** This study explores how an English teacher implemented the Genre-Based Approach in teaching narrative texts, identifies the challenges encountered, and examines the strategies used to address them. **Results:** Using qualitative methods through classroom observations and semi-structured interviews, the study found that the approach was applied systematically through four stages: building knowledge, modelling, joint construction, and independent construction. Major obstacles included low student learning interest and limited English vocabulary, which hindered comprehension and participation. The teacher addressed these issues using adaptive strategies such as digital media, educational games, mixed-language instruction, collaborative group work, and motivational feedback. **Novelty:** The research provides an in-depth classroom-level analysis of adaptive teaching practices that support Genre-Based pedagogy under real constraints. **Implications:** The findings underscore the importance of teacher flexibility, scaffolding, and context-responsive strategies to sustain student engagement and support writing development in EFL classrooms.

### Highlights:

Instruction followed a sequential teaching cycle from knowledge building to independent work.

Learners' low interest and restricted vocabulary emerged as primary classroom barriers.

Adaptive practices involving media, collaboration, and feedback supported student participation.

### Keywords:

Genre-Based Approach; Narrative Writing; EFL Instruction; Teaching Strategies; Junior High School

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## Introduction

Teaching writing skills is one of the problems that teachers face when teaching students in an English classroom [1], particularly in Junior High School, which involves concentration and thought to organize ideas artistically, rationally, and analytically in a purposeful way [2]. Writing skill is a crucial element in language acquisition, as it is not only a means of communication on paper but also a means of expressing ideas, thoughts, and creativity. Writing is a means of assessing students' achievement in English and other courses [3]. Research demonstrates how writing skills development involves a variety of elements, including ideas, unity of paragraphs, sentence pattern, grammar, correct punctuation, vocabulary, spelling, and capitalization [4]. Moreover, using cognitive strategies and background knowledge about the target culture, writing encourages teachers to teach various aspects to their students [5]. In education, writing skills are indispensable to support students' learning process, as they help with overall language acquisition and critical thinking skills. Students' writing ability can be improved if they are continuously motivated to learn to write [6]. Students who struggle with English writing may face challenges in their education and career [7]. Therefore, the need for effective writing skills development is very important to support the students' learning process.

One approach that has been proven effective in improving writing skills is the Genre-Based Approach which has been adopted by many teachers. Since many studies have shown that this approach is effective in solving teachers' and students' problems, it has become popular and recommended. The Genre-Based Approach is an innovative approach to help students understand the steps of writing in a structured way and find information easily [8], which emphasizes students' understanding of different types of texts and the contexts in which they are used. Further, Hyland elaborates on this approach by presenting a Teaching and Learning Cycle, which consists of three main stages: modelling of the target genre, joint construction of texts, and independent construction by students [9]. Each stage plays a critical role in helping learners to understand not only the textual but also the social purposes and contexts in which the texts are produced.

A similar structured approach is also emphasized by Lukmawardani and Badriyah [10], who outline four essential stages in implementing the Genre-Based Approach in the Indonesian Classroom. The first step is knowledge building about the subject. The teacher provides basic information, key concepts, and important context so that students understand the material and build an understanding of the topic they will write. The second step is text modelling. The teacher provides a text for students to study in order to know how to organize paragraphs, develop ideas, and maintain flow for the expected text type. By studying this example, students gain insight into the structure and style of the genre they are learning. The third step is text construction together. The teacher and students work together to write a text based on the understanding and example texts that have been learned. This step is an opportunity for students to implement writing skills with teacher guidance, reinforcing their understanding of the genre and encouraging active participation. The final step is text construction independently. The final step is for students to apply all the skills and knowledge they have learned by writing the text independently as a form of evaluation of student's abilities as well. This step serves as both practice and assessment. These stages align with Hyland's model and highlight the importance of gradual and scaffolded learning in improving students' writing skills.

The research focuses on narrative text because this genre is taught by teacher and is also one of the students' favorite types of texts. The type of text is close to students, and they often encounter it in various types, such as fairy tales, folktales, and imaginative stories. By using narrative text, the learning process becomes more meaningful and fun. In addition, the structure and linguistic characteristics of narrative texts are in accordance with the stages in the Genre-Based Approach. Teachers can identify challenges in writing instruction, such as students' difficulties with vocabulary, grammar, or organization, and resolve these challenges through a Genre-Based Approach. Thus, narrative text serves as an accessible and practical option to explore the challenges and opportunities in implementing the Genre-Based Approach in English writing lessons.

The study was conducted at SMP Muhammadiyah 5 Tulangan. The focus of this research is on an English teacher who recognized that students were struggling with their writing skills. Aware of this challenge, the teacher independently decided to implement the Genre-Based Approach as a strategic solution in the classroom. Therefore, this study aims to explore how the teacher applied the Genre-Based Approach in narrative writing instruction, the challenges encountered during its implementation, and the strategies used to overcome them.

Previous studies have investigated the use of the Genre-Based Approach in learning and teaching writing skills at various levels. Wicaksono, Sulistyaningsih, and Syakur [11] demonstrated that the Genre-Based Approach not only significantly improved the writing skills of ninth-grade students but also made the learning process more enjoyable and meaningful for students. The approach is recommended as an alternative teaching method for writing instruction. Another research investigated that the Genre-Based Approach is effective in improving students' academic writing skills, especially in the context of sustainability issues was reported by Zhang and Zhang [12]. Based on the study, the Genre-Based Approach helped students understand the structure and purpose of texts and enhanced students' critical and reflective thinking skills by integrating social context and global issues into the learning process. Similarly, Mastura, Arsyad, and Kyoto [13] found that the Genre-Based Approach has a significant effect on students' writing ability in recounting texts at the senior high school level. Their study revealed improvement in key components of writing, including content, organization, vocabulary, language use, and mechanics, suggesting that this approach can enhance students' overall writing performance and is effective for use in EFL classrooms.

The previous research shows that the Genre-Based Approach can improve students' writing skills, but they have not yet been discussed in terms of understanding how to overcome the challenges during the process of teaching English.

Therefore, the present study aims to identify and analyze the challenges faced by the teacher in teaching writing skills using the Genre-Based Approach, as well as to find out and recommend what strategies are applied by the teacher to overcome these challenges. The research questions for the study are formulated as follows:

1. How does the teacher apply the Genre-Based Approach for teaching writing narrative text?
2. What problems does the teacher face in implementing the Genre-Based Approach for teaching writing narrative text, and how are those challenges addressed?

## Method

### A. Research Design

This research employed a qualitative research design to identify and understand the challenges faced by teachers in teaching English writing skills using the Genre-Based Approach at one of the private Islamic schools in Sidoarjo, East Java, Indonesia. This qualitative method is suitable because it allows the researchers to identify, describe, and interpret the effectiveness of the program from the teachers' perspective to gain insight into the dynamics of learning in the classroom [14].

### B. Research Setting

This study was conducted at a private Islamic school in Sidoarjo, East Java, during the even semester of the 2024/2025 academic year. The research took place for one month, during February. There are two English teachers at this school, but only one teacher was selected as the participant for this study. The selection was based on specific criteria: the teacher had actively implemented the Genre-Based Approach in his classroom, had more than eight years of teaching experience, and held an undergraduate degree in English Language Education. His long teaching experience and consistent application of the Genre-Based Approach made him a highly relevant subject for this research.

### C. Research Instrument

This research used two main instruments to collect data: classroom observations and semi-structured interviews. Classroom observations were conducted during four teaching sessions to answer the first research question regarding how the teacher implemented the Genre-Based Approach in teaching narrative text. The researcher used an observation checklist adapted from the Hyland Genre-Based Approach framework: building knowledge of the field, modelling, joint construction, and independent construction. The researcher took notes and captured classroom activities through photographs to support the analysis.

Semi-structured interviews were used to answer the second research question regarding the challenges faced by teacher and the strategies used to overcome them. The questions were designed based on Hyland, who stated that Genre-Based views writing as a purposeful social and contextual response, and helps students understand how texts function in specific communicative situations [15], covering five main areas: understanding of the genre concepts, principles of genre-based teaching, implementation of the teaching and learning cycle, challenges in applying Genre-Based Approach, and solutions or strategies used by the teacher.

### D. Data Analysis Techniques

The data obtained were analyzed using a thematic analysis approach, guided by Lochmiller [16], which involves familiarizing with the data, generating initial codes or categories, reviewing and grouping the data into broader themes, and reporting the findings.

For classroom observation data, the researcher used a structured observation sheet based on the four stages of the Genre-Based Approach. Each observation item was analyzed by identifying whether the teacher's practices aligned with these theoretical stages. The results were classified according to these stages and presented in table form to provide a clear overview of the implementation.

For interview data, the researcher first transcribed the recordings, then categorized the responses based on Hyland's theoretical framework, such as genre understanding, teaching principles, implementation steps, challenges, and solutions. These categories served as a basis for classifying the responses. The researcher applied a deductive analysis to match participant responses to themes. This approach ensured that the findings were directly aligned with the research questions and theoretical framework.

## Result And Discussion

This section presents the results of research obtained through interviews and observations of the English teacher in implementing the Genre-Based Approach in the classrooms. The results were compiled and analyzed based on three main focuses in accordance with the problem formulation in this study, namely: 1) How does the teacher apply the Genre-Based Approach for teaching writing narrative text?, 2) What problems does the teacher face in implementing the Genre-Based

Approach for teaching writing narrative text?, and 3) How does the teacher solve the problems in implementing the Genre-Based Approach for teaching writing narrative text?.

## A. Result

### 1. The Implementation of a Genre-Based Approach by the Teacher in Teaching Writing Narrative Text

The observation results revealed that the teacher implemented the Genre-Based Approach in a structured and sequential manner, following the four stages: building knowledge, modelling, joint construction, and independent construction. To present the findings clearly, the observed teaching activities are summarized in the table below.

#### a. Building Knowledge Stage

No.	Aspects	Yes	No	Description
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