Enhancing Arabic Writing Skills Through the Genre-Based Approach in Senior High School

M Yahya Ashari[1], Mokhammad Miftakhul Huda, Rifatul Mahfudhoh[3]

[1]Universitas Pesantren Tinggi Darul Ulum (UNIPDU) Jombang, Indonesia

[2]UIN Kiai Haji Achmad Siddiq Jember, Indonesia

[2]Madrasah Tsanawiyah Negeri Keras Jombang, Indonesia

✉ yahyaashari@fai.unipdu.ac.id

Abstract:

Arabic writing skills require systematic and progressive learning with clear stages like concept building, modeling, and practice. However, previous studies have often overlooked the importance of combining structured learning models with contextual themes in improving writing proficiency. Addressing this gap, the present study is going to investigate the application of the Genre-Based Approach using the Teaching Learning Cycles Model in Arabic writing instruction. The study is based upon the theme of Travel. The target population is 32 students. A qualitative approach with a descriptive method was used, whereby data were collected through classroom observation, assignments, tests, FGD, and documentation. Data were analyzed using descriptive analysis techniques. The results show that the GBA with the TLC Model provide gradual learning, through the introduction of concepts, modeling, and practice activities in group and individual settings. It also integrated the 4C skills of 21st-century learning: critical thinking, communication, collaboration, and creativity. Students' learning mastery increased from 39.72% to 87.19% with a mean increase from 60.28 to 81.67 after the intervention. The learning process was also rated positively by observers. This study concludes that GBA with the TLC Model is effective in improving Arabic writing skills through structured, contextual, and collaborative learning experiences.

Introduction

Arabic writing proficiency still becomes a formidable challenge in Indonesian Islamic schools because of the instructional time and pedagogical constraints. The curriculum reduction from four to two hours of Arabic language per week in 11th grade has resulted in students' underachievement concerning writing skills effectively (Mahfud, 2019; Nurdin et al., 2023; Suyatno et al., 2019). Furthermore, teachers themselves often fail to apply innovative methods, mainly because of the lack of professional development opportunities (Abdel-Malek, 2020; Ariyanfar & Mitchell, 2020). The first reason is the inherent complexity of Arabic writing, which requires mastering grammar, vocabulary, and composition of texts (Nira & Fauziyah, 2021; Soliman & Khalil, 2024). Secondly, the limitation of classroom hours restricts practice opportunities, leading to skill stagnation (Latif et al., 2024). For instance, some studies have revealed that the application of Genre-Based Approach really enhances writing skills through systematically designed learning stages (Lukmawardani & Badriyah, 2022). Another study showed that the application of GBA in language classes helped improve both students' engagement and learning outcomes (Cahya, 2024; Rahimi & Zhang, 2022). Moreover, a study by Fatimah points out the potential of GBA in developing writing proficiency through tasks in context

(Liu et al., 2024). Thus, the integration of the Genre-Based Approach with the Teaching Learning Cycle offers a practicable solution to strengthen the writing skills of Arabic while addressing the instructional time constraints and improving teaching effectiveness.

Previous research in the improvement of Arabic writing skills using the Genre-Based Approach has provided insights but still leaves many gaps. Previous studies have placed more focus on cognitive and linguistic development at the expense of practical challenges in implementation in real classroom settings. *First*, the genre-based learning model which integrates literacy activities and character-strengthening effectively increases students' literacy (reading and writing) and builds their character. This model does not significantly influence students' reading skills but significantly influences students' writing skills (Daly, 2019; Ramadhan & Indriyani, 2023; Ashari et al., 2023). *Second*, highlight the significance of learning experiences and suggest that teachers should consider adopting the engaging process-genre approach to establish negotiated norms, routines, and roles to trigger and sustain students' engagement with learning-to-write activities and writing (Rahimi & Zhang, 2022). *Third*, This GBA model can be used as a framework to enable teachers and students to develop their writing skills (Zemliansky, 2024). It is hoped that this model can become a classroom strategy in allowing teachers and students to achieve a higher level of writing skill (Purba et al., 2020). These gaps have shown the need for research in specific contexts where pedagogical strategies are needed in classroom realities, hence this study's focus on applying GBA with the Teaching Learning Cycle (TLC) in Arabic writing instruction within an Indonesian senior high school context.

The Genre-Based Approach (GBA) is a methodology within the classroom that encourages structured learning through focused text genres, enabling learners to progress from understanding to the production of language texts. The stages of this approach include Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT), all of which make it highly effective in teaching languages (Hasanah et al., 2021; Rahmawati & Fajriah, 2023; Wijayanti et al., 2020). GBA provides a systematic approach in the learning of the Arabic language, whereby learners can be enabled to acquire grammar, vocabulary, and textual organization skills important for the mastering of writing competencies (Hidayad et al., 2023; Khasanah et al., 2023). The effectiveness of GBA is in the process that it follows in learning (Siangsanoh & Chatpunnarangsee, 2024). First, it gives learners foundational knowledge through the provision of contextualized language. This will enable learners to capture linguistic elements necessary for communication (Kamilah, 2024). Second, collaborative tasks in the JCoT stage encourage peer interaction, which can lead to deeper understanding (Ahyarudin & Jamilah, 2024). Third, the individual writing task in the ICoT phase strengthens learners' autonomy and creative abilities in text production (Yasin et al., 2023). All these aspects contribute to the improvement of skills, which can be realized through some visible improvements in students' writing performance and participation in language acquisition.

This research aims to improve the writing skills in Arabic for eleventh-grade students at MA Al Ummah Pandanwangi Jombang through the application of the Genre-Based Approach with a model of Teaching Learning Cycle. Indeed, this study is conducted because previous studies in Arabic language still need to integrate comprehensive text-based teaching strategies (Marquez et al., 2023; Maulana et al., 2024). *First*, the previous study has largely concentrated on the general linguistic competence and not on a specific improvement of writing skills (Gunesch, 2024; Mutmainah, 2023). *Second*, there has been a limited implementation of text modeling and collaborative writing activities, which decreases student engagement in creative writing tasks (Estrini, 2021). *Third*, although previous research has shown the benefits of GBA in English learning, its application in Arabic writing remains understudied (Link et al., 2024; Mahanani et al., 2019; Mirzoyeva et al., 2024). This study, therefore, tries to fill these gaps by

researching the effectiveness of GBA and TLC on improving Arabic writing proficiency among students through contextual, structured, and interactive learning practices.

This study is planned to improve the Arabic writing of senior high school students by using the Genre-Based Approach through the Teaching Learning Cycle model. With this approach, students will be able to improve both linguistic competence and writing performance. The first reason for adopting GBA is that it has a structured stage, which enables gradual development from knowledge-building to independent writing (Estrini, 2021; Jauharoh et al., 2021). *Second*, GBA offers students the opportunity to be directly involved with contextual learning and carries out collaborative tasks (Mahanani et al., 2019). Another study proved that students who have been exposed to GBA showed significant improvement in writing accuracy and fluency (Mutmainah, 2023). Further, GBA incorporates critical thinking and creativity skills, essential for 21st-century learning. Based on these results, the present study hypothesizes that the application of the GBA-TLC model will significantly improve students' Arabic writing skills in terms of content, structure, and grammatical accuracy.

Method

This study is concerned with the improvement of the Arabic writing skill in senior high school students, using the genre-based approach. The importance of the problem can be seen in the difficulties faced by students in organizing their thoughts in Arabic and putting them into coherent written words, important for academic success and effective communication (Odoom et al., 2024; Yusriani, 2022). Moreover, the genre-based approach has been successful in enhancing language skills in various contexts, as it encourages learners to comprehend the social purpose of texts and apply appropriate linguistic structures (Hyland, 2019). For these reasons, this framework is valuable for the present study.

This research employs a qualitative case study method to explore and analyze the effectiveness of the genre-based approach in enhancing Arabic writing skills. The qualitative aproach is chosen because it allows for a deep exploration of the learning process and students' experiences in a natural setting (Hamilton & Finley, 2019; Jan et al., 2023; Miller et al., 2020). Specifically, this study focuses on collecting data through observations, documentation, focused group discussions (FGDs), and tests. The use of multiple data sources helps to triangulate findings and provides a comprehensive understanding of the phenomena under investigation (Hancock et al., 2021; Rashid et al., 2019).

In the data source, it would comprise both primary and secondary. Primary data are those received from a total number of 32 students at Class XI of MA Al Ummah Jombang in an odd semester, 2024/2025. Since it's during this period they would have their middle or well into the high schooling process and had reached at one such critical state of constructing an Arabic writing skill. The key informants consist of Arabic teachers and school administrators, who can provide information about the teaching methods and curriculum design (Alifah, 2024; Nurbaity & Dewi, 2021). The secondary data are obtained from the school documents, lesson plans, and student portfolios.

These can be obtained through various means of systematic data collection, namely: direct observa-tion in the classroom to study teaching behavior and students in learning writing and documentations are the written data such as lesson plans, students' home assignments and curriculum guides which was adapted from Suharsimi Arikunto (Arikunto, 2019). FGDs with students and teachers are used to reflect on the learning process of the students and provide qualitative insight into the challenges and successes during the implementation period of the genre-based approach. Pre- and post-tests are conducted for measuring the progress of the students in Arabic writing skills.

Data analysis in this study will follow an interpretive and inductive approach. After collecting data, researchers will organize them into themes relevant to the effectiveness of the

genre-based approach in improving writing skills through observation, documentation, and FGDs. This involves data coding, followed by placing them into proper themes and interpreting the data regarding the research objectives (Hasan et al., 2023; Purwanza, 2022). It involves rigorous analysis, ensuring objectivity and reliability, based on patterns and trends that are established in the data.

Results and Discussion
Result
1. The Implementation of Genre-Based Approach (GBA)

Although the Genre-Based Approach (GBA) in language teaching has been widely discussed in the literature, research explicitly examining the application of GBA in teaching Arabic writing skills still needs to be improved. Most existing studies focus more on applying GBA in teaching Arabic or other languages without exploring how this approach can be used to improve Arabic writing skills. This study is significant as it fills the gap in the literature regarding the more specific application of GBA in teaching Arabic. This topic has yet to be extensively researched. According to sources from the Scopus database over the last five years (2019-2024), publications on GBA show an interesting trend (see Figure 1). Complete data related to this research can be seen in the following figure:

Figure 1: Network visualization of Genre-Based Approach
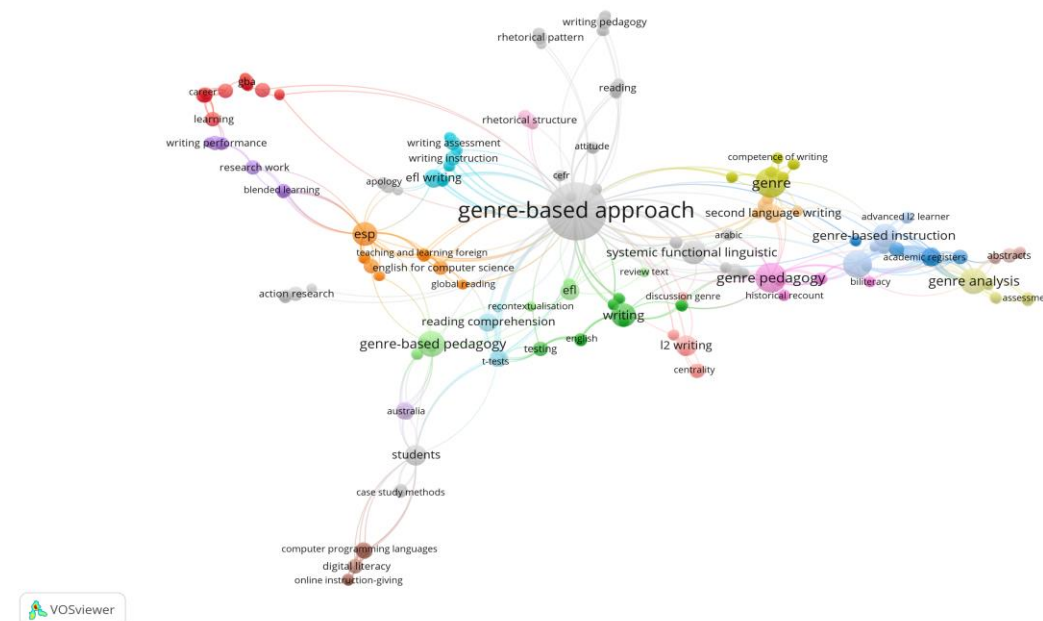
Source: Authors' analysis with VOSviewers (2024)

Some of the discussions of GBA for language teaching that have emerged in various research works within the years 2019-2024 discuss the application of GBA to Arabic or another language and thus present evidence of extensive academic interest in this approach. Despite the availability of related research, few studies have explored GBA in teaching Arabic writing skills. This indicates an existing literature gap that needs to be addressed to explore how this approach can improve students' writing skills in Arabic. What differentiates this study from all others is the combination of the Teaching and Learning Cycle Model with GBA in teaching Arabic writing skills. Although this model is seldom used, it combines necessity and relevance in chasing better learning outcomes from the students. Therefore, this study will bridge that gap and provide a new outlook on teaching Arabic writing skills using the Genre-Based Approach (GBA) with the Teaching and Learning Cycle (TLC) Model.

From interviews conducted with two teachers at MA Al Ummah Pandanwangi, identified here as Ms. A and Mr. B, their reflections on the effectiveness of the Genre-Based Approach (GBA) were notable. Ms. A mentioned,

"GBA has helped my students to structure and present their ideas more coherently. They showed improvement in keeping arguments organized, developing logical flow, and expressing themselves well in writing tasks." (Ms. A, personal communication, June 15, 2024)."

while Mr. B said,

"I have seen a big difference in how my students found, analyzed, and then applied the different features of text structure, evidence of deeper understanding, and significantly improved writing skills, (Mr. B, personal communication, June 15, 2024).*"*

The table below outlines the stages of GBA implementation, with a graph showing increased student performance in Arabic writing over a semester. Additionally, the image of student groups working collaboratively highlights the engagement fostered by this approach.

Table 1. The stages of GBA Implementation

No.	GBA Stage	Purpose	Description	Example
1	Building Knowledge of the Field	Building students' knowledge about the topic and context	The teacher introduces the basic material about the topic "*al-safar*" (travel). Students listen, read, identify vocabulary, and observe relevant images.	The teacher shows pictures and text about travel (*al-safar*). Students identify words like "*ṭā'irah*" (airplane), "*funduq*" (hotel), and "*maḥaṭṭah*" (station).
2	Modelling of the Text	Understanding the structure of the text and linguistic features used in the genre	The teacher provides a model text based on the genre. Students analyze the grammar, vocabulary, and sentence structure used in the text.	The teacher introduces example sentences containing *ism al-nakirah* (indefinite noun) and *ism al-ma'rifah* (definite noun), such as "*waladun yarkabu aṭ-ṭā'irah*" (a boy is riding the airplane) and "*al-waladu yarkabu aṭ-ṭā'irah*" (the boy is riding the airplane).
3	Joint Construction of the Text	Writing a text collaboratively with teacher guidance	The teacher and students work together to write a text. Students collaborate in groups for brainstorming, drafting, and revising the text.	Each group writes an expository text about travel, using words that contain *ism al-nakirah* (indefinite noun) and *ism al-ma'rifah* (definite noun).
4	Independent Construction of the Text	Writing a text independently based on the knowledge acquired	Students write a text independently, with the teacher facilitating by providing feedback on the writing and revision process.	Students write a personal travel text with the theme "*al-safar*" (travel), constructing sentences using the vocabulary they have learned, and editing their work.

The data demonstrates that implementing the Genre-Based Approach (GBA) significantly improves students' Arabic writing skills. The average scores increased consistently from the initial BKOF stage to the final Independent Construction phase. Students' collaborative efforts, supported by clear scaffolding techniques such as group discussions and guided writing exercises, contributed to these improvements. The interview highlights how the GBA fosters not only technical writing proficiency but also critical thinking and creativity.

Figure 1: the impact of the Genre-Based Approach
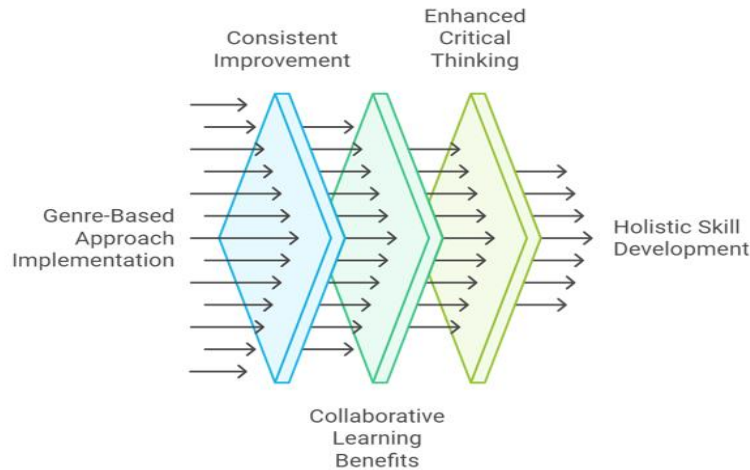
The figure above can be interpreted in terms of the impact of the Genre-Based Approach: *first*, Consistent Improvement: Students' scores improved progressively across all GBA stages, as seen in both the table and graph. This indicates that GBA effectively builds foundational knowledge and gradually advances students' independent writing skills. *Second*, Collaborative Learning Benefits: Activities like group discussions and using visual aids fostered teamwork and deeper understanding. For example, the Joint Construction phase enabled students to exchange ideas, which improved their confidence and engagement. *Third*, Enhanced Critical Thinking: The Modeling of Text phase required students to analyze grammatical and rhetorical features, leading to more nuanced writing. Evidence includes examples of students producing varied and contextually appropriate phrases related to the topic *safar* (travel). In conclusion, the GBA not only improved technical writing skills but also cultivated collaborative and critical-thinking abilities, making it an effective teaching strategy for Arabic writing.

2. Cognitive Learning Outcomes in Arabic Language Learning by Applying Genre-Based Approach (GBA)

After implementing the Genre-Based Approach (GBA) with the TLC model, numerous positive signs were observed among the students. One key factor was the Building Knowledge of Field stage, where students were provided with simple text models that helped boost their confidence, allowing them to participate more actively in the learning process. Additionally, cognitive improvements became evident in their academic performance. This structured approach not only enhanced their understanding of the material but also increased their enthusiasm for learning. For instance, before the GBA model was applied, the students' average score was 60.28, with a competency mastery rate of only 39.72%. After the approach was implemented, the average score increased significantly to 81.67, with a mastery rate of 87.19%. Moreover, students displayed a sense of excitement when working on their worksheets (Lembar Kerja), as they had developed sufficient background knowledge. Overall, the GBA had a positive impact on both student engagement and their learning outcomes, as demonstrated by the significant improvements in confidence and academic scores. The results achieved are presented in Table 2 and Figure 2 below:

Table 2. Mastery of Learning Outcomes Before and After Learning

Score Range	Category	Before		after	
		Freq (f)	%	Freq (f)	%
> **75**	Not Passed	11	39,72	25	87,67
< **75**	Passed	21	60,28	7	12,33
		32	100	32	100
Score Range		25 - 90		50 - 100	

The data highlights the positive effect of the Genre-Based Approach on student performance. Before the GBA method was introduced, students had a low average score of 60.28, with only 39.72% demonstrating mastery of the material. After the GBA approach, the average score increased significantly to 81.67, with a corresponding improvement in the mastery rate to 87.19%. These results underline the effectiveness of GBA in enhancing both academic performance and student participation. Furthermore, the feedback from the teachers supports the idea that the students' confidence and motivation improved significantly after the approach was implemented.

Figure 2: Genre-based Approach Impact

The figure above can be interpreted as follows: *first*, Improved Student Confidence and Participation: The introduction of GBA fostered a sense of confidence among students, enabling them to engage more actively in the learning process. Evidence of this is seen in their enthusiastic participation in completing worksheets. *Second*, Academic Performance Improvement: There was a clear increase in students' scores, from an average of 60.28 to 81.67. This change was also reflected in the increased mastery rate of 87.19%. *Third*, Increased Engagement with Learning Materials: Students showed heightened interest in the learning materials, which contributed to a better understanding of the subject matter. This was evident in their active involvement during lessons and their ability to work with simple texts. In conclusion, the Genre-Based Approach significantly enhanced both cognitive outcomes and student engagement in Arabic language learning.

Discussion

The implementation of the Genre-Based Approach (GBA) in Arabic language learning at MA Al Ummah Pandanwangi Jombang yielded positive results, both in terms of student engagement and academic outcomes. Interviews with teachers Ms. A and Mr. B highlighted significant improvements in students' writing abilities, with Ms. A emphasizing better organization of ideas in writing tasks and Mr. B noting enhanced understanding of text structure. Data showed a marked increase in student performance, with average scores rising from 60.28 to

81.67, and the mastery rate improving from 39.72% to 87.19%. Collaborative activities, such as group discussions, contributed to this success, and students became more confident in completing their worksheets. Additionally, teacher feedback indicated that the students were more enthusiastic and engaged in the learning process, demonstrating the effectiveness of GBA in fostering both academic and cognitive improvements.

The positive outcomes observed in this study can be attributed to several key factors. Firstly, the structured approach of GBA allowed for gradual skill-building through stages, ensuring that students received adequate support before moving to independent tasks. As suggested by Sujana and Puniawati (2020), the effective combination of teacher guidance and collaborative learning was crucial in reinforcing knowledge at each stage. Secondly, the collaborative nature of the GBA encouraged active student participation, as students could engage in discussions and work together to construct knowledge (C. Liu & Chen, 2022). The multi-directional communication between students, peers, and the teacher, particularly during the Joint Construction of the Text (JCoT) phase (Ahyarudin & Jamilah, 2024), fostered teamwork and critical thinking. Finally, the increased use of scaffolding techniques, such as modeling and feedback, enabled students to improve their cognitive and writing skills progressively, reinforcing their understanding of Arabic text structures and vocabulary (Nurani et al., 2023).

The data suggest that the implementation of GBA significantly influenced students' academic and cognitive growth. First, there was a clear improvement in student performance (Elosua & De Boeck, 2020), as evidenced by the substantial rise in both average scores and mastery rates. This indicates that the method effectively facilitated the acquisition of writing skills in Arabic. Furthermore, students exhibited increased engagement, as shown by their active participation in group work and their excitement during activities like the worksheets. These findings align with the work of Douangmala and Widyantoro (2019), who emphasized the role of collaborative activities in boosting student engagement (Wulandari, 2023). Lastly, the GBA's impact on critical thinking was evident during the Modeling of Text (MoT) phase (Hasni & Faiz, 2021), where students analyzed grammatical features and text structures, leading to more sophisticated writing skills. Therefore, the GBA proved to be an effective pedagogical tool that not only improved technical writing skills but also nurtured critical thinking, creativity, and collaboration.

Compared to previous studies on the Genre-Based Approach (GBA), the results of this research show a unique integration of the Teaching Learning Cycle (TLC) model, which enhances student engagement and cognitive outcomes. In studies, the TLC model was found to be effective in maximizing language learning outcomes, particularly in English language education (Gebhard, 2019; Jenkins, 2019). However, the present study adds value by demonstrating the GBA's potential in Arabic language learning, incorporating both technical writing proficiency and cognitive skills development. This novel integration of TLC with GBA in the context of Arabic education provides new insights into the effectiveness of this approach (Riani Said et al., 2022; Utama et al., 2019; İyişenyürek, 2022). Furthermore, the strong correlation between student participation and cognitive learning outcomes in this study contributes to the broader understanding of how active learning strategies can enhance language acquisition (Safi'i et al., 2024).

Based on the findings of this study, several recommendations can be made for further enhancing the effectiveness of the Genre-Based Approach in Arabic language learning. First, it is crucial to continue using multi-directional communication strategies that foster collaboration among students, as this has been shown to improve engagement and critical thinking (Sadirova & Sydyk, 2024). Future research should also explore the impact of increased use of digital tools and multimedia (Mateos-Blanco et al., 2024), such as LCD projectors, in enhancing student participation, as noted by the teacher observers. Additionally, there is a need to refine assessment methods to better evaluate students' critical thinking and creativity in writing, as these are

key components of the 21st-century learning skills (Wulandari, 2023). Finally, the integration of GBA with the Scientific Approach in the K-13 curriculum should be explored further, as it aligns well with the objectives of the curriculum to enhance students' cognitive, collaborative, and communication skills (Nurani et al., 2023).

Conclusion

The findings of this study reveal that the implementation of the Genre-Based Approach (GBA) significantly enhanced students' Arabic language skills, particularly in writing. The GBA, structured in stages—Building Knowledge of the Field (BKOF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT)—enabled students to progressively build knowledge and writing proficiency. Collaborative activities, such as group discussions, played a key role in enhancing both critical thinking and creativity, especially during the JCoT and ICoT stages, where students demonstrated greater engagement and confidence in their work. The data shows a remarkable increase in academic performance, with the average score rising from 60.28 to 81.67 and the mastery rate improving from 39.72% to 87.19%. This highlights the effectiveness of GBA in improving students' cognitive outcomes and their engagement in Arabic learning.

This study contributes conceptually to the understanding of how GBA can be integrated with the Teaching Learning Cycle (TLC) to enhance language learning, specifically in the context of Arabic language education. By incorporating collaborative learning, critical thinking, and creativity, the study shows that the Genre-Based Approach not only improves technical skills but also supports the development of 21st-century skills, such as communication and collaboration. Furthermore, the positive feedback from teachers and observers emphasizes the relevance of this approach in promoting a more interactive and engaging learning environment. These findings contribute to the broader field of language education, offering practical insights for integrating GBA in curriculum design.

However, there are some limitations in this study that should be addressed in future research. First, the study primarily focused on a single school, which may limit the generalizability of the findings to other contexts. Future research should consider a broader sample size across different educational settings to confirm the broader applicability of the results. Second, while the study highlighted improvements in student engagement and academic performance, the long-term impact of GBA on students' language proficiency and critical thinking could be further explored. Lastly, future studies should also investigate the role of digital tools and multimedia in enhancing student participation and learning outcomes, as these elements were not extensively examined in the current research. Addressing these gaps will further enrich the understanding of GBA's effectiveness in language education.

Acknowledgment

References

Abdel-Malek, M. (2020). A genre-based approach to teaching and assessing the recount of

habitual events in Arabic. *Genre in World Language Education*. https://doi.org/10.4324/9780429321009-7

Ahyarudin, D. A., & Jamilah, J. (2024). Enhancing Students' Speaking Skills: The Impact of AI-Based Instructional Tasks in the Genre-Based Approach. *Formosa Journal of …*. https://journal.formosapublisher.org/index.php/fjsr/article/view/11506

Alifah, N. (2024). Paradigma Baru: Kurikulum Baru yang Turut Mengubah Makna Guru. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*. https://edu.pubmedia.id/index.php/ptk/article/view/54

Arikunto, S. (2019). Prosedur Penelitian (Suatu Pendekatan Praktik)(Kedepan). In *Rineka Cipta*.

Ariyanfar, S., & Mitchell, R. (2020). Teaching writing skills through genre: applying the genre-based approach in Iran. In *International research journal of …*. pdfs.semanticscholar.org. https://pdfs.semanticscholar.org/be69/93be9b1173a92b57ba84dabc4a17536dff2d.pdf

Ashari, M. Y., Huda, M. M., & … (2023). Implementation Of Direct Reading Thinking Activity In Learning To Read In Arabic Lessons. *Journal of Arabic …*. https://jurnalpasca.uinkhas.ac.id/index.php/ARKHAS/article/view/1801

Cahya, A. A. N. (2024). *Genre-Based Approach Implementation In Teaching Listening: A Case Study In Senior Highschool In Blitar*. repository.unisbablitar.ac.id. https://repository.unisbablitar.ac.id/id/eprint/646/2/COVER.pdf

Daly, N. (2019). "Doing this kind of linguistics, you do feel like you're making a difference in the world" Postgraduate linguistics students learning in the field. *Journal of Asian Pacific Communication*, *29*(2), 281–299. https://doi.org/10.1075/japc.00034.dal

Elosua, P., & De Boeck, P. (2020). Educational assessment issues in linguistically diverse contexts: a case study using a generalised linear mixed model. *Language, Culture and Curriculum*, *33*(3), 305–318. https://doi.org/10.1080/07908318.2019.1662432

Estrini, D. W. I. (2021). Penerapan Genre Based Approach (Gba) Dalam Pembelajaran Bahasa Inggris Smpn 1 Panimbang. In *TEACHER : Jurnal Inovasi Karya Ilmiah Guru* (Vol. 1, Issue 1, pp. 96–101). Pusat Pengembangan Pendidikan dan Penelitian Indonesia. https://doi.org/10.51878/teacher.v1i1.544

Gebhard, M. (2019). Genres, Registers, and the Teaching and Learning Cycle. *Teaching and Researching ELLs' Disciplinary …*. https://doi.org/10.4324/9781315108391-4

Gunesch, K. (2024). Cosmopolitan cultural identity as value and worldview in individual and institutional internationalization of higher education. In *Worldviews and Values in Higher Education: Teaching, Learning, Curricula, and Assessment* (pp. 51–67). Emerald Group Publishing Ltd. https://doi.org/10.1108/978-1-80262-897-520241004

Hamilton, A. B., & Finley, E. P. (2019). Qualitative methods in implementation research: An introduction. *Psychiatry Research*. https://www.sciencedirect.com/science/article/pii/S0165178119307917

Hancock, D. R., Algozzine, B., & Lim, J. H. (2021). *Doing case study research: A practical guide for beginning researchers*. books.google.com. https://books.google.com/books?hl=en&lr=&id=G3FEEAAAQBAJ&oi=fnd&pg=PP1&dq=case+study+research+and+applications+design+and+methods&ots=iqWamFZV3k&sig=xaPwVYL14ic8pvRjM_2wRGIhdDE

Hasan, M., Harahap, T. K., Hasibuan, S., Rodliyah, I., & … (2023). Metode penelitian kualitatif. *Penerbit Tahta …*. http://tahtamedia.co.id/index.php/issj/article/view/182

Hasanah, D., Gunawan, W., Emilia, E., & … (2021). Investigating the Process of Joint Construction in Teaching Writing to Improve Students' Writing Skill. *… Literature, Culture, and …*. https://www.atlantis-press.com/proceedings/icollite-21/125963481

Hasni, S., & Faiz, S. (2021). Word embeddings and deep learning for location prediction: tracking Coronavirus from British and American tweets. *Social Network Analysis and*

Mining, *11*(1). https://doi.org/10.1007/s13278-021-00777-5

Hidayad, F., Agustin, A., Despita, D., & ... (2023). Implementing Writing Skills through The Genre Approach. In ... *Jurnal Pendidikan Bahasa*. core.ac.uk. https://core.ac.uk/download/pdf/588296127.pdf

Hyland, K. (2019). *Second language writing*. books.google.com. https://books.google.com/books?hl=en&lr=&id=6DCdDwAAQBAJ&oi=fnd&pg=PR13 &dq=second+language+writing&ots=4nBsHnQEeN&sig=247gACKs7Nn-1P_XvMtIpo7VGqc

İyişenyürek, O. (2022). Köprülü-zāde 'Abd Allāh Pa<u>sh</u>a and the Contents of his Poetry Book (Dīwān) in Manuscript Form. *Cumhuriyet Ilahiyat Dergisi*, *26*(1), 23–44. https://doi.org/10.18505/cuid.1077165

Jan, Q., Ullah, S., Haq, B. U., & Xie, Y. (2023). Religion, politics and science education in Pakistan: Analysis of Islamisation of science textbooks in tribal districts. *HTS Teologiese Studies / Theological Studies*, *79*(1). https://doi.org/10.4102/hts.v79i1.8151

Jauharoh, E., Anam, W., & Huda, M. M. (2021). The Use of Expressions in Improving Kalam Skill in Learning Arabic for MTSN 2 Kediri Students. *Asalibuna*. https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/asalibuna/article/view/586

Jenkins, S. (2019). Examining the (im)mobility of African American Muslim TESOL teachers in Saudi Arabia. *Transitions: Journal of Transient Migration*, *3*(2), 157–175. https://doi.org/10.1386/TJTM_00005_1

Kamilah, M. N. (2024). *The Effectiveness of Using Genre Based Approach in Teaching Reading Comprehension on MTsN 1 Kediri*. etheses.iainkediri.ac.id. https://etheses.iainkediri.ac.id/13525/

Khasanah, N., Faridi, A., & Wahyuni, S. (2023). The Implementation of Genre-Based Approach Through Project-Based Learning in Teaching Writing. *English Education Journal*. https://journal.unnes.ac.id/sju/eej/article/view/77331

Latif, M. M. M. A., Alghizzi, T. M., & ... (2024). The impact of genre-based instruction on Saudi university students' English writing performance and motivation: a mixed-method study. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2024.1387009

Link, S., Redmon, R., Shamsi, Y., & Hagan, M. (2024). Generating Genre-Based Automatic Feedback on English for Research Publication Purposes. *CALICO Journal*, *41*(3), 319–346. https://doi.org/10.1558/cj.26273

Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.992360

Liu, H., Ismail, L., & Ahmad, N. K. (2024). Genre-based Approaches and ESL/EFL Writing: A Review of the Literature. In *World Journal of English Language*. researchgate.net. https://www.researchgate.net/profile/Hongjian-Liu-6/publication/376765192_Genre-based_Approaches_and_ESLEFL_Writing_A_Review_of_the_Literature/links/65f1019d c05fd26880071335/Genre-based-Approaches-and-ESL-EFL-Writing-A-Review-of-the-Literature.pdf

Lukmawardani, N. I., & Badriyah, I. M. (2022). Genre Based Approach To Improve Students'writing Ability Of Tenth Graders Of Senior High School. In *English Edu: Journal of English ....* scholar.archive.org. https://scholar.archive.org/work/it3wxpn5djcdxafugmpctanh3e/access/wayback/http://urj .uin-malang.ac.id/index.php/jetl/article/download/1622/846

Mahanani, N., Mastuti, H., & KA, A. B. P. (2019). Meningkatkan Keterampilan Menulis Teks Deskriptif Melalui Genre Based Approach Pada Siswa Kelas X Mipa 4 Di Sma Negeri 5 Semarang Tahun Pelajaran 2018/2019. In *Media Penelitian Pendidikan : Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran* (Vol. 12, Issue 1, p. 39). Universitas PGRI

Semarang. https://doi.org/10.26877/mpp.v12i1.3820

Mahfud, C. (2019). Evaluation of islamic education curriculum policy in Indonesia. In *Premiere Educandum: Jurnal Pendidikan Dasar Dan ….* core.ac.uk. https://core.ac.uk/download/pdf/229497271.pdf

Marquez, R., Barrios, N., Vera, R. E., Mendez, M. E., Tolosa, L., Zambrano, F., & Li, Y. (2023). A perspective on the synergistic potential of artificial intelligence and product-based learning strategies in biobased materials education. *Education for Chemical Engineers*, *44*, 164–180. https://doi.org/10.1016/j.ece.2023.05.005

Masoud, H. M. A. (n.d.). Using Genre-Based Approach to Develop EFL Faculty of Education Students' Recount Writing Ability and Reducing. *Jfeb.Journals.Ekb.Eg*. https://jfeb.journals.ekb.eg/article_316005.html

Mateos-Blanco, B., Álvarez-Ramos, E., Alejaldre-Biel, L., & Parrado-Collantes, M. (2024). Vademecum Of Artificial Intelligence Tools Applied To The Teaching Of Languages. *Journal of Technology and Science Education*, *14*(1), 77–94. https://doi.org/10.3926/jotse.2522

Maulana, B. W., Irawan, B., & … (2024). Morphological Errors In Teaching Composition At Al-Qodiri Islamic Boarding School's Arabic Language Center In Jember. *… International Journal of ….* https://ejournal.uin-malang.ac.id/index.php/abjadia/article/view/25269

Miller, C. J., Smith, S. N., & Pugatch, M. (2020). Experimental and quasi-experimental designs in implementation research. In *Psychiatry research*. Elsevier. https://www.sciencedirect.com/science/article/pii/S0165178119306833

Mirzoyeva, L., Makhanova, Z., Ibrahim, M. K., & Snezhko, Z. (2024). Formation of auditory and speech competences in learning English based on neural network technologies: psycholinguistic aspect. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2404264

Mutmainah, F. A. (2023). Genre-Based Approach In Arabic Language Books Of Madrasah Aliyah. *Ijaz Arabi Journal of Arabic Learning*. https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/21094

Nira, R. D., & Fauziyah, Y. (2021). Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab. In *Nazhruna: Jurnal Pendidikan Islam*. pdfs.semanticscholar.org. https://pdfs.semanticscholar.org/0c27/cf2f6c18baa24eb474d7abf4fe3a8af3d06a.pdf

Nurani, A., Muhar, M. Al, Fauziah, S. A., & … (2023). Penerapan Pendekatan Genre Based Dalam Keterampilan Menulis Bahasa Asing: Sebuah Tinjauan Pustaka. *… Pendidikan, Bahasa ….* https://e-journal.upr.ac.id/index.php/enggang/article/view/12132

Nurbaity, A. L., & Dewi, D. A. (2021). Paradigma Baru Bagi Pendidikan Masa Depan Indonesia. *IJoIS: Indonesian Journal of Islamic ….* http://journal.civiliza.org/index.php/ijois/article/view/18

Nurdin, A., Samad, S. A. A., Samad, M., & … (2023). Government Policy Regarding Education in Indonesia: Analysis of Competence-Based Curriculum, Educational Unit Level Curriculum, and Curriculum 2013. *… and Social Policy*. https://jurnal.usk.ac.id/GASPOL/article/view/31812

Odoom, D., Mensah, E. O., Dick-Sagoe, C., Lee, K. Y., Opoku, E., & Obeng-Baah, J. (2024). Examining the level of public awareness on the Sustainable Development Goals in Africa: An empirical evidence from Ghana. *Environment, Development and Sustainability*, *26*(3), 6221–6238. https://doi.org/10.1007/s10668-023-02959-x

Purba, R., Thao, N. V, & Purba, A. (2020). Using Genre-Based Approach to Overcome Students' Difficulties in Writing. *Journal of Education and E-Learning Research*. https://eric.ed.gov/?id=EJ1278440

Purwanza, S. W. (2022). *Metodologi penelitian kuantitatif, kualitatif dan kombinasi.*

books.google.com. https://books.google.com/books?hl=en&lr=&id=0CjKEAAAQBAJ&oi=fnd&pg=PA1&dq=metode+penelitian+pendidikan+pendekatan+kuantitatif+kualitatif+dan+r+d&ots=Fyi7bmFifn&sig=D_thwRhnIB7O7pMCWRHhurZzPf4

Rahimi, M., & Zhang, L. J. (2022). Effects of an engaging process-genre approach on student engagement and writing achievements. *Reading &Writing Quarterly*. https://doi.org/10.1080/10573569.2021.1982431

Rahmawati, T., & Fajriah, Y. N. (2023). The Implementation Of Building Knowledge Of He Field (Bkof) In Teaching Narrative Text. *English Education …*. https://journal.institutpendidikan.ac.id/index.php/eeal/article/view/40

Ramadhan, S., & Indriyani, V. (2023). Genre-Based Learning Model With Literacy Activities and Character Strengthening: Effectiveness in Language Learning. *Journal of Language …* https://jltr.academypublication.com/index.php/jltr/article/view/6648

Rashid, Y., Rashid, A., Warraich, M. A., & … (2019). Case study method: A step-by-step guide for business researchers. *… Qualitative Methods*. https://doi.org/10.1177/1609406919862424

Riani Said, D., Muhammadiyah Bone, U., & Parepare, I. (2022). The Use Of Genre-Based Approach (Gba) In Teaching Reading Comprehension In Terms Of Skimming. In *Inspiring: English Education Journal* (Vol. 5).

Sadirova, K., & Sydyk, P. (2024). Language Reflection: Metatextual Analysis. *Journal of Psycholinguistic Research*, *53*(2). https://doi.org/10.1007/s10936-024-10069-6

Safi'i, I., Sofiar, E., & Hikmat, A. (2024). Analisis Bibliometrik: Penerapan Pedagogi Genre pada Pembelajaran Bahasa. *… Dan Pengajaran*. https://www.ejournal.fkipunmabanten.ac.id/mendidik/article/view/80

Siangsanoh, K., & Chatpunnarangsee, K. (2024). Applying and Assessing a Genre-Based Approach for Personal Statement Writing in the Context of Thai EFL Upper Secondary Education. *LEARN Journal: Language Education and Acquisition Research Network*, *17*(2), 838–862. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85200633115&partnerID=40&md5=ee80587f8887f7fb35af6b9bf38ddda3

Soliman, R., & Khalil, S. (2024). The teaching of Arabic as a community language in the UK. *International Journal of Bilingual Education …*. https://doi.org/10.1080/13670050.2022.2063686

Suyatno, J., Pambudi, D. I., & Mardati, A. (2019). Wantini.(2019). Strategy of values education in the Indonesian education system. In *… Journal of Instruction*. academia.edu. https://www.academia.edu/download/92453060/iji_2019_1_39.pdf

Utama, C., Sajidan, Nurkamto, J., & Wiranto. (2019). A conceptual model for electronic learning cycle on schoology. *IOP Conference Series: Earth and Environmental Science*, *243*(1). https://doi.org/10.1088/1755-1315/243/1/012108

Wijayanti, S. F., Nurkamto, J., & Sulistyawati, H. (2020). Genre-Based Approach: its contribution to the quality of teaching and learning process. *English Education*. https://jurnal.uns.ac.id/englishedu/article/view/35936

Wulandari, W. (2023). Efektivitas Metode Mengajar yang Variatif dalam Keberhasilan Pembelajaran Bahasa Inggris. *LANCAH: Jurnal Inovasi Dan Tren*. https://www.journal.lembagakita.org/ljit/article/view/2193

Yasin, M. N., Rofiqoh, R., & Mukrim, M. (2023). Developing Writing Skill of the Eighth-Grade Students through the Use of Genre Based Approach. *MANAZHIM*. https://ejournal.stitpn.ac.id/index.php/manazhim/article/view/3728

Yusriani, Y. (2022). *Metodologi penelitian kualitatif*. repository.umi.ac.id. http://repository.umi.ac.id/1986/3/sertifikat_EC00202230647.pdf

Zemliansky, P. (2024). Genre-based instruction in english in an engineering communication

course: An approach to course design. In *Developing Language Competence through English for Specific Purposes in English-Medium University Settings* (pp. 90–106). Channel View Publications. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85206967638&partnerID=40&md5=2b7800e598dd9674bff6d127454d65c2