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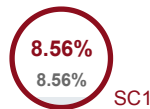
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Genre-Based Approach for Teaching Writing Skills to Junior High School Students
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Abstract. Writing is an essential skill in English learning, yet many Junior High School students struggle with organizing ideas and using appropriate language structures. This study investigates the implementation of the Genre-Based Approach in teaching narrative texts at a private Islamic school in Sidoarjo, East Java. Employing a qualitative method, data were collected through classroom observations and semi-structured interviews with one English teacher. The findings revealed that the teacher implemented the Genre-Based Approach in a structured manner, following four stages: building knowledge, modelling text, joint construction, and independent construction. Despite its effectiveness, the implementation faced several challenges, such as low student motivation and limited English vocabulary. To address these issues, the teacher applied various adaptive strategies, including the use of digital media, games, mixed-language instruction, collaborative group work, and motivational feedback. The strategies were aimed at increasing student engagement and supporting their writing development. The study concludes that while the Genre-Based Approach is beneficial in students' understanding of narrative texts and improving their writing abilities, its success relies heavily on the teachers' ability to adapt to students' needs and classroom conditions. This research highlights the importance of strategic scaffolding and creative teaching practices in overcoming obstacles in English writing instruction.

Keywords - Genre-Based Approach, writing skills, English language teaching, teaching strategies

Abstrak. Menulis merupakan keterampilan penting dalam pembelajaran Bahasa Inggris, namun banyak siswa Sekolah Menengah Pertama yang masih kesulitan dalam mengorganisasi ide dan menggunakan struktur Bahasa yang tepat. Penelitian ini mengkaji penerapan Genre-Based Approach dalam pembelajaran menulis teks naratif di salah satu sekolah Islam di Sidoarjo, Jawa Timur. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui observasi kelas dan wawancara semi-terstruktur dengan satu guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa guru menerapkan Genre-Based Approach secara sistematis melalui empat tahapan, yaitu membangun pengetahuan, memodelkan teks, konstruksi Bersama, dan konstruksi mandiri. Meskipun pendekatan ini efektif, terdapat beberapa tantangan dalam pelaksanaannya, seperti rendahnya motivasi belajar siswa dan terbatasnya kosakata Bahasa Inggris mereka. Untuk mengatasi tantangan tersebut, guru menerapkan berbagai strategi adaptif, seperti penggunaan media digital, permainan, penggunaan Bahasa campuran, kerja kelompok kolaboratif, dan umpan balik yang memotivasi. Strategi-strategi ini bertujuan meningkatkan keterlibatan siswa dan mendukung perkembangan keterampilan menulis mereka. Penelitian ini menyimpulkan bahwa Genre-Based Approach memberikan manfaat dalam meningkatkan pemahaman siswa terhadap teks naratif dan keterampilan menulis mereka, namun keberhasilannya sangat bergantung pada kemampuan guru dalam menyesuaikan pendekatan dengan kebutuhan siswa dan kondisi kelas. Penelitian ini menekankan pentingnya scaffolding yang strategis dan praktik mengajar yang kreatif untuk mengatasi hambatan dalam pembelajaran menulis Bahasa Inggris.

Kata Kunci - Genre-Based Approach, keterampilan menulis, pengajaran Bahasa Inggris, strategi pengajaran

1. I. 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?

2. II. Methods

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].

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.

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.

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.

3. III. FINDINGS 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?.

Findings

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.

1. Building Knowledge Stage

No.	Aspects	Yes	No	Description
	Teachers introduce the social context and communication objectives of the genre of the text being studied.	✓		
	Teachers use real media or examples (text, videos, images, etc.) to trigger student understanding.	✓		The teacher shows a YouTube video on narrative texts, explains each point, and the students summarize the material.
	Teachers engage students in discussions about their experiences or knowledge related to the topic.	✓		The teacher reviewed the Narrative Text material through question and answer sessions and asked students to share folk tales they knew, then discussed them.
	The teacher explains why this genre is important and how it is used in real life.	✓		
	Teachers make sure students understand the vocabulary or key concepts relevant to the genre.	✓		

In the first stage, the teacher introduced the social context and communicative purpose of narrative texts. Through YouTube videos, class discussions, and the sharing of familiar folktales, students were encouraged to activate prior knowledge and build foundational understanding of narrative texts.

2. Modelling Stage

No.	Aspects	Yes	No	Description
	The teacher presents examples of texts that correspond to the genre studied.	✓		
	Teachers guide students to analyze the structure of the text.	✓		
	The teacher explained the distinctive linguistic features of the genre.	✓		
	Teachers engage students in discussions to identify the characteristics of the genre.	✓		
	Teachers give students the opportunity to ask questions	✓		

In the modelling stage, the teacher presented a sample narrative text and guided students to identify the structure along with typical linguistic features. This was done through discussions and Q&A sessions to ensure active student engagement in recognizing genre characteristics.

3. Joint Construction Stage

No.	Aspects	Yes	No	Description
	The teacher guides students in planning the text (making an outline or outline).	✓		Since learning is focused on understanding the content of the story through questions, teachers do not create text outlines with students, but guide them in identifying parts of the text such as orientation, complication, and resolution through comprehension questions.
	Teachers and students jointly write or compose texts according to the genre studied.	✓		The activity does not focus on writing new texts, but rather on teachers and students discussing the content of existing texts together by answering questions such as who the characters are, where the story takes place, and how the story ends.
	Teachers provide feedback during the text preparation process.	✓		The teacher corrects students' incorrect answers to questions about the content of the text and explains the reasons for the correct answers so that students can better understand the storyline.
	Teachers ensure students understand how to apply the linguistic structures and features that have been learned.	✓		The teacher emphasizes the use of the past tense when answering questions and shows how the structure of narrative text (orientation, complication, resolution) appears in the text.
	Teachers encourage the active participation of students in the process of preparing texts.	✓		The teacher randomly selects several students to answer questions based on the text and invites other students to respond to or correct their classmates' answers.

Although no new text was written together, the teacher and students collaboratively analyzed an existing narrative text using comprehension questions. The teacher provided direct feedback, emphasized the use of the past tense, and encouraged active student participation through open-ended prompts and peer responses.

4. Independent Construction Stage

No.	Aspects	Yes	No	Description
	Teachers provide clear instructions on the writing tasks that students must complete.	✓		The teacher distributes worksheets containing questions about the content of the story and provides instructions on how to answer them based on the text that has been read.
	Teachers ensure students have enough understanding to complete tasks independently.	✓		
	Teachers provide support or assistance if students need it during the writing process.	✓		Teachers circulate around the classroom, providing assistance to students who are having difficulty understanding questions or finding answers in the text.
	Teachers evaluate students' work by providing constructive feedback.	✓		After the students have collected their answers, the teacher checks them and provides corrections and explanations for incorrect answers.
	Teachers motivate students to revise or improve their texts based on feedback.	✓		The teacher asks students to revise their answers based on the feedback provided so that they can gain a deeper understanding of the text.

During the independent construction stage, students worked individually to complete a worksheet based on a narrative text. The teacher provided support as needed, offered direct feedback, and asked students to revise their responses to deepen their understanding.

2. The Challenges Faced by the Teacher in Implementing a Genre-Based Approach in Teaching Writing Narrative Text
The interview data revealed two main challenges faced by teacher in implementing the Genre-Based Approach, namely students' low learning interest and limited English vocabulary. These themes were identified from the teacher's responses to the following semi-structured interview question: "What are the biggest challenges you face when implementing GBA in the classroom?"
To analyze the responses, the researcher first transcribed the interview recordings. The transcriptions were then reviewed and categorized based on aspects of Hyland's theoretical framework. The researcher conducted classification, where the answers were grouped under pre-determined categories,

as aligned with the research questions.

1. Students' Low Learning Interest

One of the most prominent challenges in implementing the Genre-Based Approach in learning to write is the students' low interest in learning, which, according to the teacher, is strongly influenced by the characteristics of the current generation, namely, Generation Z. Although the teacher has given students the freedom to explore the material through various sources such as YouTube, TikTok, and AI, students' enthusiasm to really explore the material is still relatively low. The teacher observed that students prefer things that are instant and fast, but not balanced with the desire to be serious in the learning process itself. In the interview, the teacher expressed a complaint with the statement:

"The challenge, in general, yes. Because if I don't see it specifically, now it's more typical of the generation. It's very difficult... nowadays, if we look at Gen Z yesterday, if you say instant, they are super instant."

Furthermore, the teacher also mentioned that there are students who actually have good potential academically, even including smart students, but unfortunately, it was not accompanied by a strong willingness to learn. It is shown that the main challenges lie not in access to material but in the internal motivation of the students themselves. Teacher try to create a comfortable and fun learning environment, but the main obstacle remains in students' interest and commitment to actively engage in the writing learning process.

2. Limited English vocabulary

The next challenge the teacher faced in implementing the Genre-Based Approach was students' limited mastery of English vocabulary. This is a big barrier in the process of understanding texts, especially narrative texts that contain a lot of vocabulary that is rarely used in students' daily lives. This limitation makes it difficult for students to understand the content of the text thoroughly, even to answer basic questions. The teacher explained that most students didn't know the meaning of many words in the texts they read. The teacher conveyed this straightforwardly in the interview:

"So it's a bit difficult with vocabulary. About 80%-90% said this, 'don't know the language, sir. Don't know the meaning, sir.' Well, this is what vocabulary means."

With very limited vocabulary, students not only have difficulty writing but are also unable to develop ideas creatively in writing. However, the problem of limited vocabulary remains a fundamental obstacle that makes the Genre-Based writing learning process unable to run optimally for most students.

3. Teachers' Strategies in Overcoming the Challenges of Genre-Based Approach Implementation in Teaching Writing Narrative Text

Although the implementation of the Genre-Based Approach faced various obstacles, teacher demonstrated the ability to adapt through strategies that were contextualized and responsive to students' needs. These strategies not only help overcome students' limitations but also reflect teacher flexibility in adapting the Genre-Based Approach to dynamic classroom conditions. Based on the interview results, there are at least five strategies used by teacher in facing these challenges, namely:

1. Using Digital Media

The first strategy teacher used was digital media that are very familiar in students' daily lives, such as YouTube, TikTok, Google, and even Artificial Intelligence (AI) technology. The main purpose of this strategy is to give students a head start before the learning process begins in class so that they have a basic understanding of the topic to be discussed. The teacher did not provide material in a one-way manner but asked students to find and summarize information first. This was clearly conveyed by the teacher in the following interview excerpt:

"For me, usually to introduce the text, at the beginning, I must have sounded. What is it called? In this semester, we will learn about narrative and report... It's usually explained and then summarized. For me, it's not. So, I tell them to look for information first on YouTube, TikTok, Google, AI, whatever. They look for information first, then they summarize."

In this way, the teacher created a more participatory and meaningful learning experience, as students are actively involved in seeking and compiling their own understanding.

2. Applying Games to Train Listening and Increase Vocabulary

The second strategy carried out by teachers is to present elements of games in the classroom, one of which is through the game "Guess Who Am I?". This game not only created a fun and interactive learning atmosphere but also became an effective medium to practice listening skills and enrich students' vocabulary contextually. Although students don't fully understand the literal meaning of words, through this game, they can capture the overall meaning. The teacher explained this in the interview:

"The 'Guess Who Am I?' games might help. Those simple vocabulary really affect. Thank God they get the listening, even though they don't know the meaning, but they know what it means."

With this strategy, teacher indirectly trains students' language sensitivity and introduces vocabulary naturally in an interesting context.

3. Using a Mixed Language for Teaching

Recognizing students' limitations in fully understanding English, teachers applied a mixed language, which combines the use of Indonesian and English during the learning process. This approach not only helps bridge the language gap but also gradually familiarizes students with sentence structures and terms in English. Teacher admitted that the use of Indonesian is still dominant in the classroom, but English elements are still inserted as a habituation. As the teacher stated:

"I have to use a mix of languages. In class, I use Indonesian about 70%-80% of the time and English about 20% of the time."

This strategy shows that the teacher did not force the full use of English in the classroom, but prefers a realistic and by students' abilities so that they don't feel burdened but still get consistent exposure to foreign languages.

4. Collaborative Group Work

The interview results show that teachers actively applied group work in Genre-Based learning by considering gender balance and student ability variations. Groups were strategically formed so that students could complement each other, for example, by combining male students who are stronger in literacy skills. As the teacher explained:

"Usually, I try to balance the composition of each group. This is because I understand that their abilities in learning genres vary. Male students tend to be stronger in imaginative aspects, while female students are usually better at reading and writing skills. Therefore, I combine them so that they can complement each other and share their abilities."

This strategy aims to encourage collaboration, idea sharing, and mutual assistance in Genre-Based learning, as well as teacher efforts to create an inclusive and collaborative learning environment.

5. Providing Motivating Feedback

The last strategy applied by teacher is providing affirmative feedback. In addition to using numerical scores as a form of evaluation, teachers also provide category-based assessments such as perfect, great, good, or improved. The aim is to appreciate students' efforts and encourage them to be more confident and understand their position in the learning process. The teacher explained that conveying to students that these assessment labels are not given arbitrarily, but have certain meanings and standards. As the teacher stated:

"In addition to numerical scores, I also use descriptive categories. If a student's work is excellent, I give it a 'Perfect' label, which means a score above 90. 'Great' is for 85 to 89, 'Good' is 80 to 84, and anything that still needs improvement is labeled 'Improve'. I explain these categories to the students so they know that these terms aren't just given randomly-they have standards. That way, students don't feel judged only by numbers, but also recognized for their effort and growth."

With this kind of appreciation, students felt that their efforts are valued and not only judged from the academic aspect but also from the process and progress they make during learning.

Discussion

Based on the results of interviews and observation conducted in this study, the application of the Genre-Based Approach by the teacher in teaching narrative writing showed that this approach was implemented gradually and systematically in accordance with the stages proposed by Hyland, where teacher not only provided a conceptual understanding of the narrative genre but also strove to build social context, text structure, and linguistic features through interactive discussions, video presentation, and feedback.

A recent study by Pitri, Rohbiah, and As'ari [17] highlighted that the Genre-Based Approach's phases enable students to engage actively in discovering and producing narrative text, fostering both independence and creativity. The statistical analysis confirmed a significant effect of the Genre-Based Approach on writing performance, with increased student engagement and motivation throughout the learning process. Regarding the effectiveness of the Genre-Based Approach in improving students' writing skills, this is in line with the findings of Luu Trong Tuan [18], which show that the Genre-Based Approach helps students understand the structure, linguistic characteristics, and social purpose of texts in depth, so that students' writing skills become more focused and controlled. This approach provides a clear framework for students to develop their writing skills systematically.

The theoretical foundation for this approach aligns with Hyland's genre theory, which emphasizes teaching practice as a social practice where learners must understand the purpose, context, and linguistic features of different genres [9]. Students learning went through stages that built a knowledge of the field, model texts, joint construction, and independent construction, which match the observed teaching practices in this study. This theory underscores the importance of integrating social context and language features to develop students' communicative competence in writing.

However, in implementation, teacher faced two main challenges that are closely interrelated, namely the low learning interest of students, most of whom belong to Generation Z, who tend to prefer instant processes but lack depth in exploring the material, and the limited vocabulary caused students to struggle to understand the text content and formulate ideas independently, making the Genre-Based learning process unable to run optimally.

These findings are in line with the results of Liu and Chen's research, which shows that students are often unmotivated to explore material in depth and have difficulty understanding genre variations and applying genre knowledge due to limited vocabulary and varying language abilities. In addition, teacher also faced limitations in providing effective scaffolding and limited time for learning [19]. Coxhead emphasized that vocabulary knowledge is essential for productive skills such as writing; without it, learners may feel discouraged and fail to complete tasks confidently [20].

Regarding the challenges faced by teacher in implementing the Genre-Based Approach, particularly the low level of student interest in learning despite being provided with access to digital learning resources, this is reinforced by Sichen Ada Xia, who argues that Genre-Based learning faces various contextual and digital barriers that require adaptation and innovative strategies, particularly in maintaining student motivation and engagement in the digital age [21].

To address these challenges, teacher developed various adaptive and contextual strategies that were also in line with Hyland's Genre-Based Approach theory, which emphasizes scaffolding and collaboration [15]. These strategies included utilizing digital media that were familiar to students, such as YouTube, TikTok, and AI as an initial learning stimulus, implementing games to enrich vocabulary, using a mixed language (Indonesia-English) as a bridge for understanding, and providing motivational feedback based on categories that not only evaluated outcomes but also value the process of students.

These findings were in line with the results of Liu and Chen's research [19], which found that successful Genre-Based Approach implementation in secondary school English writing classes depends not only on teachers' understanding of Hyland's theoretical stages but also on their flexibility and creativity in adapting to classroom conditions. Their study revealed that teachers overcame challenges by integrating digital tools and collaborative activities, employing code-switching to scaffold comprehension, and providing process-oriented feedback that encouraged students' reflection and autonomy. Research by Susi Ristanti shows that the use of innovative media such as digital posters can increase student motivation and participation in Genre-Based writing learning, thus becoming an effective alternative solution to overcome the problem of demotivation that was also found in this study [22]. These solutions enhanced students' engagement and improved writing skills by making learning more relevant and accessible. Such adaptability ensured that the learning process was tailored to the specific needs and characteristics of students, enhancing engagement and writing performance [23].

4. IV. Conclusion

Based on the results of observations and interviews, this study concludes that the application of the Genre-Based Approach in teaching narrative writing in EFL classes has been carried out gradually and in accordance with the stages developed by Hyland, starting from building knowledge, modelling, joint construction, and independent construction. The Genre-Based Approach helps students understand narrative texts and improves their writing skills through a step-by-step process. However, the success of this approach depends heavily on how teachers adapt it to the students' needs and classroom conditions. Teacher play a central role not only as knowledge providers but also as facilitators and motivators who must develop contextual teaching strategies. In this study, the teacher faced several major challenges, such as low student interest in learning and limitations in their English vocabulary. To overcome these obstacles, teacher implemented various adaptive strategies such as utilizing digital media, educational games, mixed language use, collaborative group work, and motivational feedback. These strategies aimed to build students' engagement, confidence, and ability in writing. The limitation of this study is its narrow scope, focusing only on one teacher at one school and the lack of quantitative measurement of students' writing improvement. Therefore, future research is recommended to involve multiple schools or teachers and include pre- and post-intervention analysis of students' writing. Additionally, future studies could further explore the impact of digital media in each stage of the Genre-Based Approach.

5. References

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