



Exploring the impact of the Genre-Based Approach on Academic Writing Proficiency

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Abstract

This research presents a comprehensive exploration of the implementation and potential impact of the Genre-Based Approach (GBA) on academic writing proficiency among English Language Education (EFL) students at Universitas Tomakaka, Indonesia. Utilizing a case study methodology, the report examines the theoretical foundations of GBA, its pedagogical stages, and its alignment with the specific needs of the Indonesian English as a Foreign Language (EFL) context. Findings suggest that GBA, rooted in Systemic Functional Linguistics (SFL), can significantly address common challenges in academic writing, such as limited vocabulary and rhetorical structures. However, its successful implementation is highly dependent on enhancing instructor expertise and careful curriculum integration. The report concludes with practical recommendations for the integration of GBA at Universitas Tomakaka and identifies further research directions to enrich the understanding of the effectiveness of GBA in the specific context of a BBA university. The report implicitly highlights the complex interrelationships between pedagogical theories, unique institutional contexts, and chosen research methodologies. By clearly identifying the “what” (GBA), “where” (Tomakaka University), and “how” (case study methodology), the report immediately establishes its scope and practical relevance. This concise synthesis shows how theoretical pedagogical approaches can be tested for real-world application in a specific educational setting, underscoring the applied nature of the proposed research.

Keywords: *Genre-Based Approach to Academic Writing Implementation*



1. Introduction

A key competency in higher education is academic writing, which helps students present scientific concepts in an organized, analytical, and persuasive manner. However, a number of studies demonstrate that many students, especially those who are learning Indonesian as a second language (L2), find it challenging to write academic papers that follow the genre-specific rhetorical rules and conventions. These challenges relate to comprehending the social purpose, discourse structure, and institutional expectations inherent in various forms of academic writing, such as argumentative essays, research reports, or scientific articles, in addition to linguistic elements like vocabulary and sentence structure.

Academic writing training has long tended to emphasize a product-oriented approach that prioritizes vocabulary and grammar correctness over the social context and purpose of the academic document. The Genre-Based Approach (GBA), a more practical and expressive pedagogical method for teaching writing, emerged in reaction to these drawbacks. According to Halliday and Matthiessen (2014), GBA has its roots in Systemic Functional Linguistics (SFL), which sees language as a social system that works to create meaning in context. This method seeks to assist students in comprehending the social functions and cultural settings of particular academic genres in addition to language structures.

Modern theories have extended genre-based techniques to more intricate and international situations within the last five years. For instance, Hyland (2019) highlights the significance of critical genre awareness, where students are urged to comprehend how academic institutions, power, and values affect genres in addition to copying genre patterns. The idea of genre as social action is expanded upon by Tardy (2020), who encourages students to navigate and adjust to differing genre demands in various academic groups in a thoughtful manner. The translingual genre pedagogy method, which Canagarajah (2021) presents, acknowledges the significance of cultural identity and multilingualism in students' academic writing practices, especially in EFL situations.

Additionally, Lee (2022) and Zhang & Zhang (2021) showed how the Genre-Based Approach (GBA) in conjunction with metacognitive techniques and a process approach can enhance students' writing confidence, genre awareness, and revision abilities. These studies emphasize the significance of teaching genre structure and function explicitly, as well as the necessity of accommodating students' linguistic and cultural backgrounds. Investigating the GBA's implementation in the classroom and its effects on students' academic writing skills is crucial.

The purpose of this study is to evaluate how well the Genre-Based Approach works in higher education, particularly in Indonesian universities, while teaching academic writing to English Language Education students. This study will use a case study methodology to examine how instructors apply the GBA, how students react to it, and the difficulties and solutions that arise along the way. It is anticipated that these findings will aid in the creation of academic writing pedagogy that is more inclusive, contextual, and successful.

2. Materials and Methods

This research employed a qualitative approach, utilizing a case study method. Case studies were chosen because they allow researchers to study phenomena in depth in a real context. The focus is on the implementation of the Genre-Based Approach in one particular class, which is expected to provide a deep understanding of the process, strategies, and their impact on students' academic writing skills. This research focuses on one particular class because of its uniqueness, namely the implementation of the Genre-Based Approach in the Academic Writing course.

The technique of determining participants in this research is purposive sampling. Participants in this research were selected based on direct involvement in academic writing course classes with a Genre Based Approach. Interviews were conducted directly, and all interviews were recorded with the consent of the participants and transcribed for further analysis. The researcher interviewed the lecturer to understand teaching strategies, learning objectives, and challenges in implementing a performance-based approach. And students were interviewed by researchers to explore their experiences, perceptions, and challenges in learning.

Observations were conducted to directly observe the implementation of the Genre-based approach in the teaching and learning process. Observations focused on the interaction between lecturer and students, teaching strategies and methods used by lecturers, and student participation in teaching and learning activities. Observations were conducted during 3-5 class sessions to capture the dynamics of learning, and researchers recorded activities, interaction patterns, and evaluation methods used.

Data were analyzed through a thematic approach, which allows the identification of main patterns and themes from qualitative data through four processes: first, organizing data, data from interviews, observations, and documents are organized and stored using data management. Second, data is coded to identify main themes, such as learning strategies, implementation challenges, and the impact of performance-based approaches on students. Third, with Triangulation, findings are interpreted to answer research questions by linking data to relevant literature and theories. Furthermore, the data is interpreted to answer research questions by relating data to relevant literature and theory.

3. Results and Discussions

The Genre-Based Approach (GBA) offers a strong foundation for improving Tomakaka University students' English language instruction, successfully meeting their particular learning needs and complementing the organization's strategic goals. GBA's "top-down" approach, which puts content before form in the beginning, is especially helpful for second language learners since it addresses typical issues including a lack of vocabulary and trouble making academic texts coherent and cohesive. By introducing students to a variety of academic genres, such as essays and research proposals, this method helps them build comprehensive academic literacy, which is essential for navigating university courses and finishing thesis requirements. Additionally, GBA's collaborative nature—especially during the Co-Construction phase—actively fosters critical thinking and self-confidence by providing peer learning opportunities and organized scaffolding, which can greatly reduce low student motivation.

GBA's primary goal of developing "socially functional language skills" and enhancing "communicative competence" goes beyond its educational qualities and directly contributes to Tomakaka University's goal of turning out "competitive" graduates. By promoting cultural understanding, the strategy also aligns with the university's dedication to "Local Culture-Based Instruction". Research continuously shows that GBA is effective in enhancing students' writing skills overall, with significant gains in lexical diversity, rhetorical organization, content creation, and linguistic accuracy. The Teaching and Learning Cycle's (TLC) four phases—Modeling, Co-Construction, Independent Construction, and FLC—offer students a clear, scaffolded approach to absorb genre standards, making academic writing less complicated. University students, who are required to interact with a diverse range of discipline-specific text kinds, will find this process-genre approach particularly relevant.

GBA implementation success at Tomakaka University ultimately depends on factors other than the teaching approach's intrinsic strength. Rather, the GBA framework, the abilities and readiness of the teaching staff, and the unique needs and readiness of the student body all have a mutually productive and friendly interaction. The effectiveness of the strategy will certainly be diminished if any one of these components is missing or not in alignment. No matter how good the theory is, a teaching strategy cannot work alone. Insufficient training or understanding prevents teachers from providing effective instruction. Similarly, even highly qualified teachers might not be able to achieve the optimal outcomes if children have significant core inadequacies without additional support.

The success of GBA implementation at Tomakaka University, however, ultimately depends on the synergistic relationship between the GBA framework, the abilities and readiness of the teaching faculty, and the unique needs and foundational readiness of the student body, not just on the pedagogical model's inherent strength. The inconsistent results of GBA implementation throughout Indonesia highlight the futility of a "one-size-fits-all" approach. For Tomakaka University, significant contextual change is therefore essential. This calls for going beyond a general implementation of the TLC and tailoring model texts, learning

activities, and even the focus of specific GBA stages to the students' distinct cultural backgrounds and language ability levels.

The implementation of GBA must be pedagogically sound and culturally appropriate, which requires a thorough understanding of current curricula, teacher capabilities, and student profiles. Even though it hasn't yet produced the best outcomes in accordance with initial goals and targets, the use of GBA in the Academic Writing learning process has at least been helpful in improving students' writing skills and understanding of what it means to be an academic writer. GBA has proven beneficial in improving students' writing skills and understanding of what it means to be an academic writer, even though its implementation in the Academic Writing learning process hasn't yet produced the best outcomes in accordance with initial objectives and targets.

Based on the research findings, the researcher identified a number of significant points that highlight the advantages of implementation GBA as a teaching strategy for academic writing course for Tomakaka University English language education students. This is demonstrated in the description that follows:

For students at Tomakaka University, the Genre-Based Approach (GBA) offers a number of noteworthy advantages. It has been demonstrated that GBA improves students' proficiency in academic writing, including essays and research proposals, as well as their vocabulary, coherence, and cohesiveness. Furthermore, this method helps students acquire more thorough academic literacy, which will help them better satisfy the requirements of college. Additionally, GBA develops teamwork by assigning group projects that develop critical thinking abilities and self-assurance. The university's goal of promoting local cultural awareness through context-based learning is in line with this.

GBA is pedagogically conducted using the four-phase Teaching and Learning Cycle (TLC). Students are exposed to a variety of scholarly literature as models throughout the modeling stage. The co-construction stage comes next, during which time students collaborate in groups with instructors to develop a common understanding. The Independent Construction level then encourages children

to write on their own. Lastly, understanding of the studied academic genres is deepened through the Final Learning Cycle (FLC).

However, there are several obstacles to GBA's deployment. In addition to the fundamental flaws still present in certain students, one of the primary problems is the lecturers' lack of training and comprehension in this method. Furthermore, the application of GBA in Indonesia has not produced consistent results, necessitating contextual customization to take into account local culture and students' varying levels of language competence.

There are numerous supporting variables that have a significant impact on the implementation of GBA. The basic basis is provided by the soundness of the GBA theoretical framework, but in addition to this, instructors' preparedness and ability as well as students' requirements must be considered. More crucially, a crucial component of making sure that GBA is implemented successfully and can have long-lasting beneficial effects on academic learning at Tomakaka University is cultural and contextual adaptability.

4. Conclusion

Students' writing abilities are improved when academic writing is taught at Tomakaka University using the Genre-Based Approach (GBA). This method assists students in overcoming challenges in creating coherent and logical writing by helping them comprehend the structure and traits of academic genres, such as research reports and argumentative essays. Furthermore, GBA promotes introspection, teamwork, and self-assessment, which boosts students' analytical abilities and self-esteem. However, the ability of instructors, the adaptation of course materials to local requirements, and institutional backing are all critical to GBA's success. GBA has a lot of potential to keep raising the calibre of students' academic writing as long as the right adjustments are made and professors receive continual training.

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