

The Implementation of Genre-Based Approach In EFL Classroom : Teachers' Challenges

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Abstract

Writing is one of the most important skills, and writing skills are essential in various aspects and activities of life. However, writing is one of the most difficult skills to teach and learn. In the context of learning English in Indonesia as a foreign language, the level of difficulty faced by students in English classes remains quite high. Therefore, the Genre-Based Approach is implemented to address these challenges. In addition, most previous research on GBA has primarily focused on teachers' classroom experiences and research on strategies for overcoming difficulties and challenges in teaching remains very limited. Therefore, this study aims to investigate the challenges faced by English as a Foreign Language (EFL) teachers and the solutions they use to overcome these challenges. This study employed a descriptive qualitative design, two English teachers participated in the study. Data were collected through open-ended questionnaire and analyzed using thematic analysis. The finding revealed three major challenges, namely student related, instructional and assessment challenges. To address these challenges, teacher employed scaffolding, teaching adaptation, differentiated instruction and genre specific assesment practice. These findings indicate that the effectiveness and smooth implementation of GBA require teachers' competence, creativity, and flexibility, as well as appropriate assessment practices.

Keywords: writing, GBA, EFL teachers, challenges, solutions.

Introduction

Writing is widely regarded as one of the most important skills in language learning and is also a skill that requires considerable cognitive effort. According to Camacho et al., (2021), writing is a flexible, versatile, and valuable tool that students can use in the learning process. Writing can also improve reading comprehension, help students understand themselves better, and facilitate communication with others. In addition, Skar et al., (2024) argue that meaningful and sustained writing activities can improve students academic abilities, critical thinking skills, and also communication skills. In the field of English Language Teaching (ELT), Han (2023)

explains that the ability to write effectively across various text types and genres is an indicator of communicative competence, and mastery of writing skills is increasingly important in today's profesional, academic, and social life.

However, today, writing remains one of the most difficult skills to teach and learn. In English language classes, particularly in Indonesia where English is a foreign language, students still struggle to produce well structured and meaningful texts. According to Khonamri et al., (2021), EFL students struggle to produce good writing. The main problem lies in how students organize their ideas and their limited linguistic skills, which result in texts that are unstructured and difficult for readers to understand. In additional, Falihah et al., (2022) emphasize that students have difficulty developing ideas, using grammar correctly, and constructing well structured sentences in their writing. EFL students still struggle with constructing text structure and maintaining coherence between paragraphs (Siekmann et al., 2022). This situation highlights the issue between what is expected of students and what is actually achieved in the learning process, indicating that the current approach to teaching writing needs to be examined more closely.

In response to this issue, many researchers have explored various approaches to improve writing instruction in English Language Teaching (ELT). One of the most frequently used by Teachers and well established approaches is the genre-based approach (GBA). Following (Pham & Bui, 2021), Genre-Based Approach (GBA) is an approach or method for teaching English that focuses on various types of texts. Genre-Based Approach is effective in improving students writing skills because it helps students systematically understand text structure and communicative purposes (Zhai & Razali, 2023). According to Hutabarat and Gunawan (2021), this approach consists of several stages, including Building Knowledge of The Field (BKOF), Modeling of The Text (MOT), Join Construction of The Text (JCOT), and Independent Construction of The Text (ICOT). Through these steps, students are gradually guided by their teachers to understand the context and structure of a text until they are finally able to produce their own texts independently. By implementing this in the classroom, teachers can use GBA as an approach to effectively improve students writing skills through the various stages of the learning process.

Recent research on GBA as an approach used by teachers in teaching writing in the context of English as a Foreign Language (ELT) highlights several key findings. Abdel Latif et al., (2024) found that Genre-based approach can improve writing performance, the ability to develop ideas,

paragraph organization, and student motivation. Students find it easier to compose coherent and communicative texts. Findings from subsequent research indicate that scaffolding, model texts, collaborative learning, and digital resources significantly improve students writing skills. However, teachers still face challenges related to teacher competence, student resistance, and institutional barriers during the implementation of GBWA (Istiqamah, 2024). Furthermore, a study from Nadjib and Triastuti (2023) reveal that most teachers have a positive perception of the Genre-Based Approach, but its implementation does not yet fully comply with standard procedures. Teachers also face various challenges, such as students limited vocabulary, time constraints, and difficulties in selecting texts and designing assignments.

Based on the above research, although previous studies have discussed the implementation and effectiveness of the Genre-Based Approach (GBA) in improving students writing skills, few studies have specifically examined the challenges and solutions faced by teachers during the implementation process, particularly in English as a Foreign Language (EFL) classrooms in Indonesia. Most previous research has focused more on students writing outcomes and classroom implementation than on teachers classroom experiences and strategies for overcoming teaching difficulties or challenges. Furthermore, issues such as limited time allocation, difficulties in designing tasks, and insufficient teacher expertise have been identified, yet the solutions teachers employ to address these challenges have not been explored in depth. Therefore, further research is needed to investigate the challenges teachers face and the solutions they employ in implementing the Genre-Based Approach in EFL writing classrooms.

Therefore, this study aims to investigate the challenges faced by English as a Foreign Language (EFL) teachers in implementing the Genre-Based Approach (GBA) in writing classes, as well as to investigate the solutions they use to overcome these challenges. To achieve this objective, a descriptive qualitative research design was employed, with data collected through questionnaires involving EFL teachers at the school. The research question is (1) what are challenges of teachers in implementing GBA in writing class?. The findings of this study are expected to provide deeper insights into teachers' experiences, teaching difficulties, and adaptive teaching strategies during the implementation of GBA. Furthermore, this study can contribute to the improvement of genre-based writing instruction by providing references and practical solutions for teachers in developing more effective teaching practices in EFL classrooms.

Research Method

This study employed a qualitative descriptive approach to investigate the challenges faced by EFL Teachers in implementing the Genre-based Approach (GBA) in Classroom, and to investigate the solutions they employ to overcome these challenges. The primary objective of descriptive qualitative research is to describe and gain a deep understanding of social phenomena or experiences without using numerical data (Villamin et al., 2025). This study was conducted in the context of English as a Foreign Language (EFL) classrooms in Indonesia, where the Genre-Based Approach (GBA) has been widely implemented as a framework for teaching writing. The research location specifically focuses on junior high schools, where English writing instruction is part of the national curriculum (Merdeka Belajar). The location was chosen because it was deemed appropriate and relevant, as GBA itself is implemented in classroom instruction.

The participants in this study were all English teachers at a junior high school in Bandung Regency, Indonesia. Two English teachers were then selected as participants in this study based on the researcher's criteria for sample selection. These teachers were chosen because they are professionals with more than 15 years of experience teaching English. Therefore, it is hoped that their insights and teaching techniques can be explored in greater depth. To collect data, this study used an open-ended questionnaire via the online platform Google Forms. It is used to gather in-depth and comprehensive information by allowing respondents to answer in their own words (Woo et al., 2023),

The questionnaire was distributed via Google Forms, and participants had one week to complete it. The questionnaire consisted of 15 questions divided into three sections, the first section covered background information and the implementation of GBA, the second section addressed teacher challenges, and the final section focused on teachers' solutions. Before being used to collect data, the questionnaire was validated and revised in collaboration with the English language lecture. After the revisions were finalized, the questionnaire was distributed to English teachers at the junior high schools targeted for participation. All aspects of the questionnaire were answered

by the participants directly via Google Forms. Finally, the responses in the form of data from the two participating teachers were collected for further analysis.

Table 1. The profile of the participants

Participant	Gender/Age	Teaching Experiences	Educational Background	School Name/Status
Teacher A	Male / 52 Years	23 Years	English Education	SMPN MGA
Teacher B	Female / 37 Years	20 Years	English Education	SMPN MGA

The open-ended questionnaire was chosen because it allows participants to express their experience freely without being constrained by predetermined answer options, making it particularly well suitable for investigating complex teaching challenges (Reja et al., n.d.). All participants were informed of the study's objectives, and their consent was obtained prior to data collection. The study procedures followed standard research ethics guidelines to ensure participant confidentiality. The data obtained from the questionnaire was then analyzed using thematic analysis, which involves identifying, analyzing, and identifying patterns among the respondents in the data (Lochmiller, 2021). Next, there are six procedural steps for analyzing data, starting with familiarizing yourself with the data, creating an initial code, identifying themes, reviewing themes, defining and naming themes, and compiling a report (Falah et al., 2023). First, the responses from both participants were transcribed and organized using Microsoft Word. Each response was read carefully and systematically. Second, the data was selected and categorized based on the sessions covered. These results are systematically described to provide a comprehensive explanation of the participants' views and the challenges they face. Finally, conclusions are drawn based on the identified patterns and relevant theoretical frameworks.

Results and Discussion

Results

the current study was aimed to investigating the challenges faced by English as a Foreign Language (EFL) teachers in implementing the Genre-Based Approach (GBA) in writing classroom, as well as to investigating the solutions they used to overcome those challenges. Based on Survey conducted with two English teachers, the results were categorized into two aspect, namely challanges and solutions as presented in table 2.

Table 2. Challenges and Solutions in implementing GBA

Categorization	Code
Challanges	● Student related Challanges ● Instructional Challanges ● Assesment Challanges
Solutions	● Pendadogical Solutions ● Instructional Solutions ● Assesment Solutions

Table 2 Shows the Challenges and solutions encountered by teachers in implementing the Genre based Approach. The results are Categorized into two aspects, namely Challanges and Solutions. These aspect are described as follows :

1. Challenges

1.1 Student Related Challanges

Student realated challenges were the concerns most frequently raised by both teachers. Teacher A identified significant gaps in students initial literacy levels as major obstacle, as well as students lack of motivation to engage in active writing production :

“The extreme gap in students’ initial literacy and students’ resistance to shifting from passive to active writing”
(Teacher A)

In addition, limited vocabulary was identified by Teacher B as a core students related challenge :

“Students’ lack of Vocabulary.”
(Teacher B)

Furthermore, Teacher a emphasized that students’ English proficiency levels influenced every stages of the Genre-based Approach, Teacher A explained :

“Students English proficiency levels have massive impact on how the Genre-based Approach plays out in the classroom. Because the GBA relies on a structured cycle, gaps in proficiency usually affect each stage, and also English proficiency levels completely dictate how to manage the classroom.”
(Teacher A)

Teacher B also acknowledge that differences in proficiency levels influenced the duration of the teaching cycle.

“Cycle duration”
(Teacher B)

These finding indicate that students’ linguistic abilities and learning readinees play a crucial role in the effective and succesfull implementation of Genre-based Approach (GBA).

1.2 Instructional Challanges

Another challenge identified by the participants related to teaching practices, particularly the allocation of class time and the preparation of teaching materials. Teacher A stated that preparing genre-based teaching materials requires considerable effort because these materials need to be tailored to the students’ needs and context.

“Yes, preparing GBA materials for an SMP classroom can be quite challenging and time-consuming from designing differentiated materials and localizing contexts.”
(Teacher A)

Similarly, Teacher B acknowledged having difficulty preparing teaching materials, although these challenges were still manageable.

“Yes, I do, but a little difficulties”
(Teacher B)

In addition, limited classroom time and difficulties in preparing teaching materials were identified by both teachers as major challenges in the learning process. Both teachers acknowledged that the steps of GBA requires more time for learning, which is often not available in a standard school schedule. Teacher A stated:

“Classroom time is one of the biggest logistical hurdles when implementing the Genre-Based Approach (GBA) in an SMP classroom.”
(Teacher A)

Similarly, Teacher B also stated that:

“GBA need a long time”
(Teacher B)

These finding indicate that challenges in the learning process remain a significant obstacle to the comprehensive implementation of the GBA stages.

1.3 Assessment Challenges

Assessment is one of the key aspects of Teaching. Participants also reported challenges related to assessing students' writing performance based on genre. Teacher A explained that assessing writing based on genre requires teachers to evaluate more than just grammatical accuracy.

“Assessing genre-based writing tasks at the SMP level introduces a unique set of challenges. Unlike traditional grading which often focuses purely on grammar and spelling GBA requires evaluating how effectively a student uses language as a social tool.”
(Teacher A)

Similarly, Teacher B outlined several aspects that must be considered during the assessment process.

“text structure, language features, and assessment rubrics”
(Teacher B)

These finding indicate that assessment within the GBA framework requires more comprehensive evaluation criteria than those typically used in writing assessments.

2. Solutions

2.1 Pedagogical Solutions

In process of addressing challenges related to students, both teachers employed scaffolding and differentiated instruction as their primary pedagogical strategies. Teacher A explained the step by step scaffolding approach :

“I must differentiate by providing layers of support (scaffolding) that gradually fade as students gain confidence.”
(Teacher A)

Similarly, Teacher B explained:

“To addapt the GBA to accomodate student with different proficiency levels, we must implement differentiated instruction.”
(Teacher B)

furthermore, Teacher B suggested that students with different proficiency levels be grouped together to facilitate peer learning and collaboration.

“Yes, there is by grouping student with different proficiency levels”
(Teacher B)

These strategies are considered effective in supporting students throughout the GBA learning process.

2.2 Instructional Solutions

To support genre-based Approach learning, the participants utilized various learning resources and classroom management strategies to ensure effective learning. Teacher A emphasized the importance of carefully designed learning materials.

“To support Genre-Based Learning effectively at the SMP level, teaching materials must be highly visual, structured, and carefully scaffolded.”

(Teacher A)

In addition, Teacher B stated that she uses various types of texts as learning resources.

“Type of Texts”

(Teacher B)

Meanwhile, to address the limitations of classroom instruction time and teaching materials, both teachers implemented practical teaching strategies. Teacher A focused on maximizing the quality of face to face instruction time.

“The strategy is to maximize interactive face-to-face hours for text analysis and joint writing,”

(Teacher A)

Likewise, Teacher B adopted a more spread out approach by dividing the GBA steps into several sessions and utilizing technology.

“Dividing GBA cycle, using technology, and integrating formative assessment during process.”

(Teacher B)

These finding indicate that teachers implemented various instructional adaptations to facilitate the implementation of GBA despite limited classroom time.

2.3 Assessment Solutions

Assessment strategies are an important aspect. participants use these strategies to evaluate students’ mastery of various genres more effectively. Teacher A emphasized that assessment should focus on the communicative purpose of a genre, rather than on grammatical accuracy.

“The evaluation must look beyond basic grammar and spelling. The goal is to measure how well a student can use that specific genre to achieve its realworld social purpose.”

(Teacher A)

Meanwhile, Teacher B uses a genre specific rubric to assess the writing skills of the students in the class.

“Using genre specific rubrics”

(Teacher B)

These finding indicate that teachers adapt their assessment practices to the principles of the Genre-Based Approach.

Discussion

Based on the results shown above, there are several points that need to be discussed in this section related to the challenges and solutions faced by EFL teachers in implementing the Genre-Based Approach (GBA) in writing classes. First, the findings indicate that challenges related to students are among the most significant challenges in implementing Genre based Approach. The challenges identified include students' limited vocabulary, varying proficiency levels, and a lack of motivation or unwillingness to write actively, all of which affect their ability to actively participate in genre-based learning activities. These findings align with (Yudha & Mandasari, 2021), who state that vocabulary mastery and knowledge are fundamental and serve as the primary foundation for students in language learning and communication. Similarly, (Rashid et al., 2022) stated that students will not be able to understand others' ideas or convey their own ideas if they do not possess a broad vocabulary. In Genre based Approach learning, students are expected to analyze sample texts and compose their own texts, which are key steps in the GBA learning process. Therefore, limitations in students' vocabulary can hinder their ability to convey their ideas clearly and effectively during the learning process.

Furthermore, regarding the findings above, they indicate that students have varying levels of English proficiency, and some students struggle to shift from passive to active writing habits. These differences affect the implementation of each stage of GBA, as some students require more intensive attention from the teacher than their peers. These findings are consistent with (Kamimura, 2026), which states that students have diverse learning needs and language abilities, which teachers must address through appropriate teaching practices and strategies. Therefore, teachers need to provide additional support and appropriate strategies to ensure that all students can participate actively and meaningfully in the learning process.

Second, the next challenge relates to challenges in the learning process. Both teachers reported that in implementing the genre-based approach in their writing classes, they faced difficulties due to time constraints in class and challenges in preparing teaching materials. These challenges may arise because the GBA consists of several learning stages (BKOF, MOT, JCOT,

ICOT), the implementation of which in writing classes requires sufficient time as well as carefully and appropriately designed teaching materials. Similar findings were reported by (Nadjib & Triastuti, 2023), who noted that the implementation of genre-based learning stages requires sufficient instructional time and thorough planning to ensure that all stages proceed smoothly and appropriately, thereby maximizing students' understanding of the genre structure and linguistic features of the material being studied. Therefore, teachers must have strategies for managing time for each learning stage within the GBA framework, as well as access to creative and adequate teaching materials.

In addition, the findings also revealed challenges related to assessment. Teachers stated that it requires more effort to assess genre structure, linguistic conventions, and communicative purposes simultaneously. Unlike traditional writing assessment, genre-based assessment requires teachers to evaluate various aspects of writing performance. General writing assessment criteria that focus solely on content, organization, grammar, and technical aspects are inadequate because they fail to evaluate genre-specific characteristics such as structure, communicative purpose, and linguistic conventions that are essential in genre-based writing (Santoso et al., 2025). Therefore, comprehensive assessment criteria and rubrics are essential to ensure an accurate evaluation of students' writing skills.

Third, regarding the solutions proposed by participants as strategies or methods for addressing all the challenges they face in implementing GBA in writing classes, the findings indicate that teachers employ scaffolding and differentiated instruction strategies to address the challenges faced by students. These strategies align with the principles and objectives of the Genre-Based Approach, which emphasizes step by step instruction and learning throughout the learning process. Through scaffolding, teachers provide assistance and instruction that help students complete tasks beyond their current abilities in small groups before gradually reducing that support through independent assignments, which tends to be student centered. These findings support (Jagtap, 2016) perspective, highlighting the importance of guided and step by step learning, as well as the teacher's role as a facilitator in the classroom who supports and guides students at varying levels of understanding. Similarly, differentiated instruction enables teachers to identify students with varying proficiency levels and tailor learning activities and support to meet their individual needs.

Fourth, regarding the solutions identified, the findings also indicate that teachers adapt and implement teaching practices by utilizing visual teaching materials such as Mind map and Digital comic strip. The participants also use various types of texts and technology integration such as Canva and Mentimeter. They also implement time management strategies by dividing the GBA stages into several sessions thus that they do not have to be completed in a single classroom session, with aimed at making Genre based learning effective. These approaches and strategies help teachers maximize classroom learning and also increase student engagement during the GBA stages. The use of contextual teaching materials and visual technology media can also support students' development and understanding of genre characteristics and communication purposes (Bărbuceanu, 2020). Regarding assessment, both teachers used genre specific rubrics and formative assessment practices. These strategies enable teachers to evaluate students' writing more systematically and provide ongoing feedback throughout the learning process (De Silva, 2014.). Therefore, assessment becomes a crucial aspect of learning, not merely a tool or guide for measuring student achievement.

Finally, these findings indicate that the implementation of GBA is influenced by various factors related to students, the learning process, and assessment. These findings are relevant and reinforce (Nadjib & Triastuti, 2023) findings, the study explains that most teachers have a positive perception of the Genre-Based Approach, but its implementation does not yet fully comply with standard procedures and is considered the greatest challenge teachers face in implementing the GBA in writing classes. Teachers also face various challenges, such as students' limited vocabulary, time constraints, and difficulties in selecting texts and designing assignments. Nevertheless, these challenges can be overcome through appropriate pedagogical support (including scaffolding, differentiated instruction strategies and student grouping), adjustments to the learning process (including visual teaching materials and technology), and the last one is assessment practices (genre specific rubrics and formative assessment practices). These findings highlight the importance of teachers' flexibility and readiness in effectively implementing genre-based Approach pedagogy.

Conclusion

This research aims to investigate the challenges faced by English as a Foreign Language (EFL) teachers in implementing the Genre-Based Approach (GBA) in writing classes, as well as to investigate the solutions they use to overcome these challenges. The research findings reveal that when teachers implement a genre-based approach in their writing classes, they face several challenges related to students, instruction, and assessment. The challenges faced by teachers related to students include students' limited vocabulary, differences in students' comprehension levels within the class, and students' reluctance to engage in active writing. On the other hand, there are also teaching challenges related to limited classroom time and difficulties in preparing teaching materials. Meanwhile, assessment challenges remain a major concern for teachers because assessment involves evaluation and many other aspects. Based on the research findings, to address these challenges, teachers implement or practice various pedagogical, instructional, and assessment solutions, including scaffolding, differentiated instruction, student grouping, the use of technology, genre-specific rubrics, and formative assessment. These strategies and practices help teachers facilitate student learning and support the effective implementation of a genre-based approach in writing classes.

On the other hand, this study also has limitations due to the small number of participants, as only two teachers were involved in this research. Therefore, the findings may not fully represent the opinions or perspectives of teachers at all levels of education. These findings suggest that the success of teaching that implements a genre-based approach requires teachers to be creative and flexible in designing and adapting their teaching practices, providing appropriate attention and support to all students, and using assessment methods that are suitable for genre-based learning. In addition, teachers' preparedness and adaptability are crucial in addressing the challenges encountered when implementing a genre-based approach in the classroom. For future research, the author recommends that subsequent studies involve more participants from various schools and educational levels so that the data collected will be richer and more representative of all teachers' experiences and perspectives on genre-based learning.

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