

**A GENRE-BASED APPROACH TO TEACHING WRITING
EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS**

A Research Paper

Submitted to the English Language Education Study Program as a Partial
Fulfillment of the Requirements for Bachelor of Education Degree



By

Rezeki Ernala Tarigan

(1900007)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG**

2023

**A GENRE-BASED APPROACH TO TEACHING WRITING
EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS**

Oleh
Rezeki Ernala Tarigan

Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
Pendidikan Bahasa dan Sastra

©Rezeki Ernala Tarigan
Universitas Pendidikan Indonesia
Agustus 2023

Hak Cipta dilindungi undang-undang
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan diketik ulang, difotokopi, atau cara lainnya tanpa izin dari penulis.

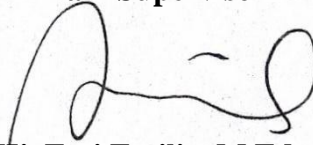
PAGE OF APPROVAL

**A GENRE-BASED APPROACH TO TEACHING WRITING
EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS**

**Rezeki Ernala Tarigan
1900007**

Approved by:

Main Supervisor



Prof. Hj. Emi Emilia, M.Ed., Ph.D

NIP. 196609161990012001

Second Supervisor



Iyen Nurlaelawati, M.Pd.

NIP. 197709062009122002

Head of English Language Education Study Program

Faculty of Language and Literature Education

Universitas Pendidikan Indonesia



Prof. Hj. Emi Emilia, M.Ed., Ph.D

NIP. 196609161990012001

STATEMENT OF AUTHORIZATION

I, Rezeki Ernala Tarigan, hereby declare that the research titled "A Genre-Based Approach to Teaching Writing Explanation Text to Senior High School Students" is my original work for the Bachelor of Education degree of the English Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. I am well aware that I have used a variety of sources to support this research. To avoid plagiarism, I adhered to scientific ethics as practiced in scientific institutions. If there are shortcomings in the paper, I am willing to provide additional clarity.

Bandung, August 2023

Rezeki Ernala Tarigan
1900007

PREFACE

Praise be to Allah SWT, the Creator of the Universe, for His grace in allowing the research paper to be completed. This research paper is part of a prerequisite for the bachelor's degree in English Language Education Study Program, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia. Furthermore, the research paper focuses on the impact of implementing the Genre-Based Approach to teaching writing Explanation text to senior high school students, as well as the students' opinion to the teaching approach.

Suggestions and criticisms on the present research paper are appreciated in order to improve it further. Hopefully, this research paper will provide valuable knowledge and contribution to future researchers of the Genre-Based Approach. Furthermore, it is hoped that this study will serve as a guideline for future research into the new approach, as well as the foundation for developing and implementing the new method in Indonesian classrooms.

Bandung, August 2023

Rezeki Ernala Tarigan

1900007

ACKNOWLEDGEMENT

First of all, I would like to express my highest gratitude to Allah SWT, because of His mercy, I could complete this research paper entitled “A Genre-Based Approach in Teaching Explanation Text to Senior High School Students” smoothly. Furthermore, I also would like to express my sincere gratitude to the following people:

1. My beloved parents, *Ayah* and *Nande*, who always support and give guidance as well as unconditional love more than I could ask.
2. Prof. Hj. Emi Emilia, M.Ed., Ph.D., and Iyen Nurlaelawati, M.Pd. as my supervisors who have given me great guidance and motivation to finish this undergraduate thesis by giving advice, comments, and corrections that made me learn new things during the writing process.
3. Ika Lestari Damayanti, S.Pd., M.A., Ph.D., my Academic Counselor who has given great guidance and motivation through my academic years.
4. Lecturers of English Language Education Study Program who have given me a lot of insights.
5. My beloved friends, Anti Fadilah Nasution, Dhiya Atha Ghina Zaim, and Athaya Hasya Hafiezha, who always encourage me to finish this research paper and give me lots of comfort when I am at my lowest stage.
6. The participants of this research who gave their cooperation during the teaching process.

Lastly, I hope this research paper will be helpful for the readers. However, I am fully aware that this research paper is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this research paper.

Bandung, August 2023

Rezeki Ernala Tarigan

1900007

ABSTRACT

This study aims to investigate the benefits and values of the implementation of Genre-Based Approach to teaching writing Explanation text to senior high school students. This study also investigates students' opinions toward the implementation of Genre-Based Approach to writing Explanation text. This study used a case study method, and the data were collected from fieldnotes of Genre-Based Approach implementation, interview, and students' texts. The data obtained from fieldnotes and interview were analyzed using a thematic analysis (Creswell, 2013). Meanwhile, the data from students' texts were analyzed using SFL transitivity system proposed by Emilia (2005). One of the findings from the fieldnotes showed that students faced difficulties in understanding teacher instructions in English. However, bilingual teaching during the implementation of Genre-Based Approach helped them to overcome the problem. In terms of students' writing ability, Genre-Based Approach was beneficial in helping students to improve their writing skill that their final text had fulfilled the three stages of schematic structure of Explanation text and used various linguistics features in their writing. Moreover, the students' opinions showed positive responses towards the teaching program, especially to the Modeling and Joint Construction stages. The students stated that explicit teaching in those stages helped them the most in writing Explanation text. The students also said that they learnt new things in the class and experienced writing processes, as well as expanded their understanding about grammar.

Keywords: Writing, Genre-Based Approach, SFL, Explanation Text

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki manfaat dan nilai dari penerapan Pendekatan Berbasis Genre untuk mengajar menulis teks Eksplanasi kepada siswa sekolah menengah atas. Penelitian ini juga menyelidiki pendapat siswa terhadap implementasi Pendekatan Berbasis Genre untuk menulis teks Eksplanasi. Penelitian ini menggunakan metode studi kasus, dan data dikumpulkan dari catatan lapangan implementasi Pendekatan Berbasis Genre, wawancara, dan teks siswa. Data yang diperoleh dari catatan lapangan dan wawancara dianalisis dengan menggunakan analisis tematik (Creswell, 2013). Sementara itu, data dari teks siswa dianalisis dengan menggunakan sistem transitivitas SFL yang diusulkan oleh Emilia (2005). Temuan dari catatan lapangan menunjukkan bahwa siswa menghadapi kesulitan dalam memahami instruksi guru dalam bahasa Inggris. Namun, pengajaran bilingual selama penerapan Pendekatan Berbasis Genre membantu mereka untuk mengatasi masalah tersebut. Dalam hal kemampuan menulis siswa, Pendekatan Berbasis Genre bermanfaat dalam membantu siswa untuk meningkatkan kemampuan menulis mereka, dimana teks akhir mereka telah memenuhi tiga tahap struktur skematik teks eksplanasi dan menggunakan berbagai fitur linguistik dalam tulisan mereka. Selain itu, pendapat para siswa menunjukkan respon positif terhadap program pengajaran, terutama pada tahap *Modeling* dan *Joint Construction*. Para siswa menyatakan bahwa pengajaran eksplisit pada tahap-tahap tersebut sangat membantu mereka dalam menulis teks Eksplanasi. Para siswa juga mengatakan bahwa mereka belajar hal-hal baru di kelas dan mengalami proses menulis, serta memperluas pemahaman mereka tentang tata bahasa.

Kata Kunci: Menulis, Pendekatan Berbasis Genre, SFL, Teks Eksplanasi

TABLE OF CONTENTS

PAGE OF APPROVAL.....	i
STATEMENT OF AUTHORIZATION.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Research Questions	2
1.3 Research Purposes	3
1.4 Scope of the Research	3
1.5 Significances of the Research.....	3
1.6 Clarification of Key Terms.....	4
1.7 Organization of the Paper	5
CHAPTER II LITERATURE REVIEW.....	7
2.1 Writing Text	7
2.2 Genre-Based Approach	8
2.2.3 Basic Principles of Genre-Based Approach.....	8
2.3 Teaching Model of Genre-Based Approach.....	9
2.3.1 Building Knowledge of the Field.....	10
2.3.2 Modelling.....	11
2.3.3. Joint Construction	11

2.3.4 Independent Construction	11
2.4 Systemic Functional Linguistics (SFL) as the Tool for Text Analysis	12
2.4.1 The Transitivity System.....	13
2.5 Explanation Text	16
2.5.1 Social Purposes of Explanation Text.....	17
2.5.2 Schematic Structures of Explanation Text.....	17
2.5.3 Linguistic Features of Explanation Text.....	18
2.6 Previous Related Research	18
CHAPTER III RESEARCH METHODOLOGY.....	20
3.1 Research Design and Method.....	20
3.2 Research Site and Participants.....	20
3.3 Data Collections	21
3.3.1 Fieldnotes.....	21
3.3.2 Students' Texts	23
3.3.3 Interview	24
3.4 Data Analysis	25
CHAPTER IV FINDINGS AND DISCUSSIONS.....	26
4.1 Findings of the Impact of Genre-Based Approach Implementation to Students' Writing Ability	26
4.1.1 Data from Fieldnotes	26
4.1.2 Data from Students' Texts Analysis.....	31
4.2 Findings of Students' Opinions Toward the Implementation of Genre-Based Approach	58
4.2.1 Students' Opinions Towards the Teaching Learning Process	58

4.2.2 Students Opinions Towards the Learning Resources and the Teaching Stages	60
4.2.3 Students' Suggestion for the Future Learning Process	63
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	65
5.1 Conclusions	65
5.2 Suggestions.....	66
REFERENCES.....	68
APPENDICES.....	77

LIST OF TABLES

Table 2. 1 Example of Material Process.....	13
Table 2. 2 Example of Material Process.....	13
Table 2. 3 The Example of Mental Process: Perception.....	14
Table 2. 4 The Example of Mental Process: Cognition.....	14
Table 2. 5 The Example of Mental Process: Affection.....	14
Table 2. 6 The Example of Verbal Process.....	15
Table 2. 7 The Example of Relational Process.....	15
Table 2. 8 The Example of Behavioral Process.....	15
Table 2. 9 The Example of Existential Process.....	16
Table 3. 1 Research Participants.....	21
Table 3.2 Classroom Meetings Schedule.....	22
Table 3. 3 Students' Texts.....	23
Table 4.1 Text 1A1.....	32
Table 4.2 Process Types Employed in Diagnostic Text (Text 1A1).....	33
Table 4.3 Text 1A2.....	35
Table 4.4 Process Types Employed in Final Text (Text 1A2).....	38
Table 4.5 Text 2B1.....	41
Table 4.6 Process Types Employed in Diagnostic Text (Text 2B1).....	42
Table 4.7 Text 2B2.....	45
Table 4.8 Process Types Employed in Final Text (Text 2B2).....	47
Table 4.9 Text 3C1.....	50
Table 4.10 Process Types Employed in Diagnostic Text (Text 3C1).....	52
Table 4.11 Text 3C2.....	54
Table 4.12 Process Types Employed in Final Text (Text 3C2).....	56

LIST OF FIGURES

Figure 2. 1 A Model of SFL GBA by Rothery (1996, Taken from Emilia, 2011)...10

REFERENCES

- Achmad, F. (2018). The implementation of genre-based approach in teaching writing. *Journal SMART*, 132-14. DOI: 10.26638/js.700.203X.
- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: An action research. *English Language Teaching*, 2-14. doi:10.5539/elt.v5n2p2.
- Anderson, J., & Anderson, N. (2016). Exploring genre and style: Scientific writing in educational research. *Educational Researcher*, 45(1), 22-28. doi: 10.3102/0013189X16633746
- Belkhir, A., & Benyelles, R. (2017). Identifying EFL learners essay writing difficulties and sources: A move towards solution the case of second year EFL learners at Tlemcen University. *International Journal of Learning, Teaching, and Education Research*, 16(6), 80-88.
- Bruce, I. (2008). *Academic writing and genre: A systematic analysis*. Continuum.
- Burgos, E. G. (2017). Use of the genre-based Approach to teach expository essays to English pedagogy students. *HOW*, 24(2), 141-159. <http://dx.doi.org/10.19183/how.24.2.330>.
- Chappell, P. (2021). A genre-based approach to teaching writing: A review of research. *Language Teaching Research Quarterly*, 12(1), 1-15. <https://doi.org/10.1177/17501229211005000>
- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. Continuum.
- Creswell, J. W. (2013). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4th Ed)*. Pearson Education, Inc.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed method approaches (5th Ed)*. SAGE.
- Culham, R., & Coutu, L. M. (2016). *The writing thief: Using mentor texts to teach*

the craft of writing. John Wiley & Sons.

- de Oliveira, L. C., & Smith, S. L. (2022). A genre-based approach to writing instruction in the content areas. In A. M. Y. Lin & J. C. Richards (Eds.), *Research questions in language education and applied linguistics* (pp. 211-222). Springer. https://doi.org/10.1007/978-3-030-79143-8_13
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal*, 34(2), 135-154.
- Derewianka, B. (2007). *Exploring how texts work*. Primary English Teaching Association Australia.
- Derewianka, B. (2012). *A new grammar companion for teachers*. Primary English Teaching Association Australia.
- Derewianka, B., & Jones, P. (2012). *Teaching language in context*. Oxford University Press.
- Dirgeyasa, I. W. (2016). Genre-based approach: What and how to teach and to learn writing. *English Language Teaching*, 9(9), 45-51. <http://dx.doi.org/10.5539/elt.v9n9p45>.
- Droga, L., & Humphrey, S. (2003). *Grammar and meaning. An introduction for primary teachers*. Target Texts.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Dymock, S. (2005). Teaching language features in texts. *A Curriculum Resource for the Australian Curriculum*. ACARA.
- Eggs, S. (1994). *An introduction to systemic functional linguistics*. London: Printer Publishers, Ltd.
- Eggs, S. (2004). *An Introduction to Systemic Functional Linguistics (Second Ed.)*. New York-London : Continuum.
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. [Doctoral dissertation, The

Rezeki Ernala Tarigan, 2023

A GENRE-BASED APPROACH TO TEACHING WRITING EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

University of Melbourne].

Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran Bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.

Emilia, E. (2011). Teaching genre-based writing: Theory and classroom applications. *Journal of English Language Teaching*, 6(2), 156-167.

Emilia, E. (2014). *Introducing functional grammar*. Pustaka Jaya.

Emilia, E. (2022). *Pendekatan berbasis teks dalam pengajaran Bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.

Emilia, E., Habibi, N., & Bangga, L. A. (2018). An analysis of cohesion of Exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 7(3), 515-523.

Emilia, E., Moecharam, N. Y., & Syifa, I. L. (2017). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1), 206-214. doi: dx.doi.org/10.17509/ijal.v7i1.6877.

Erlinda, R. (2008). Genre-based instruction (GBI): The concept and its application to foreign language classroom. *Ta'dib*, 11(2), 197-210.

Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas*. The University of Michigan Press.

Erlinda, R. (2008). Genre-based instruction (GBI): The concept and its application to foreign language classroom. *Ta'dib*, 11(2), 197-210.

<https://pdfs.semanticscholar.org/2955/a7d6d5824c423a1e268e09afbcda5d05fb6f.pdf>

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.

Feez, S. (2002). *Text-based syllabus design*. Macquarie University.

Gebhard, M., & Harman, R. (2011). Reconsidering genre theory in K-12 schools:

Rezeki Ernala Tarigan, 2023

A GENRE-BASED APPROACH TO TEACHING WRITING EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- A response to school reforms in the United States. *Journal of Second Language Writing*, 20(1), 45-58. <https://doi.org/10.1016/j.jslw.2010.12.001>
- Gerrot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Greb Stadler.
- Halliday, M. A.K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Graham, S., & Alves, R. A. (2021). Research and teaching writing. *Reading and Writing*, 34(7), 1613-1621. <https://doi.org/10.1007/s11145-021-10188-9>
- Haerazi & Irawan, L. A. (2019). Practicing genre-based language teaching model to improve students' achievement of writing skills. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1). 9-18.
- Halliday, M. K. (1994a). *An introduction to functional grammar (2nd Ed)*. Edward Arnold.
- Halliday, M. K., & Matthiessen, C. (2004). *Introduction to functional grammar*. Oxford University Press.
- Hamied, F. A., Lengkanawati, N. S., & Zein, S. (2018). Case study: EMI in Indonesia. In A. Bradford & H. Brown (Eds.), *English medium instruction programmes: Perspectives from South East Asian universitys* (pp. 55-69). Routledge.
- Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers*. New York: Teachers College Press.
- Harmer, J. (2004). *How to Teach Writing*. Longman.
- Huang, Y. & Zhang, L. J. (2019). Does a process-genre approach help improve students' argumentative writing in English as a foreign language? findings from an intervention study. *Reading & Writing Quarterly*. DOI: 10.1080/10573569.2019.164922.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Hyland, K. (2004). *Genre and second language writing*. The University of Michigan Press.

- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148-164. <https://doi.org/10.1016/j.jslw.2007.07.005>.
- Ilham & Aminullah. (2014). The implementation of genre based approach in teaching discussion text. *Paedagoria*, 9(1), 52-69
- Jawas, U. (2019). Writing anxiety among Indonesian EFL students: Factors and strategies. *International Journal of Instruction*, 12(4), 733-746. <https://doi.org/10.29333/iji.2019.12447a>.
- Knapp, P., & Watkins, M. (2005). Genre, text, grammar: Technologies for teaching and assessing writing. University of New South Wales Press.
- Kroma, S. (1988). Action research in teaching composition. *English Teaching Forum*, Vol. 26, 43-45.
- Langer, J. A. (2001). *Beating the odds: Teaching middle and high school students to read and write well*. American Educational Research Association.
- Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Front. Psychol.*, 13. doi: 10.3389/fpsyg.2022.99236
- Lo, Y.-Y., Lin, A., & Cheung, T. C.-L. (2019). Supporting EFL learners' science literacy development in CLIL: A genre-based approach. In A.-W. de Mejiá & C. Hélot (Eds.), *Learning across languages and cultures: Contemporary research on identity, multilingualism and education* (pp. 105-124). Springer Nature Switzerland AG.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice (2nd Ed)*. Jossey-Bass.
- Luu, T. T. (2011). Teaching writing through genre-based approach. *Theory and Practice in Language Studies*, 1(11), 1471-1478. <https://doi.org/10.4304/tpls.1.11.1471-1478>.
- Martin, J. R., & Rose, D. (2007). Working with discourse: Meaning beyond the clause. Continuum.

- Martin, J. R., & Rose, D. (2008). *Genre relations. Mapping culture*. London: Equinox.
- Masitoh, S., & Suprijadi, D. (2015). Improving students' ability in writing descriptive text using genre based approach (GBA) at the eighth grade students of SMP Islam Terpadu Fitrah Insani. *ELTIN Journal*, 3(1), 38-52.
- Megani, I. (2015). *A genre-based approach to teaching writing discussion text to senior high school students*. [Undergraduate thesis, Universitas Pendidikan Indonesia].
- Megawati, F., & Anugerahwati, M. (2012). Comic strips: A study on the teaching of writing narrative text to Indonesian EFL students. *TEFLIN Journal*, 23(2), 183-205.
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*.
- Nagao, A. (2018). A genre-based approach to writing instruction in EFL classroom context. *English Language Teaching*, 11(5), 130- 147. doi: 10.5539/elt.v11n5p130.
- Nagao, A. (2019). The SFL genre-based approach to writing in EFL context. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(6), 1-18. <https://doi.org/10.1186/s40862-019-0069-3>.
- Nugraha, A. K. (2015, August 26). *Mahasiswa Indonesia masih lemah menulis Karya Ilmiah*. Retrieved from Rakyatku.Com: <http://rakyatku.com/2015/08/26/edukasi/mahasiswa-indonesia-masih-lemah-menulis-karya-ilmiah.html>
- Nunan, D. (2003). *Practical English language teaching*. McGraw.
- Nurjamin, A. & Nurjamin, L. R. (2017). The use of genre-based approach to teach students writing skill of hortatory exposition text in Bahasa Indonesia. *Advances in Social Science, Education, and Humanities Research (ASSEHR)*, 8. 221-223.

Rezeki Ernala Tarigan, 2023

A GENRE-BASED APPROACH TO TEACHING WRITING EXPLANATION TEXT TO SENIOR HIGH SCHOOL STUDENTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Nurlaelawati, I., Lengkanawati, N. S., & Gunawan, W. (2020). Recontextualising genre-based pedagogy in Indonesian context: A case of preservice teachers. *International Journal of Education*, 12(2), 80-91. doi: 10.17509/ije.v12i2.23394
- Paltridge, B. (2006). *Discourse analysis: An introduction*. Continuum.
- Peraturan Menteri Pendidikan dan Kebudayaan. (2016, June 28). *Standar isi satuan pendidikan dasar dan menengah*. Retrieved from jdih.kemdikbud.go.id:BN.2016/No.954, <https://jdih.kemdikbud.go.id/>: 4 hlm.
- Percy, W., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The Qualitative Report*, 20(2), 76-85.
- Pinter, A. (2006). *Teaching young language learners*. Oxford University Press.
- Pujianto, D., Emilia, E., & Ihrom, S. M. (2014). A process-genre approach to teaching writing report text to senior high school students. *International Journal of Applied Linguistics*, 4(1), 99-110.
- Rosário, P., Högemann, J., Núñez, J. C., Vallejo, G., Cunha, J., Rodríguez, C., Fuentes, S., & Gaeta, M. L. (2019). The impact of three types of writing intervention on students' writing quality. *PLoS ONE*, 14(7). <https://doi.org/10.1371/journal.pone.0218099>.
- Salma, U. (2015). Problems and practical needs of writing skill in EFL context: An analysis of Iranian students of Aligarh Muslim University. *IOSR Journal of Humanities and Social Science*, 20(11), 74-76. DOI: 10.9790/0837-201137476.
- Sari, D. P., & Fitriani, S. S. (2019). The use of peer correction technique in teaching writing on analytical exposition text at senior high school. *Journal of English Language Teaching*, 8(2), 271-278.
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 443-466). SAGE Publications.

- Suhendar, S., Suryani, L., & Ginting, S. P. (2020). Analysis of English textbooks for senior high school based on the 2013 curriculum: A study on the genre of explanation text. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 115-128. doi: 10.3991/ijet.v15i11.12451
- Svinicki, M. (1993). What they don't know can hurt them: The role of prior knowledge in Learning. . *Essay on Teaching Excellence Toward the Best in the Academy*, 5(4).
- Tangpermpoon, T. (2008). Integrated approaches to improve students' writing skills for English major students. *ABAC-Journal*, 2(28), 1-9.
- The Ministry of Education and Culture of the Republic of Indonesia. (2018, December 14). *The Ministry of Education and Culture regulation No. 37 in the year 2018*. JDIH Kemdikbud. Retrieved August 14, 2023, from <https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%2037%20Tahun%202018.pdf>
- Thompson, G. (2014). *Introducing functional grammar* (3rd ed.). Routledge.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57-73. doi: <http://doi.org/10.21093/di.v19i1.1506>.
- Triastuti, A., Madya, S., & Chappell. P. (2022). Genre-based teaching cycle and instructional design for teaching texts and mandated curriculum contents. *Indonesian Journal of Applied Linguistics*, 12(1), 1-15. <https://doi.org/10.17509/ijal.v12i1.46563>
- Tuan, L. T. (2010). Enhancing EFL learners' writing skill via journal writing. *English Language Teaching*, 3(3), 81-88.
- Ueasiriphan, T., & Tangkiengsirisin, S. (2019). The effect of genre-based teaching on enhancement of Thai engineers' technical writing ability. *International*

Journal of Instruction 12(2), 723-738.
<https://doi.org/10.29333/iji.2019.12246a>.

Unsworth, L. (2006). Towards a metalanguage for multiliteracies education: Describing the meaning making resource of the language-image interaction. . *English Teaching: Practice and Practique*, 5(1), 55-76.
<http://education.waikato.ac.nz/research/files/etpc/2006v5n1art4.pdf>.

Wahyuni, S., & Umam, M. K. (2017). An analysis on writing anxiety of Indonesian EFL college learners. *Journal of English Education and Linguistics Studies*, 4(1), 105-128.

Wilkinson, D., & Birmingham, P. (2003). *Using research instruments; A guide for researchers*. London: RoutledgeFalmer.

Yan, G. (2005). A process genre model for teaching writing. *English Teaching Forum*, 43(3), 18-26.

Yang, Y. (2016). Teaching Chinese college ESL writing: A genre-based approach. *English Language Teaching*, 9(9), 36-44. doi: 10.5539/elt.v9n9p36.

Yin, R. K. (2018). *Case study research and applications: Design an methods*.