

The Implementation of GBA in Teaching Writing Recount Text

Angelita Ramadhani¹, Sidik Indra Nugraha², Nia Pujiawati³

Universitas Singaperbangsa Karawang, Indonesia

¹ 2110631060006@student.unsika.ac.id, ² sidik.indranugraha@staff.unsika.ac.id,

³ niapujiawati@fkip.unsika.ac.id

Abstract

For students in Indonesia, writing in English is often a big challenge, especially in organizing ideas, mastering text structure, and using appropriate vocabulary. This study aims to explore how students are facilitated in learning to write recount texts through the Genre-Based Approach (GBA) as well as to identify the challenges they face. The research used a qualitative method with a case study approach involving an English teacher and six ninth-grade students at a junior high school in Tangerang. The data were obtained through classroom observation, semi-structured interviews, and documentation, and were then analyzed using thematic analysis techniques. The results showed that students are facilitated through the GBA stages (BKOF, MOT, JCOT, ICOT), scaffolding, peers and teacher feedback, critical thinking and collaborative learning activities. It was also revealed that the students still face difficulties in understanding the structure of recount texts, choosing the right vocabulary, translating ideas from Indonesian to English, and writing the text independently. It was concluded that GBA was effective in supporting recount text writing skills, although additional intervention related to vocabulary mastery and continuous practice was needed. The implications of this study emphasize the importance of utilizing scaffolding, collaboration, and vocabulary enrichment strategies to improve students' writing independence.

Keywords: Genre-Based Approach; Recount Text; Scaffolding; Vocabulary

INTRODUCTION

Writing in English as foreign language continues to pose significant challenges for Indonesian students, especially in terms of organizing ideas, applying correct vocabulary, and mastering text structures. Research indicates that learners often face problems with coherence, cohesion, and even initiating their writing process (Abderraouf, 2016; Belkhir & Benyelles, 2017). Since writing plays a pivotal role in academic success and professional development, improving students' writing competence has become an urgent concern in English language education. Writing plays a dual role in education: as a communication tool and a tool for students' cognitive development. When students write, they not only strengthen their linguistic knowledge but also develop higher-order thinking skills such as analysis, evaluation, and synthesis (Rao & Durga, 2018). Therefore, strengthening students' writing competencies is crucial to prepare them to meet academic demands and participate in communication. However, many students still struggle in the early stages of writing, especially in generating ideas and transforming them into cohesive text. This persistent challenge highlights the need for highly effective teaching approaches to help students master writing skills step by step. Writing is not just copying words, but also a complex process that involves organizing ideas and translating them into various forms of written language. Therefore, mastering this writing skill is crucial for students, especially in an era of globalization that requires good written communication skills to achieve academic and career success in the future. In language education, writing is more than just a medium of conveying information it serves as a tool for critical thinking, creativity, and cultural preservation, but also a means to means of reinforcing language knowledge and fostering

cognitive development (Harmer, 1998). Despite the crucial role of writing, many students still struggle to initiate and sustain the writing process, particularly in transforming abstract ideas into coherent written text (Abderraouf, 2016). This situation highlights the need for a learning approach that provides structured and meaningful support for students. One approach that can address this need is the Genre-Based Approach (GBA), which has been integrated into the Indonesian curriculum since the Competency-Based Curriculum and was further strengthened in the 2013 Curriculum (Zebua & Rozimela, 2020). This approach consists of several stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), designed to provide systematic scaffolding for students. Through this learning cycle, students are guided to understand the communicative purpose, schematic structure, and linguistic characteristics of various text types (Emilia, 2005). Several previous studies have shown that the application of GBA can significantly improve students' writing skills. Kusumaningrum and Sumarni (2020), for example, found that GBA can help students organize ideas and use appropriate linguistic elements in narrative text writing. Meanwhile, Rosyida and Zaim (2019) reported that the use of GBA can strengthen students' understanding of text structure and cohesion in descriptive texts. In the context of writing recount texts, Putri and Kurniawan (2021) demonstrated that GBA helps students organize events more clearly and use past tense more appropriately. However, most of this research was conducted at the high school level and focused on different genres. On the other hand, junior high school students still face challenges in writing recount texts, particularly in ordering events chronologically, using past tense consistently, and choosing appropriate vocabulary. The limited research examining the application of GBA in recount text writing at the junior high school level indicates a research gap that needs to be filled. Therefore, this study aims to fill this gap by examining the application of GBA in teaching recount text writing at the junior high school level. The results of this study are expected to provide scientific contributions in the form of new insights and serve as a reference in developing more effective GBA-based writing learning.

The significance of this research lies in its contribution to theory and practice. Theoretically, this research enhances understanding of pedagogy in writing, GBA provides a more comprehensive process model approach to teaching writing, and also broadens understanding of how genre knowledge is acquired in language learning. Practically, this research provides guidance for English teachers on how to effectively apply GBA in writing lessons. GBA provides structured work to help teachers guide students through the stages of rewriting texts effectively. This approach encourages interactive learning in which students actively participate in analyzing text structure before producing their own writing. In the student approach, the application of GBA can provide a structured and systematic method for developing their writing skills, which ultimately results in better writing and develops confidence in their writing abilities. To address this gap, the present study investigates the implementation of GBA in teaching writing recount text in junior high school in Tangerang. Specially, it seeks to answer two research questions: (1) How are the students facilitated in learning writing recount text through GBA? and (2) What challenges do the students encounter when learning writing recount text through GBA.

METHOD

This study uses a qualitative approach with a case study method (Cresswell, 2018) to gain an in-depth understanding of the social phenomena that occur in the process of learning to write recount texts. The researcher chose this approach because of its focus on understanding the social context in order to provide a rich verbal description of the situation, environment, and participants involved. The subjects of this study consisted of one teacher and six active students

at a public school in Tangerang. The researchers collected data through interviews and observations. First, they wanted to measure students' knowledge levels through observations with the school's English teacher. Then, they interviewed a sample of students to discuss the teacher's explanation and determine whether they understood how to write a recount text using GBA. Thus, this researcher focused on one class as the unit of analysis to obtain in-depth and contextual data. Other data collection techniques also use documentation tools such as cameras and voice recorders to record important events during the observation and interview process. The collected data is then analyzed using thematic analysis based on six stages developed by Braun & Clarke (2022) model, which involves stages such as: identifying the data, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes, and producing a final report. The researcher first explored the data by reviewing the transcripts from the interviews and observations to gain a deeper understanding of their content. Second, initial codes were created to highlight important features of the previously transcribed data, which were then organized into potential themes representing patterns related to the research questions. After finalizing the themes, each theme was clearly defined and named to highlight its contribution to answering the research problem. The final stage involved writing an analytical narrative that integrated the thematic findings with the transcribed data extracts to provide a coherent explanation supported by the participants' voices. Overall, the methodological choices a case study design and a comprehensive thematic analysis showed how GBA facilitated students' writing of recount texts and the difficulties they encountered in the process. This process allowed for the identification of recurring patterns and themes related to how students were facilitated through the GBA stages and the challenges they faced, ensuring the credibility of the findings. Thus, this study successfully describes comprehensively the process of learning to write recount texts through a systematic and structured qualitative approach.

RESULTS AND DISCUSSION

Results

1. The Ways the Students are Facilitated in Learning Writing Recount Texts Through GBA

The findings reveal that students were facilitated through the scaffolded stages of the Genre-Based Approach (GBA): Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). At each stage, students received different forms of support such as scaffolding, peer and teacher feedback, critical thinking, and collaborative learning. Teachers also provide guidance by connecting lesson material to students' everyday experiences, which helps them to better understand narrative texts. Sample texts are also used to highlight linguistic structures and features. This is in line with the findings of Liu and Chen (2022), which show that contextual explanations strengthen understanding. Feedback appears as a crucial tool in this section. Peer feedback also allows students to evaluate each other's work collaboratively, while feedback from teachers explains linguistic aspects and encourages students to revise their work. These findings are in line with Kerman et.al (2024), who views peer feedback as reflective learning. Students also demonstrated critical thinking when analyzing the use of verbs and sentence structure. Although this process was challenging, it is in line with Alwasilah (2024), who states that GBA encourages reflective and critical learning, not just technical writing skills. Group activities also play an important role in supporting students to work together to identify verbs and construct sentences to increase confidence and reduce individual writing difficulties.

These findings support the research of Ferreira et al (2024), which states that collaboration increases interaction and task completion in writing classes, especially in writing recount texts.

Table 1. Facilitated in Writing Recount Text Through GBA

Facilitation Aspect	Student Experience
Scaffolding	Teacher explained recount texts using everyday examples
Model Texts (MOT)	Students reported better understanding when given examples
Peer & Teacher Feedback	Feedback helped in revising texts and overcoming confusion in translation
Critical Thinking	Students identified verbs and evaluated text accuracy
Collaboration	Group work facilitated vocabulary discovery and text composition

The structured sequence aligns with Saksono (2022), who notes that GAB enables systematic idea organization. Furthermore, teacher modelling and scaffolding echo Rose (2008) and Emilia (2012), who highlight the necessity of step-by-step guidance in genre pedagogy.

Teacher Scaffolding Assists Students in Writing Recount Text.

This study emphasizes that scaffolding can be used by teachers as a strategy to develop students' writing skills, particularly by integrating the process of writing recount texts into a genre-based approach that also represents the practice of scaffolding. As taken from the interview results that have been transcribed, the students felt that it was quite easy because the teacher provided examples of texts that were similar to those used in everyday life.

“Yes, the teacher explains by incorporating everyday activities.”
(student 1)

The students also said that the examples given by the teacher really helped them understand the characteristics of narrative texts.

Constructive feedback from teachers and peers are helpful in editing and revising stages.

In addition to scaffolding, this study also used feedback from teachers and peers, which was useful in the editing and revision stages.

“When our friends evaluate us, we can improve together.”
“Yes, so when we compose texts, the teacher helps us to make it easier.”
“Yes, because confidence is the main capital for moving forward, for example, writing recount texts.”
(students 1 and 2)

Students also feel more confident when composing texts provided by the teacher.

Learning writing through GBA encourages the students to be critical thinkers.

Critical thinking is essentially a conscious and purposeful process of evaluation, in which a person independently regulates. As quoted from the interview.

“Quite far, because one of us doesn't know yet, so we help him to understand.”
(students 1 and 2)

Students consider critical thinking to be very difficult when they search for the sentence themselves.

The students learn to write collaboratively through GBA

This confirms the GBA principle that emphasizes the value of modelling in genre-based instruction. Collaborative learning also played a significant role. Students explained that group work helped them in identifying verbs and composing texts.

“Finding verbs in the text and practicing teamwork as well.”

(student 1)

Finally, teacher assistance during text construction increased students' confidence and perceived ease in writing.

From an academic perspective, this suggests that GBA does more than improve writing skills: it also develops learners' reflective attitudes, autonomy, and collaboration skills, confirming Alwasilah's (2024) assertion that genre pedagogy builds broader academic competencies beyond writing.

1. Challenges in Writing Recount Texts through GBA

Despite its benefits, students reported challenges across three dimensions: text structure and translation, independent construction, and vocabulary mastery.

Table 2. Challenge Faced by Students in Writing Recount Texts

Challenge Aspect	Student Experience
Text Structure & Translation	Students confused about recount structure and translating from Indonesian to English
Independent Writing (ICOT)	Difficulty finding verbs without teacher assistance
Vocabulary Limitations	Forgetting word meaning and struggling with contextual use

These challenges highlight that while GBA scaffolds learning effectively. The gap between collaborative and independent stages suggests that repeated exposure and targeted support for vocabulary and sentence construction are essential before students can confidently write independently. From an academic perspective, this emphasizes that GBA effectiveness is conditional: it supports structural and contextual learning, but without explicit vocabulary enrichment and sustained practice, students' progress toward autonomy is constrained. Students also find it difficult to understand text structure and translate ideas into English, and confusion often arises when determining the appropriate sentence structure and vocabulary, according to the findings of Maryam et al. (2020), that learning often experiences difficulties in consistency and coherence in narrative writing. Students also experience difficulties writing independently when asked to write narrative texts individually (ICOT), and they also find the process more difficult than group work. This is in line with Soraya (2022), who emphasizes that although GBA encourages independence, repeated practice is still necessary to fully master text structure. Students also feel that limited vocabulary is a consistent challenge. Students reported difficulties in remembering the meaning of words and applying them in context. Such challenges interfere with fluency and confidence in writing. Despite the many benefits gained, students also faced challenges in learning to write recount texts through GBA. Several students expressed difficulty in understanding the text structure and interpreting Indonesian into English, which confused them and caused them difficulties.

Students' Language Proficiency Issues

Several students expressed challenges in understanding the structure of recount texts. As quoted from the interview.

*"I'm still a little confused about the words I want to use in the sentence."
(student 1)*

The process of moving from their narrative language to English writing caused hesitation and uncertainty in how to organize ideas appropriately in the recount genre.

Student Difficulty in Writing Recount Texts Independently

*"It's a bit difficult because of finding the verbs, but I overcome it by asking the teacher."
(student 1)*

This statement indicates that when students write without the support of teachers, peers, or additional tools like dictionaries, they struggle to find the appropriate verbs.

Student Difficulty in Understanding and Remembering Unfamiliar Vocabulary

*"There are some that confuse me, like the meaning of 'berjam-jam' and its placement."
(student 2)*

These statements indicate that difficulties with vocabulary not only involve remembering the meaning of individual words but also understanding how to use them in context. Overall, this study confirms that GBA enhances students' writing by combining scaffolding, feedback, and collaboration. However, it also reveals that linguistic barriers particularly in vocabulary and translation limit full independence. Theoretically, this supports sociocultural learning principles (Vygotsky, 1978) that learning is socially mediated, but it also extends them by showing that linguistic preparedness must accompany scaffolding for sustained autonomy. Thus, this study contributes to the literature by demonstrating that in Indonesian junior high school contexts, GBA is effective but requires complementary strategies in vocabulary and translation practice to maximize its impact.

Discussion

Facilitation in Learning to Write Recount Texts through GBA

This study confirms that the Genre-Based Approach (GBA) provides a structured learning process and supports students in writing recount texts. Through the BKOF, MOT, JCOT, and ICOT stages, students receive gradual assistance that helps them organize their ideas better. These findings are in line with the opinions of Saksono (2022) and Emilia (2012), who state that GBA enables the systematic development of writing skills. In the BKOF stage, connecting the material to real-life contexts is also in accordance with the research of Liu and Chen (2022), which emphasizes the importance of contextual learning.

Next, in the MOT stage, teachers show model texts that help students recognize key linguistic features, as found by Indah and Rini (2024). The collaboration that occurs during the JCOT stage further strengthens students' vocabulary and text construction, similar to the results of a study by Ferreira et al. (2024) which shows that group interaction can improve learning outcomes. In addition, the feedback provided by teachers and peers is not only corrective but also motivational, in line with studies by Abdel Latif et al. (2024) and Kerman et al. (2024). Students' positive attitudes toward this feedback indicate that GBA also encourages students to think reflectively and critically (Alwasilah, 2024). Compared to previous studies (Mastura et al., 2020; Soraya, 2022), this study adds an important dimension regarding the role of feedback and critical thinking skills as an integral part of GBA.

Challenges Encountered in Writing Recount Texts through GBA

Despite its various benefits, several challenges still arise during learning. Students experienced difficulties in applying the recount text structure and using past tense verbs consistently, as reported by Maryam et al. (2020). In the ICOT stage, where students wrote independently, they faced obstacles in choosing the right vocabulary without external assistance, reinforcing Soraya's (2022) opinion that repeated practice is necessary for students to become independent. Vocabulary limitations are another major obstacle, in line with the research by Indah and Rini (2024), which emphasizes the importance of explicit vocabulary teaching in genre-based learning.

These challenges indicate that although GBA provides strong scaffolding, additional strategies need to be implemented so that students can achieve complete independence. By integrating Vygotsky's (1978) sociocultural theory, this study shows that social interaction, feedback, and collaboration play an important role, but vocabulary enrichment and translation practice should be emphasized more. Thus, this study contributes to the existing literature by revealing that GBA not only improves students' writing structure and confidence, but is also closely related to the development of critical thinking and vocabulary mastery.

CONCLUSION

The purpose of this the Genre-Based Approach (GBA) effectively facilitated students in writing recount texts through its scaffolded stages, Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text. Students were supported with teacher and peer feedback, collaborative tasks, and critical thinking activities, which strengthened their ability to organize ideas and apply linguistic features. Nevertheless, difficulties persisted in mastering text structure, translating ideas from Indonesian into English, and enriching vocabulary, which indicates the need for sustained support and practice. These findings directly answer the research objectives by demonstrating both the facilitative role of GBA and the challenges faced during its implementation. The implications of these findings confirm that GBA is an effective approach in facilitating the development of writing skills in students through scaffolding, feedback, and collaboration. However, there are aspects of vocabulary mastery, sentence construction, and writing independence that still require special attention in this learning process. Theoretically, the study reinforces genre pedagogy as an effective framework for guiding EFL writing instruction, while practically it highlights the importance of integrating scaffolding and vocabulary-focused strategies into classroom practice. However, the limited scope of participants and focus on a single genre represent constraints of this research. Future investigations are encouraged to explore the long-term impact of GBA across various text types and learning levels, as well as the integration of digital tools to foster writing autonomy.

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