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## STUDENTS' LEARNING OUTCOMES ON GENRE-BASED APPROACH IMPLEMENTATION IN TEACHING A RECOUNT TEXT WRITING

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**Abstract:** This study examines students' learning outcomes in writing when a genre-based approach (GBA) is applied. Conducted at a private school in Bandung, West Java, Indonesia, the research utilized the teaching phase and analysis of students' written texts to gather data. The findings indicate that most students perceived the instructional methods and stages employed in teaching recount texts as clear and effective. In terms of learning outcomes, students demonstrated notable improvements in their written texts, particularly in text structure and linguistic elements, from the first draft to the second. However, some students showed little to no progress in their writing. This highlights the need for future research to design engaging and comprehensible learning activities. Overall, the implementation of the genre-based approach significantly enhanced the writing skills of the majority of students.

**Keywords:** genre-based approach, learning outcome, recount text, teaching writing

### INTRODUCTION

Writing is a multifaceted skill that requires careful attention and proficiency in various aspects. Riddel (2003) highlights that effective idea expression and reader clarity hinge on critical thinking, making the selection of appropriate teaching strategies crucial. Emilia (2010) and Dewi et al, (2023) assert that writing is an iterative process involving organizing ideas, writing drafts, multiple revisions, and educators must identify effective methods to address the challenges students face in learning to write. Clear instructional standards, as emphasized by Emilia (2010), facilitate more efficient learning. Brown (2011) identifies five essential writing skills – content, organization, vocabulary, language use, and mechanics – underscoring the complexity of mastering writing. This process compels

students to engage with cognitive and linguistic theories, reinforcing the idea that writing is a challenging skill.

Despite its high esteem as a language skill, writing often receives inadequate attention in education. Alwasilah (2001) notes that many educators lack the necessary teaching strategies, writing skills, and understanding of the writing process, leaving high school and college students underprepared, particularly in English writing. Addressing this issue requires educators to adopt effective instructional methods and focus on students' difficulties, such as generating and organizing ideas, selecting appropriate vocabulary, and crafting coherent texts (Richard & Renandya, 2002).

One effective strategy for teaching writing is the genre-based approach (GBA). According to Dirgeyasa (2016), GBA benefits students with low motivation and limited writing proficiency by providing structured guidance from basic to independent stages of writing. Emilia (2010) emphasizes that GBA enables teachers to set clear expectations, fostering more efficient learning. By incorporating GBA, students explore diverse cognitive and linguistic theories, which deepen their understanding of writing as a complex and demanding skill.

The Genre-Based Approach (GBA) to education highlights the importance of collaboration and mutual support in helping students build, construct, and reflect on new knowledge. This aligns with Vygotsky's (1978) belief that teamwork and social interaction are essential for learning. According to Candlin and Mercer (2001), GBA is a language strategy that emphasizes the need to adhere to specific genres to develop a writing perspective. By using GBA, students can gain the skills and knowledge required to engage with both spoken and written texts in various social contexts.

GBA has increasingly captured the attention of educators and researchers worldwide, leading to numerous studies on its application, especially in writing instruction. Hyland (2004) argues that GBA provides a more comprehensive approach to writing than focusing solely on content, composition techniques, or language structures. The approach aims to teach students how to use language patterns to create coherent and meaningful writing, with the central idea being that writing is driven by intent rather than merely the act of writing itself.

Tuan (2011) outlines several key aspects of GBA: first, it stresses the importance of considering the cultural and social context in writing. Second, it highlights the need to understand readers and adhere to language rules to produce effective texts (Muncie, 2002; Tuan, 2011). Third, GBA views writing as a social activity, influenced by Vygotsky's theories (Tuan, 2011). Fourth, it encompasses subject material, writing processes, and linguistic forms to craft engaging texts. Finally, GBA emphasizes the significance of the author's interaction with readers within a text (Tuan, 2011).

In summary, the genre-based approach is an effective method for teaching writing, benefiting both students and teachers. It simplifies lesson planning by dividing it into four phases: Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICT) (Dirgeyasa, 2016). This structured cycle helps teachers plan lessons more efficiently. For students, beginning to write in their native language can facilitate understanding of text construction and its structural and linguistic features. Additionally, dictionaries and electronic devices are valuable tools for locating and translating words, which supports the learning process.

Research indicates that GBA positively affects student writing, but it is crucial to explore how students perceive GBA in different contexts. Studies have shown varied opinions about the approach. For example, Pirilani (2017) found that students believed GBA improved their ability to understand and write narrative texts. Johana (2019) reported a positive response from students, including those who initially had a negative view. Sari (2014) demonstrated that GBA helps students organize their writing effectively. Rivera (2012) also noted that GBA enhances students' awareness of text structures, leading to improved performance.

Previous research has demonstrated the positive impact of the genre-based approach (GBA) on improving students' writing skills, particularly in secondary and higher education. Many studies have reported significant improvements in students' writing performance, as evidenced by increased scores from pretests to post-tests. However, students' perceptions of GBA in different educational and cultural contexts remain inconsistent. As Suherdi (2010) notes, the success of GBA in one region does not guarantee similar outcomes elsewhere.

Several studies have explored students' perceptions of GBA. For instance, Pirilani (2017) found that GBA effectively helped students understand and write narrative texts. Similarly, Johana (2019) observed a positive shift in students' attitudes toward GBA, while Sari (2014) highlighted its role in improving text organization. Rivera (2012) emphasized that explicit instruction through GBA enhances students' understanding of text structure, resulting in better writing performance. However, most of these studies have focused on general writing tasks or specific text types, leaving a gap in understanding its application to recount texts in vocational education settings.

Efforts to implement GBA have been made in various Asian countries, including Indonesia (Emilia et al., 2008; Hudri, 2011) and Thailand (Kongpetch, 2003; Changpueng, 2012). Yet, limited research has examined its impact on students' learning outcomes and perceptions in the context of vocational education, particularly regarding recount texts.

This study aims to address this gap by evaluating students' learning outcomes and perceptions of GBA in teaching recount texts in a vocational school setting in Indonesia. The findings will provide insights into the effectiveness of GBA in this specific context and offer recommendations for future pedagogical strategies.

## **LITERATURE REVIEW**

### **Genre-Based Approach**

The Genre-Based Approach (GBA) is a language and literacy teaching method that incorporates genre concepts into academic activities (Hammond & Derewianka, 2009). Hyland (2007: 9) explains that genre-based instruction extends the tradition of communicative teaching by helping students systematically connect language with its context to achieve their goals.

Tuan (2011) outlines several key characteristics of GBA. Firstly, GBA highlights the importance of understanding the cultural and social context in which English is used in writing. Secondly, it underscores the need for adherence to language rules and an awareness of readers to ensure that a written piece is well-received (Muncie, 2002; Tuan, 2011). Thirdly, GBA views writing as a social activity, a concept influenced by Vygotsky's theories (Tuan, 2011).

Fourthly, GBA encompasses subject matter, writing processes, and linguistic forms to engage readers effectively. Fifthly, it stresses the importance of the author's interaction with the audience within a text (Tuan, 2011). Sixthly, rather than being authoritative, the teacher's role in GBA is seen as facilitating and guiding (Tuan, 2011). Seventhly, GBA focuses on explicitly teaching second language learners the specific language structures and conceptual organization of different text types.

This approach emphasizes the need for written texts to adhere to linguistic norms and audience expectations to be well-received (Muncie, 2002). It maintains that students aiming to succeed in English discourse communities must produce texts that meet readers' expectations in terms of grammar, structure, and content.

Candlin and Mercer (2001: 201) describe GBA as a language strategy that requires adherence to specific methods to effectively develop writing skills. This means that learners using GBA can acquire the necessary skills and knowledge to interact with spoken and written texts in social contexts.

GBA underscores the social nature of writing, rooted in Vygotsky's (1978) sociocultural theory, which posits that collaboration and mutual support are key to building, constructing, and reflecting on new knowledge. This approach extends beyond merely understanding subject content, composition techniques, and linguistic forms. It focuses on teaching students to use language patterns to create coherent and meaningful writing, driven by intention rather than just the act of writing itself (Hyland, 2004). Students are encouraged to consider the social function of their texts.

### **Curriculum Cycle of the Genre-Based Approach (GBA)**

The term "Curriculum Cycle" refers to the stages involved in the instructional process (Derewianka, 2004: 6). Various versions of the Curriculum Cycle for the genre-based approach (GBA) have been proposed, including those by Emilia (2010). Generally, the Curriculum Cycle in a genre-based approach consists of three main phases: modelling, collaborative text negotiation, and independent text construction (Knap & Watkins, 2005). Derewianka (1990, cited in Gibbons, 2002) outlines a four-phase cycle, which includes constructing the field, modelling the text type, cooperative construction, and independent writing.

Cope and Kalantzis (1993) also describe a curriculum cycle with phases of modelling, collaborative text negotiation in the classroom, and independent text creation. Hammond (2001) presents a similar cycle comprising Building the Field, Modelling, Joint Construction, and Independent Construction. Emilia (2010) identifies four steps in the genre-based curriculum cycle: Building Knowledge of the Field, Modelling (or Deconstruction), Joint Construction, and Independent Construction.

This study outlines the genre-based approach as involving four stages: preparation or building knowledge of the field/topic, modelling, joint text construction, and independent text construction (Emilia, 2012). Macken-Horarik (2002) notes that there is no single correct sequence for teaching activities, as it depends on learners' needs and contexts. Thus, while the phases of the Curriculum Cycle—Building Field Knowledge, Text Modelling, Joint Text Construction, and Independent Text Construction—are commonly followed, their implementation may vary based on specific educational settings.



Joyce and Feez (2012) compare text construction to building a house, highlighting the need for a cohesive approach. This analogy illustrates the interconnection of different parts of a text, similar to rooms in a house. The process of constructing a text involves coherent organization, appropriate language use, and correct grammar (Joyce & Feez, 2004: 1).

Writing is considered a learned skill rather than an innate talent. GBA theorists, such as Harmer (2004: 3), argue that writing is a process and that genre-specific challenges significantly influence a writer's output. Kim (2005) further elaborates on this by proposing a model of the writing process that includes planning, writing, and reviewing, with recursive and interactive elements (Feez & Joyce, 1998).

Joyce and Feez (2012) propose a five-phase writing process: planning, writing, editing, revising, and proofreading, culminating in publication. This comprehensive approach takes into account context, audience, and subject matter, guiding the transformation of ideas into well-organized text. The drafting phase involves careful attention to vocabulary, clauses, and sentences, followed by revisions based on feedback.

In summary, writing involves more than just word usage; it requires careful planning, effective execution, and thorough revision. Derewianka's Independent Construction of Text framework allows students to develop their compositions, while writing experts like Harmer and Seow (2004) provide detailed guidance on effective writing practices. As genre-based techniques become more prevalent, writers navigate various styles, audience expectations, and intentional expression. The result is a polished and meticulously edited document that successfully conveys ideas, emotions, and thoughts to the audience.

### **Recount Text**

A recount text is a type of writing that narrates events from the past, often detailing the writer's own experiences or historical occurrences. Unlike narrative texts, recount texts are simpler and lack complex structures. According to Wisdhawan and Kumalarini (2014), a recount text describes past events or actions, which can include personal experiences, historical events, or actions. There are three primary types of recount texts: personal accounts, such as diaries or emails; factual retellings, like newspaper articles or scientific reports; and creative retellings.

Recount texts are commonly used in writing to document a sequence of events. Knapp (2005: 223) describes recounts as sequential writings that outline a series of occurrences. These texts are structured to record past events chronologically, using conjunctions and sequence markers to indicate the time and place of each event. Cavanagh highlights that recount texts detail a series of events in the order they happened. The primary aim of a recount text is to provide a clear account of what happened, when it happened, where it happened, and who was involved.

Recount texts prompt readers to reflect on past experiences. Knapp and Watkins (2005) define recount texts as sequential narratives that list events in order. Rojas (2010) notes that recount texts outline and describe past experiences by presenting incidents in their chronological sequence. Saragih, Silalahi, and Pardede (2014: 2) agree, stating that recount texts inform readers about what happened and when, often including the narrator's emotions and attitudes.

Hyland (2007) explains that the purpose of recount texts is to reconstruct past experiences by presenting events in their original sequence. He further describes the typical structure of a recount text, which includes orientation (providing background information about the situation), a record of events (detailing the events in chronological order), and reorientation (an optional conclusion where the writer may express their personal reflections).

A recount text, which narrates personal experiences, is typically organized into three main stages: orientation, series of events, and reorientation (Martin, 2008). Orientation introduces the reader to the key elements of the narrative, including who was involved, what occurred, where it took place, and when it happened. Orientation sets the scene and provides the necessary background information for understanding the context of the recount (Mustika et al., 2021).

Series of events contain the main events of the recount in chronological order, sometimes including additional details to give the reader a fuller picture of the events. Reorientation, which is optional, provides a conclusion to the recount. It may include a climax or a final reflection from the author, offering a personal comment or opinion on the events described. Council (2008) also notes that the structure of a recount text generally includes orientation, events, and reorientation, each serving a specific purpose in conveying the narrative.

Recount texts have specific linguistic features. According to Saragih, et al., (2014), these include the use of nouns and pronouns to refer to people, animals, and objects; past action verbs to describe events; the simple past tense to indicate the timing of events; conjunctions and time connectives to sequence events; and adverbs to modify actions. Gerot and Wignell (1994) further note that recount texts must meet certain language requirements, including the use of material processes, references to time and place, and past tense to accurately convey the sequence of events.

## **METHOD**

This study employs a case study method to examine students' learning outcomes related to the use of GBA in teaching recount texts. According to Shuttleworth (2008), case studies investigate specific and engaging instances, offering detailed insights. Geertz (1973) further emphasizes the importance of "thick description" in case studies, which captures participants' experiences, thoughts, and emotions in a way that illustrates what it feels like to be in a particular context. Therefore, a case study approach was chosen as the most suitable research method for this study.

This study was conducted at a vocational school in Bandung, involving a regular class setting, which may influence the reliability of the findings. The selected school had already implemented a genre-based approach (GBA), allowing the research to take place in a familiar and natural environment. This familiarity with the setting and participants helped the researcher conduct the study with minimal disruptions, even though students were aware they were part of a research project. Measures were taken to ensure students behaved naturally during the study. The participants included the researcher, who acted as the teacher and participant-observer, and 20 vocational school students who voluntarily participated after being informed of the study's purpose and requirements. The study was conducted over the course of one month.

The study consisted of seven teaching sessions, during which the researcher acted as the teacher. The teaching approach was based on the principles of the genre-based approach, focusing on writing recount texts as the primary topic. Throughout the research, the collection of student texts formed a key part of the data-gathering process, providing a basis for tracking students' progress in mastering writing skills. Administration, transcription, and categorization were the stages used to examine the data from a phase of teaching, students' written text and interviews.

To analyse the students' learning outcomes from the teaching phase, several steps were undertaken. Multiple drafts produced by students were examined, focusing on key aspects such as the structure of recount texts and language features. The students' written work was analysed to assess their understanding and application of the grammatical structure of recount texts. This analysis considered elements such as schematic conjunctions, text structure, and systemic functional grammar.

## **FINDINGS AND DISCUSSION**

### **Analysis of the Phase of Teaching**

#### ***Building Knowledge of the Field (BKOF)***

The primary objective of the **Building Knowledge of the Field** phase in the genre-based approach curriculum cycle is to help learners develop a foundational understanding of the subject they will write about (Emilia, 2010). This phase involves collaborative efforts between teachers and students to build knowledge in the relevant field. Activities in this stage include discussing cultural contexts, sharing experiences, exploring relevant vocabulary, and practicing grammatical structures (Hammond, 1992). Students may also examine the grammar, vocabulary, and structure of texts while practicing general syntax (Derewianka, 2004; Emilia, 2012). Additionally, they may undertake activities like observations, interviews, or reading sources to gather further information, while taking notes on vocabulary and expressions from model texts (Emilia, 2012).

This phase, described by Gibbons (2002) and Rothery (2009 in Emilia, 2010), emphasizes enriching learners' understanding of the subject they will write about. It includes engaging with cultural background knowledge, personal storytelling, and linguistic exercises. Alternative methods, such as observing, conducting interviews, and studying examples of texts, are also incorporated to enhance learning (Emilia, 2012).

In the first meeting of this phase, the study's purpose was outlined, helping students understand the objectives of writing within a genre-based approach (Joyce & Feez, 2012; Emilia, 2010, 2012). The session began with questions about students' familiarity with recount texts, including their purpose and structure. The teacher explained that recount texts describe past events, with key sections such as orientation (introducing the topic), a sequence of events (describing the main occurrences), and reorientation (summarizing or concluding the events). These explanations were given in English and Bahasa to ensure students grasped the topic (Emilia, 2012; Derewianka, 2004).

The next activity required students to analyse a text from their English book about a past event. They completed blanks in the text using provided words, many of which were in the past tense. Dictionaries were permitted for unfamiliar terms. Most students successfully completed this activity, which aligns with the recommendations of Joyce and Feez (2012). Afterward, the teacher discussed the answers with the class, emphasizing the

use of the past tense in recount texts and instructing students on converting verbs to their past tense forms (verb 2). These grammar exercises aimed to reinforce students' understanding of tenses and prepare them for writing recount texts (Emilia, 2012).

During this session, students were reminded to note vocabulary targets within the text. This activity was intended to help them accumulate vocabulary that could be used later in the **Joint Construction of Text** and **Independent Construction of Text** stages (Emilia, 2012). Additionally, Gibbons (2002) highlights the importance of gathering information on the topic during this phase.

The second meeting involved similar activities. Students identified and recorded past tense verbs from a text, focusing on recognizing verbs ending in *-ed* or other past tense forms. For example, a text excerpt such as, "I went to a coffee shop with my friend, and we ordered two coffees and one bread," was used to highlight verbs and their grammatical roles. These activities aimed to further familiarize students with recount texts and past tense structures, aiding their eventual writing tasks (Emilia, 2012).

Student interviews provided valuable insights into the effectiveness of this teaching approach. Most students felt the method successfully helped them understand and write recount texts. They appreciated the learning activities as a practical strategy for mastering recount text writing, as illustrated in excerpts from their responses.

### ***Modelling of Text***

Serves to introduce and familiarize students with the specific text type being studied. Its purpose is to help students understand the text's goals, overall structure, and linguistic features (Emilia, 2010; Gibbons, 2002; Callaghan & Rothery, 1988). According to Derewianka (2004), this stage encourages students to explore the text's purpose and characteristics to develop a deeper understanding.

The teacher plays a crucial role in this phase by providing clear examples of texts closely related to the topic. Activities may include presenting model texts, explaining their purposes, analysing their structure, discussing the function of each section, and examining their language features (Derewianka, 2004). Teachers can use authentic texts or examples previously created by students or educators. Additionally, the activities can involve analysing how each part of the text contributes to its overall purpose and enhancing students' speaking and listening skills through related discussions (Derewianka, 2004; Emilia, 2012).

Specific tasks for text modelling include presenting various written texts, identifying their objectives, examining their schematic structures, understanding the role of each structure, and discussing linguistic elements (Derewianka, 2004). According to Emilia (2010), these activities also involve familiarizing students with the text's social context, providing its schematic structure, offering a model text, and summarizing its grammatical features. Additional tasks include engaging in dialogue, applying grammar in context, and deriving moral lessons from the text (Emilia, 2012).

Through the modelling phase, students were introduced to sample texts representing the recount genre. The teacher guided them in analysing text structures and language features, enabling them to understand the genre and prepare to write their own recount texts.

### **Independent Construction of Text**

The Independent Construction of Text stage aims to give students the opportunity to independently create their own texts (Derewianka, 2004). During this phase, students write their texts individually and consult with the teacher or peers for feedback (Emilia, 2012). Completed works may also be displayed on classroom walls for publication.

Derewianka (2004) recommends activities such as helping students choose their topics, drafting texts, and utilizing text models. Teachers may provide feedback on drafts, suggest further modelling or joint construction if needed, and guide students in refining their texts to better achieve the intended purpose. Teachers may also edit and submit students' drafts.

This stage aligns with the genre-based approach principle of students learning under teacher guidance through a form of apprenticeship (Emilia, 2012). While writing, students are encouraged to edit their work with the teacher's support. Following the joint construction stage, this phase allows students to create their texts independently, drawing on their prior collaborative experiences (Derewianka, 2004; Emilia, 2012).

To help students develop their skills, they were tasked with writing a recount text titled "My Holiday." Teachers supported topic selection, as suggested by Derewianka (2004). Initially, students were instructed to draft their texts in Indonesian to focus on the structure of recount texts, as some students struggled with organizing events or reorientation properly (Emilia, 2012). After structuring their ideas in Indonesian, students translated their drafts into English. They were allowed to use dictionaries, books, and seek assistance from peers and teachers while revising their texts multiple times (Emilia, 2012).

Some students successfully produced well-structured recount texts, incorporating conjunctions and following the GBA phases. However, others faced challenges in expressing their ideas in writing. This indicated a need for the teacher to adjust instructional strategies or make the learning activities more engaging and motivational.

This stage represents the final phase of the GBA approach, where students utilize the skills and knowledge gained in earlier stages to independently create recount texts. While many students managed to complete their texts with confidence, some experienced difficulties due to a lack of familiarity with the genre or a lack of engaging learning activities, which may have affected their motivation and performance.

### **The Analysis of Students' Learning Outcome in Writing**

**Table 1. The result of the structure and language features analysis**

Organization of structure	Students text	Analysis of the language features
Orientation	<u>I week ago</u> , <u>my boyfriend</u> and I went to the cinema to watch avatar. Then after we <u>watched our</u> avatar out of cinema.	Adverb of time Participant Past tense
Series of event	On the way we <u>met my friend</u> sd. Then <u>me and my</u> elementary school friend talked after that we split up and me and my boyfriend went home.	Action verb

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Organization of structure	Students text	Analysis of the language features
	The next day <u>he and I</u> no bar at my house we watched the drakor with the titled extraordinary woo. We watched while <u>eating popcorn</u> we watched the film to the end. <u>Then</u> continued with playing games on the cell phone and I lost.	The use of "I" or "We"  Conjunction
Reorientation	In the end <u>we get bored</u> and then we continued to fill in the time to talk and <u>share</u>	Personal comment

The students demonstrate their ability to use various linguistic features appropriate for a recount text, as outlined by Christie and Derewianka (2008) in their book, *School Discourse*. This can be seen in several ways. Firstly, the writer effectively employed appropriate verbs in her text, using past tense consistently, which is a key characteristic of recount texts. Gerot and Wignell (1994) emphasize that recount texts should adhere to specific language requirements, including the use of past tense verbs, material processes, and clear indications of time and location.

Moreover, Pardede (2014) notes that recount texts typically use the simple past tense to indicate when events occurred, along with conjunctions and time connectives to link events, and adverbs to provide additional detail. The verbs "went," "watched," "talked," "met," and "continued" are examples of past tense verbs used correctly. Temporal conjunctions like "then" and "after" are also utilized in the text. The mention of circumstances, such as "and my boyfriend and I went home," fits Halliday's (2001) classification of location-related circumstances. Although there is a minor error in the adverbial phrase "I week ago" (which should be "a week ago"), personal comments like "we get bored" are present.

The students' ability to write recount texts with proper structure and language features is a result of the second stage of the genre-based approach in their teaching program, which focuses on text modeling. This stage is designed to enhance students' understanding of how to structure their writing effectively. S1 and her peers successfully constructed a recount text by adhering to the required structure and language features, demonstrating a solid grasp of recount writing as outlined by Derewianka (1992), who highlights the importance of understanding the sequence, key details, and significance of the events being recounted.

### *The Analysis of Mood Structure*

Examining the mood structures in a text can reveal insights into the relationship between the author and the reader. In the student's text, the predominant mood is declarative, used to convey factual information. For instance, the verbs "went," "watched," "met," "talked," "lost," "continued," and "get" are all in the declarative mood. This is appropriate for a recount text, which aims to inform the reader about past events.

Most of the clauses in the paragraph are declarative, reflecting its focus on factual statements. The student's writing is generally clear and understandable, though it contains

some grammatical errors. Adding more details and using more descriptive language could enhance the text. Overall, the writing is effective in communicating its message, adhering to Halliday's (2008) view that mood helps writers connect with their audience and fulfill their communicative goals.

Additionally, S1 could incorporate adjuncts to provide more context about the events and indicate that they occurred in the past. The text also includes polarities that express whether the events are positive or negative, with seven positive and three negative instances. The use of adjuncts, modalities, and polarities helps clarify the speaker's intent and the relationship with the audience. Thus, S1 and her peers demonstrated strong language use in their text.

What the author aims to say in a specific piece is determined by the field. The ideational metafunction realizes the field, allowing analysts to determine which participants (usually nouns) are undertaking specified processes (often verbs) under specific conditions (typically adverbs or prepositional phrases).

Table 2. The number of process types in students' recount texts

Process types	The number of processes
Material	11
Mental	1
Verbal	-
Intensive	-
Circumstance and possessive	4
Behavioural	-
Exist	-

The most prevalent type of process in the paragraph is the material process, which involves an actor carrying out actions on a goal. Another type is the mental process, which reflects the participants' internal experiences such as thoughts, feelings, and perceptions. The paragraph predominantly features first-person pronouns (I, me, us), highlighting that the speaker is the main focus of the text. Other participants include "my boyfriend," "my friend sd," and "the Drakor amazing woo." The text effectively utilizes the transitivity system, as outlined by Halliday (2008), which helps identify and explain the actions occurring in the text.

The paragraph primarily features circumstances related to time (e.g., "a week ago," "the next day"), place (e.g., "at the movies," "at home"), and means (e.g., "eating popcorn," "playing mobile games"). The transitivity analysis of the paragraph shows how the speaker uses language to express their experiences. Material processes detail the physical actions of the speaker and their boyfriend, while mental processes reflect their internal states. The use of first-person pronouns indicates that the speaker is the central focus of the text. To enhance the context, S1 could elaborate on the circumstances by providing more details about the timing, location, and methods of the events. According to Halliday (2008), including these circumstances helps provide essential context and background information.

### ***The Analysis of Theme***

A third viewpoint worth mentioning is theme and rheme, which refers to the roles that language plays in the context to generate coherent discourse. Theme and Rheme, in this sense, express the textual meaning of the clause (Gerot & Wignell, 1994; Butt et al., 2000; Thompson, 2014). The theme-rheme analysis of S1 initial text is detailed in the table below.

Table 3. The result of theme analysis in students' recount texts

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I week ago my boyfriend and I went to the cinema to watch avatar.
Then after we watched our avatar out of cinema.
On the way we met my friend sd.
Then me and my elementary school friend talked after that we split up and me and my boyfriend went home.
The next day he and I nobar at my house we watched the drakor with the titled extraordinary woo. We watched while eating popcorn we watched the film to the end.
Then continued with playing games on the cellphone and I lost.
In the end we get bored and then we continued to fill in the time to talk and share.

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In the paragraph, the student makes use of a few clearly identified topical themes. A marked topical theme is one that is not the clause's subject. This can be used to highlight a specific piece of information in the clause. For instance, in the sentence "Then after we watched our avatar out of cinema," the topical marker "Then after we watched our avatar" emphasizes that the author and her boyfriend left the theater after watching the film.

Several conjunctive adjuncts are used by the author as themes as well. The words or phrases known as conjunctive adjuncts serve to connect clauses. They can serve as markers for the development of the story when used as themes. In the sentence "On the way we met my friend sd," for instance, the conjunctive adjunct "On the way" denotes that the author is transitioning to a new section of the story. Overall, the student use of the SFL theme system to organize and present her information in a clear and succinct manner is successful; it's in line with Halliday (2008), The thematic structure of a clause represents the speaker's choice about how the information in the clause is organized, emphasizing what is most relevant in the communicative context."

### **Conclusion**

The findings of this study highlight several important recommendations for English teachers and future researchers. For teachers, it is evident that the Genre-Based Approach (GBA) is highly effective in teaching recount texts as it provides clear explanations and guidance at each stage of the process, enabling students to better understand and construct recount texts. To ensure more engaging learning experiences, teachers should design varied and stimulating activities within the GBA framework, particularly for students who struggle with motivation or have limited English proficiency. Simplified tasks can be introduced to ease comprehension and prevent boredom or frustration. Additionally,

teachers might consider allowing students to draft their texts in their native language before translating them into English, as this approach can support a deeper understanding of text structure and facilitate the use of appropriate language features. The incorporation of technology, such as dictionaries and digital tools, is also recommended to aid vocabulary building and text interpretation, which can enhance students' learning outcomes.

For future researchers, this study suggests exploring new topics that address challenges such as strategies to boost student motivation in English lessons and the effects of peer editing on writing development. Further research could also apply the GBA framework to different text genres, investigate its application in diverse educational contexts, or develop alternative grading systems to complement the approach. These recommendations aim to expand the practical application and theoretical understanding of GBA in teaching writing, ensuring its continued efficacy and relevance in various instructional settings.

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