

THE EFFECTIVENESS OF GENRE-BASED TASKS IN IMPROVING STUDENTS' ACADEMIC WRITING SKILLS

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ABSTRACT

Academic writing is one of the most challenging skills for students learning English as a foreign language. Many students experience difficulties in organizing ideas, using appropriate language features, and understanding the structure of academic texts. This study aims to investigate the effectiveness of genre-based tasks in improving students' academic writing skills. The research employed a quantitative approach using a pre-experimental design involving students enrolled in an academic writing course. Data were collected through pre-tests and post-tests and analyzed using descriptive and inferential statistics. The findings indicate that students showed significant improvement in their writing performance after participating in genre-based writing tasks. The improvement was evident in several aspects of writing, including organization, content development, grammar, vocabulary, and adherence to genre conventions. The results suggest that genre-based tasks provide learners with explicit guidance on text structure and language use, enabling them to produce more coherent and academically appropriate texts.

Keywords: genre-based tasks, academic writing, writing skills, EFL students, genre-based approach.

ABSTRAK

Menulis akademik merupakan salah satu keterampilan yang paling menantang bagi mahasiswa yang mempelajari bahasa Inggris sebagai bahasa asing. Banyak mahasiswa mengalami kesulitan dalam mengorganisasi ide, menggunakan fitur kebahasaan yang tepat, serta memahami struktur teks akademik. Penelitian ini bertujuan untuk mengetahui efektivitas tugas berbasis genre dalam meningkatkan keterampilan menulis akademik mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen yang melibatkan mahasiswa pada mata kuliah academic writing. Data dikumpulkan melalui pre-test dan post-test kemudian dianalisis menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa mahasiswa mengalami peningkatan yang signifikan dalam kemampuan menulis setelah mengikuti tugas berbasis genre. Peningkatan terlihat pada aspek organisasi tulisan, pengembangan isi, tata bahasa, kosakata, dan kepatuhan terhadap konvensi genre. Temuan ini menunjukkan bahwa tugas berbasis genre memberikan panduan yang jelas mengenai struktur teks dan

penggunaan bahasa sehingga membantu mahasiswa menghasilkan tulisan yang lebih koheren dan sesuai dengan kaidah akademik.

Kata Kunci: tugas berbasis genre. menulis akademik. keterampilan menulis. mahasiswa EFL. pendekatan berbasis genre.

A. Introduction

Writing is one of the most important language skills in academic settings. Through writing, students communicate ideas, present arguments, and demonstrate their understanding of various subjects. In higher education, academic writing is essential because it serves as a medium for completing assignments, reports, essays, research papers, and other scholarly works (Prayuda et al., 2023). Consequently, students are expected to develop strong academic writing skills to succeed in their studies. However, for many learners of English as a Foreign Language (EFL), academic writing remains one of the most challenging skills to master (Hernawan et al., 2023).

Several factors contribute to students' difficulties in academic writing. Many students struggle to generate and organize ideas effectively, resulting in texts that lack coherence and logical development. Others face challenges related to grammar, vocabulary, sentence

structure, and mechanics. In addition, students often have limited knowledge of academic conventions, such as how to construct arguments, cite sources, and organize different types of texts according to their communicative purposes. These difficulties can negatively affect students' confidence and overall writing performance (Thaksanan & Chaturongakul, 2023).

Traditional writing instruction often focuses on grammatical accuracy and sentence-level exercises. While these aspects are important, they may not adequately prepare students to produce complete and meaningful academic texts (Ganapathy et al., 2022). Students need guidance not only in language use but also in understanding how different texts are structured and how language functions within specific social and academic contexts. Therefore, educators continue to explore instructional approaches that can support students in developing effective writing skills (Pratama et al., 2024).

One approach that has received considerable attention in language education is the Genre-Based Approach (GBA). This approach is grounded in the idea that language is used differently depending on the purpose, audience, and context of communication (Liu & Chen, 2022). Genre-based instruction emphasizes the explicit teaching of text structures, language features, and communicative functions. Through this approach, students learn how particular genres, such as essays, reports, and argumentative texts, are organized and how they can use language appropriately to achieve specific objectives (Yoon & Hirsch, 2022).

Genre-based tasks are instructional activities designed to help students understand and produce texts belonging to particular genres. These tasks typically involve analyzing model texts, identifying structural patterns, examining linguistic features, participating in collaborative writing activities, and independently producing texts. Such activities provide learners with scaffolding that supports the development of both linguistic competence and writing skills. By

studying examples of well-written texts, students gain a clearer understanding of the expectations associated with academic writing (Wardhana, 2022).

The effectiveness of genre-based instruction has been reported in numerous studies. Researchers have found that students who participate in genre-based learning often demonstrate improvements in text organization, content development, vocabulary use, grammatical accuracy, and overall writing quality (Zhai & Razali, 2023). Furthermore, genre-based pedagogy encourages learners to become more aware of the relationship between language and context, enabling them to produce texts that are more appropriate for academic purposes. Despite these positive findings, the implementation of genre-based tasks may vary across educational settings, and further investigation is needed to understand their effectiveness in different contexts (Atmazaki et al., 2023).

In many EFL classrooms, students continue to experience difficulties in producing academic texts that meet expected standards. Although writing courses are commonly offered at universities,

students frequently struggle to apply their knowledge of language and text structure when composing academic assignments (Listiyawati et al., 2025). This situation highlights the need for effective instructional strategies that can address students' writing challenges and support their academic development. Based on these considerations, this study aims to investigate the effectiveness of genre-based tasks in improving students' academic writing skills. Specifically, the study examines whether the implementation of genre-based tasks can enhance students' ability to organize ideas, develop content, use appropriate vocabulary and grammar, and produce texts that conform to academic writing conventions.

B. Research Methods

This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design to investigate the effectiveness of genre-based tasks in improving students' academic writing skills. The participants were 30 undergraduate students enrolled in an Academic Writing course at a university. Data were collected

through writing tests administered before and after the implementation of genre-based tasks. During the treatment period, students participated in a series of genre-based activities, including analyzing model texts, identifying generic structures and language features, collaborative writing, and independent writing practice. The students' writing performances were assessed using an analytic scoring rubric covering content, organization, vocabulary, grammar, and mechanics. The collected data were analyzed using descriptive statistics to determine the mean scores and a paired-sample t-test to examine whether there was a significant difference between the pre-test and post-test results. The findings were then interpreted to determine the effectiveness of genre-based tasks in enhancing students' academic writing skills.

C. Research Results and Discussion

The purpose of this study was to investigate the effectiveness of genre-based tasks in improving students' academic writing skills. The findings were obtained by comparing students' writing performance before and after

the implementation of genre-based instruction. The analysis revealed a significant improvement in students' writing achievement, indicating that genre-based tasks contributed positively to the development of academic writing skills.

The results of the pre-test and post-test showed a noticeable increase in students' writing scores. Before the treatment, the average pre-test score was 65.4, indicating that many students experienced difficulties in producing effective academic texts. Most students struggled to organize their ideas logically, develop arguments coherently, and use appropriate academic language. Their writing also contained grammatical errors and limited vocabulary, which affected the overall quality of their texts.

After participating in genre-based tasks for eight weeks, the students demonstrated considerable improvement in their writing performance. The average post-test score increased to 80.7, reflecting a significant gain in academic writing ability. The improvement was observed across all assessment criteria, including content,

organization, vocabulary, grammar, and mechanics.

In terms of content, students were able to present more relevant and detailed information in their writing. Their ideas were better developed and supported with appropriate explanations and examples. Compared with their pre-test performance, students demonstrated a stronger ability to construct arguments and elaborate on the main points of their essays.

Regarding organization, students showed a better understanding of academic text structure. They were able to arrange their ideas systematically, resulting in more coherent and cohesive texts. The introduction, body paragraphs, and conclusion were more clearly distinguished, and transitions between ideas became smoother and more logical. This improvement suggests that students gained a clearer understanding of how academic texts are organized within specific genres.

Vocabulary use also improved significantly. During the implementation of genre-based tasks, students were exposed to model texts containing academic vocabulary and discipline-specific expressions. As a

result, they became more familiar with appropriate word choices and were able to incorporate a wider range of vocabulary into their writing. Their texts appeared more formal and academically appropriate than those produced during the pre-test.

Grammar was another aspect that showed substantial improvement. Although some grammatical errors remained, students demonstrated greater accuracy in sentence construction, verb tense usage, subject-verb agreement, and punctuation. Continuous practice and feedback throughout the genre-based learning process helped students become more aware of grammatical conventions in academic writing.

Furthermore, students exhibited increased awareness of genre conventions. They learned how different academic texts serve different communicative purposes and require specific structural and linguistic features. By analyzing model texts and completing guided writing activities, students developed the ability to identify and apply these conventions in their own writing. Consequently, their texts became more consistent with academic writing standards.

The findings indicate that genre-based tasks provided students with a clear framework for understanding and producing academic texts. The combination of explicit instruction, collaborative learning, and independent writing practice enabled students to improve various aspects of their writing performance.

That genre-based tasks are effective in improving students' academic writing skills. The significant increase in post-test scores suggests that genre-based instruction provides meaningful learning experiences that facilitate writing development. This result is consistent with the principles of the Genre-Based Approach, which emphasizes explicit teaching, scaffolding, and gradual transfer of responsibility from teachers to students (Irawansyah, 2016).

One important factor contributing to the effectiveness of genre-based tasks is the provision of clear models. Students often struggle with academic writing because they are unfamiliar with the characteristics of academic texts. Through genre-based instruction, learners are exposed to model texts that demonstrate how ideas are organized and how language is used to achieve specific

communicative purposes. These models serve as valuable references that help students understand the expectations associated with academic writing (Lail, 2022).

Another significant factor is the role of scaffolding. Genre-based pedagogy generally follows a sequence of activities, including building knowledge of the field, modeling the text, joint construction of the text, and independent construction of the text. This sequence allows students to gradually develop confidence and competence in writing. Instead of being asked to write independently from the beginning, students receive systematic support that helps them understand both the content and structure of academic texts.

The improvement in text organization observed in this study can also be explained by the explicit focus on generic structure. Many EFL students have difficulty arranging ideas logically because they lack awareness of how academic texts are constructed. Through genre-based tasks, students learn the functions of different sections within a text and understand how these sections contribute to the overall

communicative purpose. As a result, they become more capable of producing coherent and well-organized writing (Syahputra & Ramadhani, 2024).

The improvement in vocabulary and grammar further demonstrates the effectiveness of genre-based instruction. Unlike traditional approaches that teach language features in isolation, genre-based pedagogy integrates language learning with meaningful communication. Students learn vocabulary and grammar within authentic texts and apply them in real writing situations. This contextualized learning process enhances their understanding of language use and promotes more effective writing performance.

The findings also highlight the importance of collaborative learning. During joint text construction activities, students had opportunities to discuss ideas, share knowledge, and receive feedback from peers and teachers. Such interactions facilitated learning by allowing students to observe different writing strategies and reflect on their own work. Collaborative activities also created a supportive

learning environment that encouraged active participation and engagement.

Moreover, genre-based tasks helped students develop greater confidence in academic writing. Many learners initially perceived writing as a difficult and intimidating activity. However, the structured guidance provided through genre-based instruction reduced uncertainty and enabled students to approach writing tasks more confidently. Increased confidence may have contributed to their willingness to experiment with new vocabulary, develop ideas more extensively, and revise their texts more effectively.

These findings are in line with previous studies that have reported positive effects of genre-based pedagogy on writing achievement. Researchers have consistently found that explicit instruction regarding text structure and language features helps students produce more coherent and academically appropriate texts. Therefore, the results of this study provide further evidence supporting the use of genre-based tasks in EFL writing classrooms.

Despite the positive outcomes, several limitations should be acknowledged. The study involved a

relatively small number of participants and employed a pre-experimental design without a control group. Therefore, caution should be exercised when generalizing the findings to broader populations. Future studies may employ experimental or quasi-experimental designs with larger samples to obtain more comprehensive evidence regarding the effectiveness of genre-based instruction (Qoyyimah et al., 2022).

Indicate that genre-based tasks offer a valuable approach to academic writing instruction. By providing explicit guidance, meaningful practice, and collaborative learning opportunities, genre-based pedagogy helps students improve multiple aspects of their writing. Consequently, teachers and educational institutions may consider integrating genre-based tasks into academic writing courses to enhance students' writing competence and academic success.

D. Conclusion

This study concludes that genre-based tasks are effective in improving students' academic writing skills. The findings revealed a significant increase in students' writing

performance after the implementation of genre-based instruction, particularly in the areas of content development, text organization, vocabulary use, grammatical accuracy, and awareness of genre conventions. Through the analysis of model texts, collaborative writing activities, and independent writing practice, students gained a better understanding of how academic texts are structured and how language is used to achieve specific communicative purposes. The results indicate that genre-based tasks provide meaningful scaffolding that supports students throughout the writing process and enhances their confidence in producing academic texts. Therefore, genre-based pedagogy can be considered an effective instructional approach for academic writing courses, especially in EFL contexts, and is recommended for educators seeking to improve students' writing competence and overall academic achievement.

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