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A Genre-Based Approach Strategies on Teaching Writing Comprehension: A Systematic Literature Review

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Abstrak

Menulis merupakan keterampilan bahasa yang kompleks dan masih menjadi tantangan bagi pembelajar EFL, sehingga diperlukan pendekatan pembelajaran yang mampu membantu siswa memahami struktur dan fungsi teks secara sistematis. Penelitian ini bertujuan untuk mengevaluasi efektivitas dan kegunaan Genre-Based Approach (GBA) dalam pembelajaran menulis Bahasa Inggris melalui pendekatan Systematic Literature Review (SLR). Kebaruan utama kajian ini terletak pada sintesis sistematis bukti empiris yang memetakan pola efektivitas dan kegunaan GBA berdasarkan tahapan siklus pembelajaran genre (BKOF–Modeling–Joint Construction–Independent Construction) lintas jenjang pendidikan dan desain penelitian. Penelitian ini menggunakan prosedur PRISMA 2020 terhadap artikel jurnal empiris yang dipublikasikan pada periode 2015–2025 dan diperoleh dari Google Scholar serta Semantic Scholar. Dari 24.365 artikel awal, sebanyak 30 studi memenuhi kriteria inklusi dan dianalisis lebih lanjut. Hasil penelitian menunjukkan bahwa GBA secara konsisten meningkatkan kemampuan menulis siswa, khususnya dalam pengorganisasian teks, penguasaan struktur genre, koherensi, dan ketepatan kebahasaan. Studi kuantitatif melaporkan peningkatan signifikan dalam kualitas tulisan setelah penerapan tahapan pembelajaran genre, sementara studi kualitatif dan mixed-method menunjukkan bahwa GBA meningkatkan keterlibatan, kepercayaan diri, dan kesadaran genre siswa sebagai fondasi kognitif bagi pengembangan kemampuan menulis. Dengan demikian, GBA terbukti sebagai pendekatan yang efektif dan fleksibel dalam pembelajaran menulis. Namun, dominasi konteks Indonesia, jenjang pendidikan K–12 dan desain kuantitatif dalam studi yang direview menjadi keterbatasan utama yang perlu diperhatikan dalam menggeneralisasi temuan ke konteks EFL lainnya.

Kata Kunci: Pendekatan Berbasis Genre; Pemahaman Menulis; Pengajaran Bahasa Inggris.

Abstract

Writing is a complex language skill and remains a challenge for EFL learners, necessitating a learning approach that can systematically assist students in understanding the structure and function of texts. This study aims to evaluate the effectiveness and usefulness of the Genre-Based Approach (GBA) in English writing instruction through a Systematic Literature Review (SLR). The main novelty of this study lies in the systematic synthesis of empirical evidence mapping the patterns of effectiveness and utility of GBA across the stages of the genre learning cycle (BKOF–Modeling–Joint Construction–Independent Construction), spanning various educational levels and research designs. This study employs the PRISMA 2020 procedure on empirical journal articles published between 2015 and 2025, obtained from Google Scholar and Semantic Scholar. Out of the initial 24,365 articles, 30 studies met the inclusion criteria and were analyzed further. The findings indicate that GBA consistently improves writing performance, particularly in text organization, mastery of genre structures, coherence, and linguistic accuracy. Quantitative studies reported significant improvements in writing performance after the implementation of genre-based learning stages, while qualitative and mixed-method studies indicated that GBA enhances student engagement, confidence, and genre awareness as a cognitive foundation for developing writing performance. Overall, the findings confirm that GBA is an effective and flexible approach for teaching writing in EFL contexts. However, the dominance of the Indonesian context, K-12 education levels and quantitative research design in the reviewed studies are the major limitations that should be considered when generalizing the findings to other EFL contexts.

Keywords: Genre-Based Approach; Writing Comprehension; English Language Teaching.

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INTRODUCTION

Writing is one of the most essential language skills in English learning, as it enables learners to express ideas, feelings, and knowledge in written form that can be clearly understood by readers (Haerazi & Irawan, 2019; Wahyuni, 2018). In English as a Foreign Language (EFL) contexts, writing is often regarded as the most challenging skill because it requires students to integrate grammatical accuracy, appropriate vocabulary use, critical thinking, and logical organization of ideas. Many EFL students in Indonesia continue to experience difficulties in writing due to limited linguistic competence and inadequate mastery of text organization (Irawansyah, 2016; Wahyuni, 2018). These conditions indicate the need for instructional approaches that do not merely emphasize the final product of writing, but also support students in understanding how texts are constructed and used in meaningful contexts.

One instructional approach that has been widely applied to address these challenges is the Genre-Based Approach (GBA). GBA emphasizes explicit teaching, scaffolding, and guided practice to help learners understand the structure, language features, and social purposes of different types of texts (Cholifah et al., 2022; Irawansyah, 2016). A number of empirical studies have reported positive effects of GBA on students' writing skills. For instance, Haerazi and Irawan found that genre-based instruction significantly improved students' writing achievement (Haerazi & Irawan, 2019). Similarly, some researchers reported that the implementation of GBA enhanced students' ability to write descriptive and recount texts (Masitoh & Suprijadi, 2015; Mastura et al., 2020). More recent studies conducted in Indonesian educational contexts also indicate that GBA contributes to better text organization, genre awareness, and overall writing quality (Nasihin et al., 2021; Wicaksono et al., 2022).

Although numerous studies have explored the Genre-Based Approach (GBA) in teaching writing, the findings remain fragmented across educational levels, text genres, and research designs. Most research is conducted within specific classroom contexts, limiting a comprehensive understanding of GBA as a writing pedagogy in English Language Teaching. Furthermore, despite GBA's emphasis on explicit instruction, scaffolding, and a systematic teaching cycle, classroom implementation in EFL contexts, including Indonesia, is often inconsistent and still product-oriented. This indicates a persistent gap between GBA theory and practice, highlighting the absence of an integrated synthesis of empirical evidence.

To address this gap, a systematic synthesis of empirical research on GBA is required. This study conducts a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework to examine empirical journal articles on the implementation of GBA in Indonesian EFL settings published from 2015 to 2025. Rather than reviewing GBA within isolated instructional contexts, this study synthesizes empirical findings to identify patterns related to the effectiveness and pedagogical usefulness of GBA across educational levels, text genres, and stages of the GBA cycle. By incorporating evidence from quantitative, qualitative, and mixed-method studies, this review seeks to provide a more coherent understanding of GBA implementation and to strengthen the connection between its theoretical principles and classroom practice. Based on this objective, the following research questions are formulated:

1. How effective is the implementation of the Genre-Based Approach in improving students' English skills?
2. What is the usefulness of the Genre-Based Approach in English Language Teaching (ELT)?

METHOD

This study employed a Systematic Literature Review (SLR) to investigate the application of Genre-Based Approach (GBA) strategies in teaching writing comprehension. The review focused on empirical studies in the field of English Language Teaching (ELT) that examined the effectiveness and usefulness of the

Genre-Based Approach in writing instruction. The review process followed the PRISMA 2020 guidelines to ensure transparency and methodological rigor.

Search Strategy

The literature search was conducted using Google Scholar and Semantic Scholar databases. The search employed keywords related to Genre-Based Approach and writing instruction, including *Genre-Based Approach*, *GBA in teaching writing*, *writing performance*, *effectiveness*, and *usefulness*, which were combined using Boolean operators as follows: ("Genre-Based Approach" OR "GBA") AND ("teaching writing" OR "writing performance") AND (effectiveness OR usefulness) to obtain relevant studies.

The search was limited to peer-reviewed journal articles published between 2015 and 2025 and written in English. Publications such as books, book chapters, theses, dissertations, conference proceedings, and non-research articles were excluded from the analysis.

The selection of literature followed predefined inclusion and exclusion criteria. Studies were included if they focused on the implementation of the Genre-Based Approach, examined teaching writing or writing performance, reported empirical findings, were published in peer-reviewed journals, and were accessible in full text. Articles were excluded if they were non-empirical, unrelated to GBA, did not address writing performance outcomes, or were inaccessible in full text.

The initial search identified 24,365 articles. During the identification stage, 23,611 records were removed due to unrelated to the theme, duplicate records, non-English articles, non-research publications, and inaccessible documents. This process resulted in 754 articles for the screening stage.

In the screening stage, 683 articles were excluded based on title and abstract screening because the topic was not related to the Genre-Based Approach; the study did not focus on teaching writing or writing performance, or the research context was not relevant. After screening, 71 full-text articles were assessed for eligibility. During the eligibility stage, 41 articles were excluded due to non-empirical design, lack of focus on GBA strategies, absence of writing performance outcomes, or unclear methodological information. Consequently, 30 empirical journal articles met all inclusion criteria and were included in the final review.

Study Selection and Screening Procedure

The study selection process was conducted in accordance with the PRISMA 2020 guidelines. Title and abstract screening were independently conducted by two reviewers based on predefined inclusion and exclusion criteria. Studies that met the initial criteria were subsequently assessed through full-text screening to determine their eligibility for inclusion in the review. Any disagreements between the two reviewers were resolved through discussion until a consensus was reached.

Quality Consideration of Included Studies

This systematic review did not apply a formal quality appraisal or risk of bias assessment using a standardized tool. The included studies were selected based on their empirical design, relevance to the Genre-Based Approach, and focus on writing instruction outcomes. Therefore, the findings of this review should be interpreted with caution, as variations in methodological quality across studies may exist.

Data Extraction and Definition of Constructs

Data extraction was conducted on the 30 selected empirical articles to obtain information relevant to the objectives of this review. Each article was carefully examined to identify key aspects, including the research context, educational level, research design, sample size, instructional focus, and main findings related to the implementation of the Genre-Based Approach in teaching writing comprehension. The extracted data were systematically organized into a summary table to facilitate comparison across studies.

In this review, effectiveness refers to evidence of improvement in students' writing performance as reported in the included studies, such as increased writing scores, improved text organization, and enhanced grammatical accuracy. Meanwhile, usefulness refers to qualitative outcomes associated with the implementation of the Genre-Based Approach, including students' engagement, confidence, participation, and

perceived benefits in writing instruction. This operational definition enabled a consistent synthesis of findings across the included studies.

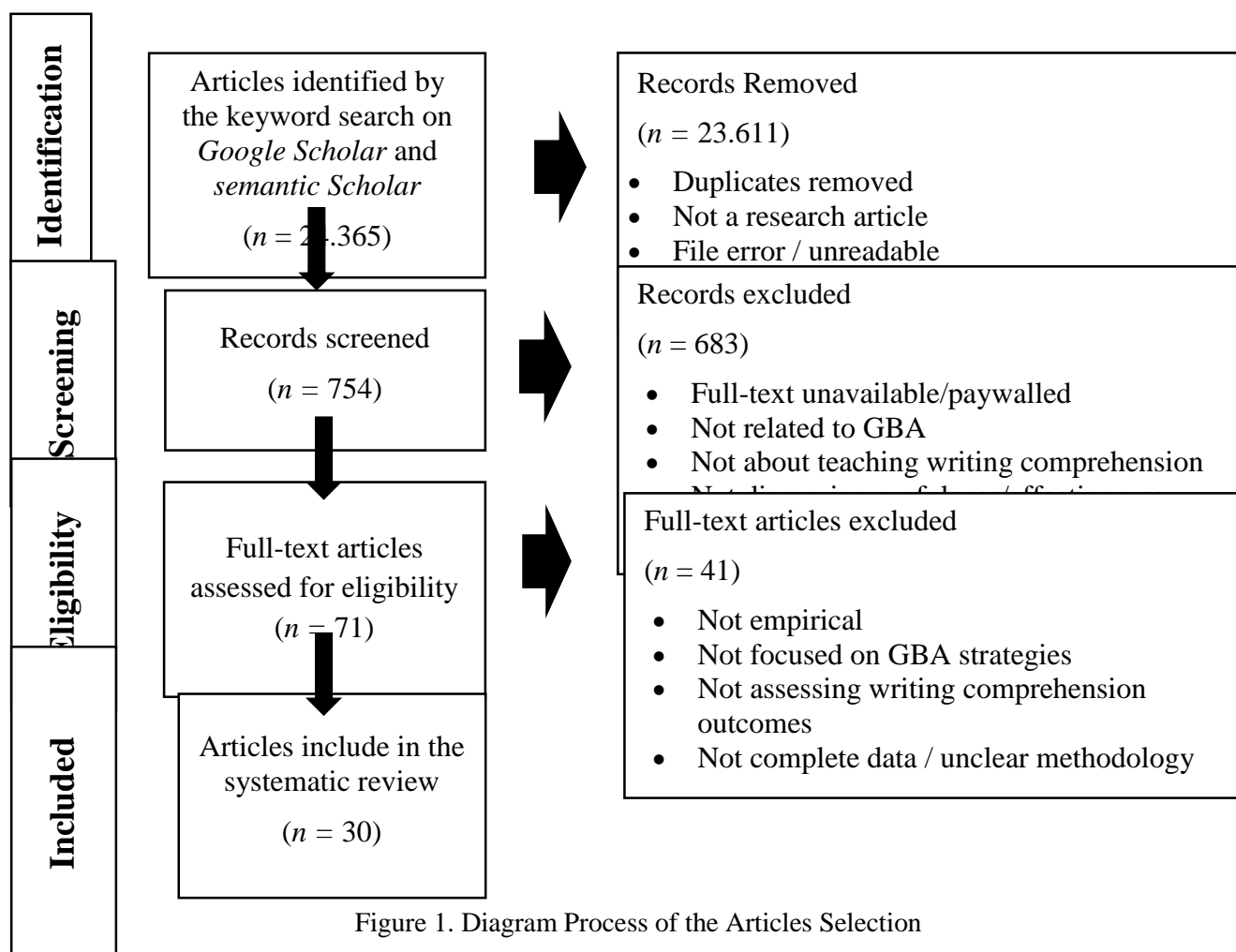


Figure 1. Diagram Process of the Articles Selection

FINDINGS

This section presents the findings of the study based on the two research questions. The results are synthesized from 30 empirical studies selected through a systematic literature review (Table . The findings are organized to clearly distinguish between (1) evidence reported in individual studies included in the review and (2) the overall findings derived from the synthesis conducted by the present study.

RQ1: The Effectiveness of GBA in Improving Students' English Skills

Based on the eighteen selected studies (1, 4, 7, 8, 11, 13, 15, 16, 17, 18, 20, 21, 22, 24, 27, 28, 29), the findings consistently demonstrate that the Genre-Based Approach (GBA) is effective in improving students' English skills, particularly writing ability. Across quantitative studies (1, 4, 7, 11, 13, 15, 16, 18, 20, 22, 27, 28, 29) and experimental or quasi-experimental studies (8, 17, 21), GBA is shown to produce measurable improvements in text organization, genre mastery, coherence, and linguistic accuracy.

Several quantitative studies report significant gains in students' writing performance after the implementation of GBA. Haerazi and Irawan (2019) found that students demonstrated clearer text organization and better control of linguistic features following genre-based instruction (7). Similar improvements were reported by some researchers (Masitoh & Suprijadi, 2015; Mastura et al., 2020) who

observed higher writing scores, particularly in grammatical accuracy and mastery of generic structure (15, 16). Large-scale studies further strengthen this evidence. Sumarno (22) documented substantial improvement in the writing quality of 180 university students after completing a GBA program (Sumarno, 2023), while Listiyawati et al. (13) reported enhanced coherence and text structure among K–12 learners (Listiyawati et al., 2025).

Experimental and quasi-experimental research provides comparative evidence of GBA effectiveness. Haryanti and Sari (8) found significant differences between students taught using GBA and those taught through conventional methods, with the GBA group achieving better organization and language use (Haryanti & Sari, 2019). Soraya (21) also reported statistically significant post-test results favoring students exposed to genre-based instruction (Soraya, 2022). Likewise, Maulani (17) showed that students receiving GBA treatment demonstrated improved control of genre conventions and writing mechanics (Maulani, 2021).

Consistent results are also observed across different educational levels and cultural contexts. Dzukhriyah and Rini (4) reported improvements in clarity and logical sequencing of ideas among secondary school students (Dzukhriyah & Rini, 2023). International studies conducted in Iran, India, and Thailand further confirm that GBA enhances students’ linguistic accuracy and structured writing performance (18, 27, 29). These findings suggest that the effectiveness of GBA extends beyond specific national or institutional settings.

Overall, the synthesis of these eighteen studies indicates that GBA is effective in improving

No	Author (s)	Year	Country / Region	Education Sector	Subject	Research Design	Sample Size	Data Collection Method
1	Alwasilah	2025	Indonesia	K-12	English Writing	Quantitative	35	Survey
2	Cholifah et al.	2022	Indonesia	K-12	English	Qualitative	1	Interview
3	Delang	2021	Indonesia	K-12	English	Qualitative (Classroom Action Research)	30	Interview–Observation
4	Dzukhriyah & Rini	2023	Indonesia	K-12	English	Quantitative	21	Survey
5	Fanani	2018	Indonesia	Higher Education	English Writing	Qualitative	25	Focus group
6	Fiallos	2022	Ecuador	Higher Education	English	Mixed	45	Survey & Interview
7	Haerazi & Irawan	2019	Indonesia	Higher Education	English Writing	Quantitative	60	Survey
8	Haryanti & Sari	2019	Indonesia	K-12	English	Quantitative (Quasi-Experimental)	60	Survey
9	Hidayad et al.	2023	Indonesia	Higher Education	English	Mixed	24	Survey & Interview
10	Irawansyah	2016	Indonesia	K-12	English Writing	Quantitative	26	Interview
11	Kusuma & Rini	2023	Indonesia	K-12	English	Quantitative	10	Survey
12	Lail	2022	Indonesia	K-12	English	Mixed	25	Survey
13	Listiyawati et al.	2025	Indonesia	K-12	English	Quantitative	72	Survey

14	Lukmawardani & Badriyah	2022	Indonesia	K-12	English Writing	Qualitative	36	Interview
15	Masitoh & Suprijadi	2015	Indonesia	K-12	English Writing	Quantitative	32	Interview
16	Mastura et al.	2020	Indonesia	K-12	English Writing	Quantitative	52	Interview
17	Maulani	2021	Indonesia	K-12	English	Quantitative (Quasi-Experimental)	68	Survey
18	Mirzamohammadi	2023	Iran	Higher Education	English, Business	Quantitative	80	Survey
19	Nasihin et al.	2021	Indonesia	Higher Education	English	Mixed	36	Survey–Interview
20	Sakrani	2024	Indonesia	K-12	English Writing	Quantitative	64	Survey
21	Soraya	2022	Indonesia	K-12	English	Quantitative (True Experimental)	60	Survey
22	Sumarno	2023	Indonesia	Higher Education	English	Quantitative	180	Survey
23	Thongchalerm & Jarunthawatchai	2020	Thailand	Higher Education	English Writing	Mixed	44	Interview
24	Tresna et al.	2020	Indonesia	K-12	English Writing	Quantitative	33	Survey
25	Trivani et al.	2025	Indonesia	K-12	English Writing	Qualitative	30	Interview
26	Truong	2017	Vietnam	Higher Education	English Writing	Mixed	45	Focus group
27	Uday	2022	India	K-12	English Writing	Quantitative	70	Survey
28	Utami et al.	2023	Indonesia	Higher Education	English	Quantitative	70	Survey
29	Wicaksono et al.	2022	Indonesia	K-12	English Writing	Quantitative	60	Survey
30	Yasin et al.	2023	Indonesia	K-12	English	Qualitative	22	Interview–Observation

students' English skills. From the perspective of the present review, GBA contributes to learning outcomes by: (1) strengthening students' mastery of genre structure, (2) improving coherence and organization of written texts, (3) enhancing grammatical and linguistic accuracy, and (4) supporting writing development through systematic scaffolding. The consistency of positive outcomes across research designs and contexts confirms GBA as an effective instructional approach in English Language Teaching

RQ2: The Usefulness of GBA in English Language Teaching (ELT)

Based on the twelve selected studies (2, 3, 5, 6, 9, 12, 14, 19, 23, 25, 26, 30), the findings consistently show that the Genre-Based Approach (GBA) provides substantial usefulness in English Language Teaching (ELT), particularly in enhancing students' mastery of text structure, improving writing quality, and increasing

engagement throughout the learning process. Across qualitative studies (2, 5, 14, 25, 30), mixed-method studies (6, 9, 12, 19, 23, 26), and classroom action research (3), GBA is demonstrated to function as a systematic instructional framework that guides learners from supported exposure to independent text production through the stages of Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction.

Qualitative findings emphasize the role of GBA in strengthening students' genre awareness and rhetorical understanding. Lukmawardani and Badriyah (14) report that GBA enables students to recognize functional stages and linguistic features of texts more systematically (Lukmawardani & Badriyah, 2022). Similar findings are reported by Cholifah et al. (2), who found that teachers perceived GBA as helpful in clarifying communicative purposes and text organization (Cholifah et al., 2022). Truong (26) further noted that explicit modeling improves students' understanding of genre purposes and supports linguistic accuracy (Truong, 2017).

Mixed-method studies highlight improvements in writing organization, coherence, and linguistic control. Nasihin et al. (19) found that lecturers participating in genre-based instruction showed substantial gains in mastering rhetorical components of research articles (Nasihin et al., 2021). Improvements in coherence, paragraph development, and structural accuracy were also observed after students completed the full GBA cycle (12). Thongchalerm and Jarunthawatchai (23) demonstrated that modeling and joint construction stages helped learners reproduce generic structures more accurately (Thongchalerm & Jarunthawatchai, 2020).

Another recurring finding concerns student engagement, motivation, and confidence. Fanani (5) reported that the Joint Construction stage fosters collaboration and increases student participation during writing activities (Fanani, 2018). Mixed-method evidence also shows that scaffolded instruction reduces writing anxiety and enhances learner motivation (9). Yasin et al. (30) found that the cyclical nature of GBA supports students in understanding communicative purposes and sequencing ideas more logically (Yasin et al., 2023).

Several studies further indicate that GBA improves linguistic accuracy and writing mechanics. Trivani et al. (25) found improvements in vocabulary use, grammatical control, and narrative accuracy following genre-based instruction (Trivani et al., 2025). Explicit modeling of language features during the Modeling stage also contributes to students' understanding of linguistic patterns (6). Fiallos (23) reported that guided revision within the GBA framework leads to more accurate texts and increased learner confidence (Fiallos, 2024).

Overall, the synthesis of these twelve studies demonstrates that GBA is highly useful in ELT. From the perspective of the present study, GBA supports teaching and learning by: (1) improving text organization and writing quality through structured scaffolding, (2) strengthening genre awareness and rhetorical competence, (3) increasing student engagement, confidence, and collaboration, and (4) enhancing linguistic accuracy through explicit modeling and guided practice. The consistency of these findings across educational levels confirms that GBA is a robust and pedagogically effective approach in ELT contexts.

DISCUSSION

This systematic review examined how the Genre-Based Approach (GBA) supports English language teaching and learning by synthesizing evidence from 30 empirical studies across different educational levels and contexts. The discussion interprets the findings in relation to genre pedagogy theory, compares them with previous research, and highlights their implications for English Language Teaching (ELT), while also acknowledging the limitations of the review.

How Effective is the Implementation of GBA in Improving Students' English Skills?

The findings of this review indicate that the Genre-Based Approach (GBA) is effective in improving students' English skills, particularly writing ability, genre awareness, and linguistic accuracy. This effectiveness can be explained by the pedagogical principles underlying genre-based instruction, which emphasize explicit instruction, scaffolding, and gradual release of responsibility (Haerazi & Irawan, 2019; Hidayad et al., 2023; Irawansyah, 2016). Through the stages of Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction, learners are systematically guided to understand how texts are structured and how language functions within specific social contexts (Fanani, 2018; Mastura et al., 2020; Yasin et al., 2023).

The quantitative evidence synthesized in this review aligns strongly with these pedagogical assumptions. Some studies demonstrate that students taught through GBA significantly outperform those taught using conventional approaches, particularly in text organization and control of linguistic features (Haryanti & Sari, 2019; Maulani, 2021; Soraya, 2022). These findings support empirical evidence showing that explicit modeling and guided practice help learners internalize genre conventions more effectively than implicit instruction (Masitoh & Suprijadi, 2015; Tresna et al., 2009). Similar conclusions are drawn by several studies which emphasize that explicit genre instruction reduces learners' cognitive load during text production (Nasihin et al., 2021; Utami et al., 2023).

The effectiveness of GBA is further confirmed by studies involving small instructional settings. Some studies found improvements in grammatical accuracy and idea development even in classes with limited numbers of students (Dzikhriyah & Rini, 2023; Kusuma & Rini, 2023). This finding strengthens the argument that scaffolded interaction, rather than class size, plays a critical role in language development (Delang, 2023; Fanani, 2018). International studies from different educational contexts also reveal similar patterns, suggesting that the effectiveness of GBA is not context-bound but transferable across educational and cultural settings (Truong, 2017; Uday, 2022).

When compared with earlier research, the findings of this review largely reinforce previous conclusions that GBA enhances students' writing performance (Haerazi & Irawan, 2019; Irawansyah, 2016; Masitoh & Suprijadi, 2015). However, this review extends earlier studies by demonstrating that the effectiveness of GBA is consistently reported across quantitative, mixed-method, and classroom-based designs, thereby strengthening the empirical robustness of genre-based pedagogy. Unlike single-context studies, the synthesis of multiple contexts in this review highlights GBA as a stable and reliable instructional framework for improving English skills.

What is the Usefulness of GBA in English Language Teaching (ELT)?

Beyond effectiveness, the findings reveal that GBA is highly useful in ELT because it integrates linguistic, cognitive, and social dimensions of learning into a coherent instructional cycle. Qualitative and mixed-method studies consistently report that GBA helps learners recognize functional stages, communicative purposes, and linguistic features of texts more clearly (Cholifah et al., 2022; Lukmawardani & Badriyah, 2022; Nasihin et al., 2021). This supports the view that genre-based pedagogy enables learners to perceive writing as purposeful and meaningful language use rather than isolated practice (Hidayad et al., 2023; Utami et al., 2023).

The usefulness of GBA is also evident in improvements in rhetorical competence and writing organization. Findings from several studies confirm that modeling and joint construction stages help learners reproduce genre structures more accurately (Nasihin et al., 2021; Thongchalem & Jarunthawatchai, 2020). These results align with empirical evidence indicating that genre knowledge develops through repeated exposure and guided textual practice (Mastura et al., 2020; Tresna et al., 2009). Similarly, research shows that

genre cycles foster procedural knowledge, allowing learners to move beyond surface-level imitation toward meaningful text construction (Irawansyah, 2016; Yasin et al., 2023).

Another important contribution of GBA lies in its positive impact on student engagement and motivation. Classroom-based studies demonstrate that collaborative drafting during the Joint Construction stage reduces writing anxiety and increases learner participation (Delang, 2023; Fanani, 2018). These findings highlight the importance of interaction and guided participation as key factors in language development (Cholifah et al., 2022; Lukmawardani & Badriyah, 2022). Further evidence shows that scaffolded genre cycles help students sequence ideas more logically, increasing confidence in writing tasks (Yasin et al., 2023).

In terms of linguistic development, several studies confirm that GBA improves vocabulary control, grammatical accuracy, and writing mechanics (Fiallos, 2024; Trivani et al., 2025). These findings resonate with empirical research emphasizing that explicit attention to language features within meaningful contexts is essential for developing academic literacy (Nasihin et al., 2021; Utami et al., 2023). By integrating language form with communicative purpose, GBA enables learners to achieve greater accuracy without sacrificing meaning.

From a broader perspective, the usefulness of GBA lies in its contribution to ELT pedagogy. This review supports previous claims that GBA bridges theory and practice by providing teachers with a clear instructional framework that is adaptable across educational levels (Haerazi & Irawan, 2019; Irawansyah, 2016). Compared with earlier studies, this review highlights that GBA not only improves writing outcomes but also fosters learner autonomy, collaboration, and genre awareness, which are critical competencies in contemporary ELT. Taken together, these findings indicate that while GBA demonstrates consistent pedagogical value, its effectiveness is shaped by instructional conditions and research contexts, which warrants further interpretive consideration.

Implications and Limitations of the Study

The review indicates that the Genre-Based Approach (GBA) is consistently associated with improvements in students' writing development, although the extent and focus of its impact vary across contexts and research designs. Quantitative studies largely report gains in text organization and grammatical accuracy, particularly in the use of schematic structures, while qualitative research emphasizes development in genre awareness, learner confidence, and collaborative meaning-making, especially during the Joint Construction stage. Differences in findings appear related to educational level, genre type, duration of intervention, completeness of the BKOF-ICoT instructional cycle, and assessment instruments. Short-term or partial implementations tend to enhance surface features of writing, whereas full instructional cycles are more likely to support broader improvements in overall writing quality and coherence.

Several methodological issues also influence the strength of the evidence. Many studies rely on small samples, short intervention periods, and quasi-experimental or classroom action research designs with limited control comparison, which restricts causal interpretation. The concentration of research within Indonesian contexts may limit generalizability, while varied scoring rubrics reduce comparability across studies. In addition, the reliance on published journal articles may introduce publication bias. Conceptually, clarification is needed regarding the terms writing comprehension and writing skill. Most reviewed studies measure writing performance or quality, whereas writing comprehension is more accurately understood as awareness of genre conventions and communicative purposes, which serves as a cognitive foundation for writing performance.

Beyond these limitations, the findings also provide practical implications for classroom instruction. Evidence across the studies suggests that the Modeling and Joint Construction stages are most frequently linked to improvements in text organization and reduced learner anxiety, particularly when teachers include explicit discussion of language features and facilitate collaborative text construction. More sustained gains in linguistic accuracy are observed when GBA is implemented across multiple instructional cycles rather than as

a short-term intervention, and when assessment criteria align with the genre features emphasized during instruction. These conditions indicate that the effectiveness of GBA depends not only on the approach itself but also on the depth, continuity, and classroom interaction that support its implementation. Future research should therefore involve broader international contexts, longitudinal designs, and more standardized writing assessment measures to strengthen the evidence base.

CONCLUSION

This systematic literature review demonstrates that the most consistent and robust outcome of the Genre-Based Approach (GBA) in English Language Teaching is the improvement of students' writing performance, particularly in text organization, mastery of generic structure, coherence, and linguistic accuracy. Across 30 empirical studies, these outcomes emerge as the strongest and most frequently reported gains, regardless of educational level or research design. The effectiveness of GBA is most evident when instruction emphasizes explicit modeling, guided practice, and structured scaffolding that supports learners in understanding how texts are constructed and used for specific communicative purposes.

Despite these positive findings, several determining limitations must be acknowledged. The empirical evidence is heavily dominated by studies conducted in Indonesian EFL contexts, which may restrict the generalizability of the findings to other educational and cultural settings. In addition, substantial variation in research designs, sample sizes, intervention duration, and writing assessment instruments limits direct comparison across studies and weakens causal interpretation. These factors suggest that the reported effectiveness of GBA should be interpreted with caution and situated within specific instructional contexts.

Based on the synthesized evidence, a key practical recommendation is that teachers and researchers should prioritize explicit scaffolding during the Modeling and Joint Construction stages of the GBA cycle, as these stages are most consistently associated with improvements in writing quality and reduced learner anxiety. Furthermore, future research should adopt longitudinal designs and more standardized assessment frameworks to examine the sustained impact of GBA implementation over time and across diverse contexts. By addressing these aspects, genre-based pedagogy can be more firmly established as a theoretically grounded and empirically validated approach in English Language Teaching.

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