

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review

¹Hardianto Hitimala*, ²Ika Lestari Damayanti, ³Fazri Nur Yusuf

1,2,3 Universitas Pendidikan Indonesia

***Corresponding Author**

Email: hardyantohitimala@upi.edu

Received: 16 December 2023 Revised: 02 February 2024 Accepted: 27 February 2024 Published: 29 February 2024

Abstract

This paper presents an analysis of a systematic review based on published studies on the genre-based approach (GBA) in writing explanation texts. The studies reviewed were from 2019-2023 with a total of ten studies. The objective of this review is to show how GBA enhances students' writing skills in explanation texts, as well as the research trends related to GBA in the context of explanation texts. This review used thematic analysis to categorize the main themes that emerge in the selected studies. The findings show that the genre-based approach to writing explanation texts is very effective and enables students to understand and produce coherent, cohesive, and well-organized written works, as well as to improve their awareness and creativity skills, as they learn to examine, evaluate, and produce explanation texts, especially with the support of media or other techniques such as images, and jigsaw. These findings confirm that the genre-based approach improves students' skills in writing explanation texts. Regarding the publication trends by year, there has been a limited number of research on GBA in the genre of explanation texts in the last 5 years, with the peak of publication in 2023 and 2020 (3 articles each), and the lowest in 2019 and 2022 (1 article each). In addition, most of the publications on this topic in the last 5 years came from Asian countries, with Indonesia leading the list, followed by Thailand.

Keywords: *Genre-based approach, writing skill, explanation text, systematic review*

INTRODUCTION

Writing explanation text is an important skill for students to master, as it allows them to communicate complex ideas and processes clearly and coherently. Through explanation text, the students may think academically and scientifically (Ting et al, 2013). An explanation text is a type of text that explains how or why something happens or gives information on how to do something. An explanation text is similar to an explanatory text in that both aim to inform the reader about an event's topic, process, and sequence (Liunokas, 2020). In detail, an explanatory text is a text that contains explanations about phenomena or events, natural and social phenomena in everyday life, explains the processes involved provides reasons for the incident in simple language, and is usually structured in the form of general statements, causal relationships, and interpretations. However, an explanation text focuses more on the steps or stages of a process, rather than the causes and effects of a phenomenon (Anderson & Anderson, 2003). An explanation text is often structured in the form of an introduction, a sequence of steps, and a conclusion. Explanation text has some specific features that make it more difficult for EFL learners. For example, explanation text often uses passive voice, complex sentences, technical vocabulary, and causal connectors. These features require a high level of linguistic competence and accuracy, which learners may not have (Mohseni, 2021). Moreover, writing an explanation text writers need to require a clear understanding of the topic or process, and the ability to organize the information logically and coherently (Liunokas, 2020; Wahyuningsih et al., 2022). Given that writing explanation texts require a complex understanding of linguistics, approaches such as product-oriented and process-oriented methods have been widely applied to help students learn how to write various texts, including explanation texts (Badger & White, 2000; Oshima, 2006; Mohseni, 2021). However, it is a fact that both the product-oriented and the process-oriented approaches still have numerous shortcomings.

Consequently, a decision was made to adopt a mediated strategy from these two approaches, namely the Genre-Based Approach, as an approach to address learners' writing challenges by harnessing the advantages offered by the two aforementioned approaches (Haerazi et al., 2020; Prakoso et al., 2021) to improve students' writing skills (Kim & Kim, 2005; Hasan & Akhand, 2010). Moreover, Lee (2023), added that one of the possible teaching methods that can address pedagogical issues regarding writing certain genres is the Genre-based approach/pedagogy. It proposes clear pedagogical purposes which provide both first and second-language learners with (process approach) or access to different genres through explicit grammar linguistic choices and structure features, where the instructor suggests the lexical grammatical patterns that are typically used to express meaning in the real world based on authentic genre texts. This is one of the reasons that genre-based teaching has the educational potential to help increase learners' pragmatic knowledge on the use of appropriate registers and implement the use of grammar phrases and lexis into their writing (Hyland 2004; Knapp & Watkins 2005; Hyon 2017). The genre-based approach was developed as a teaching model to teach learners the structure and language features of some important genres, such as explanations, letters, recounts, narratives, reports, and expositions (Badger & White, 2000; Lai, 2014; Lai, 2014), shows how language

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

creates genres and helps teachers enhance students' genre awareness (Loi, 2010; Cheng, 2015; Dirgeyasa, 2016), enables students to use English in texts, across four language skills: reading, listening, writing, and speaking (Emilia et al., 2021). This highlights the significant importance of GBA (Genre-Based Approach). Considering this, many researchers in recent years have been studying and exploring GBA in the context of writing, particularly at the primary, secondary, college, and graduate levels. The studies around the globe spread across various topics and genres. Some authors focus on GBA in the context of narrative writing such as Hermansson et al. (2019), expository writing context such as Yucedal et al. (2022); Pham, (2021), descriptive writing such as Nagao (2022); Yucedal et al. (2022), and argumentative writing context such as Ganapathy et al. (2022); Feng (2021). In the Indonesian context, investigations on the Genre Based approach focus on various genres: narrative such as Delang (2022); Haryanti & Sari (2019); Sinaga & Fitriyani (2019), expository such as Saputri (2021); Wismananto & Ullumudin (2022); Rahayu & Musyorofah (2022), recount texts for example Fatmawati et al. (2022); Saksono (2022); Lail (2022), descriptive texts for example Yasin et al. (2023); Nasution et al. (2022); Haerazi & Irwan (2019) and argumentative for example Nasihin et al. (2021).

However, despite the increasing attention and research on the Genre-Based Approach (GBA) in the context of writing, there are significant gaps in the current literature, particularly regarding the writing of explanation texts in EFL (English as a Foreign Language) contexts. Firstly, there is a lack of systematic research that provides a comprehensive and up-to-date synthesis of empirical findings on the effectiveness of GBA in improving students' ability to write explanation texts. Secondly, no meta-analysis has specifically focused on the use of GBA in teaching explanation texts in EFL environments. Thirdly, the trends in the use of GBA for writing explanation texts, including the distribution of publications by year and country, have not been thoroughly mapped. This research aims to fill these gaps by conducting a systematic review and meta-analysis of the existing literature on the use of GBA in writing explanation texts, particularly in EFL contexts. This study will make significant contributions by: 1) Exploring and synthesizing empirical findings on the effectiveness of GBA in enhancing students' ability to write explanation texts. 2) Conducting a meta-analysis to measure the effect size of GBA on EFL students' writing skills for explanation texts by mapping the trends in the use of GBA for writing explanation texts, including the distribution of publications by year and country, to provide a comprehensive overview of the development and application of this approach.

By addressing these gaps, this research offered valuable insights for educators, researchers, and policymakers on the effectiveness and application of GBA in writing explanation texts, particularly in EFL settings. The findings from this study are expected to inform teaching practices, guide future research, and contribute to the development of more effective strategies for improving EFL students' writing skills for explanation texts.

Genre Based Approach

The genre-based approach is based on the principle that language learning is a social activity and that different genres have different language features and structures depending on the purpose and context. A Genre-Based Approach to learning writing is used as a systematic instructional learning media for writing to help learners compile meaningful writing (Byram & Feng, 2004). In a Genre-Based Approach, language knowledge is linked to social goals where the main focus of the purpose of writing lies in the viewpoint of a reader rather than the point of view of the writer himself. In other words, this approach aims to help students develop their awareness, ability, and creativity in writing various genres. It enables learners to understand the purpose, audience, and organization of various genres and to produce coherent and appropriate texts for different situations. A genre-based approach is useful for EFL learners and teachers to compose multiple text types, such as narratives, reports, explanations, arguments, etc (Emilia et al., 2021; Basthomi, 2020).

This approach emphasizes the different genres and types of writing and their connection to social needs. It has some benefits, such as helping students learn various sentence structures for different types of text and increasing students' awareness of writing effectively (Paltridge, 2001). This approach aims to enable writers to communicate with the community by using the knowledge and features of a certain genre of text (Tangpermpoon, 2008). Moreover, this approach teaches learners how to use language patterns to produce coherent and purposeful prose writing, as every writing has its purpose for the readers (Luu, 2011). To develop their ability to write a specific genre, learners need to see many examples of the same genre (Elashri, 2013). Overall, this approach scaffolds writing. Some of the limitations of this approach are that students may not have enough knowledge of language structure and grammar to reach the target audience and that learners may focus more on the product than the process and underestimate their ability.

In a Genre-Based Approach, the concept of teaching writing is teaching the students at the text level by involving the stages of teaching, namely Building the context, Modelling of the Text (MoT), Joint Construction of the text (JcoT), Independent Construction, and linking related text (Feez, 1999). In each phase, the teacher provides scaffolding and feedback to support students' learning.

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

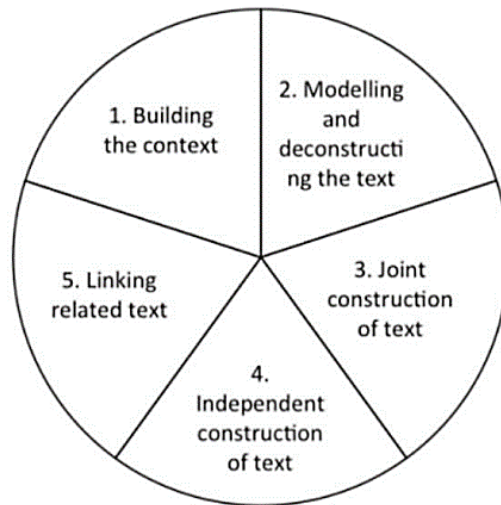


Figure 1. Feez's models of genre-based and learning cycle

Building knowledge/context: This stage involves activating students' prior knowledge, introducing the topic and the genre, and explaining the purpose and audience of the text. **Modeling:** This stage involves presenting an example of the target genre and analyzing its features and structures. The teacher guides students to identify the stages, language choices, and text organization of the genre. **Joint construction:** This stage involves co-writing a text with students, eliciting their ideas, and guiding them through the stages of the genre. The teacher scaffolds students' writing by providing prompts, questions, suggestions, and examples. **Independent construction:** This stage involves having students write their texts individually or in groups, applying what they have learned from the previous stages. The teacher monitors students' progress and provides support as needed.

Explanation Text

Explanation texts are non-fictional texts used to explain an event. Wahyuningsih et al, (2022), an Explanation Text is a text that describes the process of the occurrence or formation of a natural or social phenomenon. It is one type of text in English learning that contains the steps of how or why something happened. One example of the explanation text is how it rains, why the sun rises to the east, and others. This explanation text aims to provide information to the reader about a process. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form. Explanation text, additionally is a text type that tries to provide answers to questions that the reader may have in certain subjects, as well as give new information to the readers (Humphrey et al., 2012). It has three stages: 1) a general statement that introduces the topic, 2) sequenced explanations that provide details, and examples, and 3) a concluding statement that summarizes the main points or implications.

Moreover, there are different types of explanation texts, depending on the purpose, audience, and topic of the text (Derewianka & Jones,

2016). Some of the types are: 1) Sequential explanation: This type of explanation text describes the steps or stages of a process, such as how to make a cake, how to play chess, or how to recycle paper. It organizes the information using sequential words like first, next, then, and finally. 2) Causal explanation: This type of explanation text explains the causes and effects of a phenomenon, such as why volcanoes erupt, what are the consequences of global warming, or how smoking affects health. 3) Factorial explanation: This type of explanation text explains the factors that contribute to a phenomenon, such as why people migrate, what causes poverty, or how stress affects health (Hyland, 2004). 4) Consequential explanation: This type of explanation text explains the implications or outcomes of a phenomenon, such as what are the effects of deforestation, how technology changes society, or what are the benefits of exercise (Martin & Rose, 2008).

METHOD

Research Design

Systematic Literature Review is an objective, systematic, transparent, and replicable technique that provides a comprehensive overview of existing literature related to specific research focus, and questions and presents and synthesizes findings (Mallett et al., 2012).

Data Collection and Analysis

In this review, we confined the selection of studies to recent research reports on GBA in the explanation writing context in national and international journals of the last 5 years (2019-2023) to ensure the sample represented current work within a strict time frame. We mainly focused on the *journal (research articles)*, *Journal (SLR)/Review papers*, and *conference proceedings*. However, to conduct a systematic review of the genre-based approach in writing explanation text, we followed a systematic process of planning, searching and selecting, evaluating (extracting), and synthesizing (executing) relevant studies (Okoli & Schabram, 2010). Figure 2 shows the method in the study of literature adapted from Guidelines Systematic Literature Review.

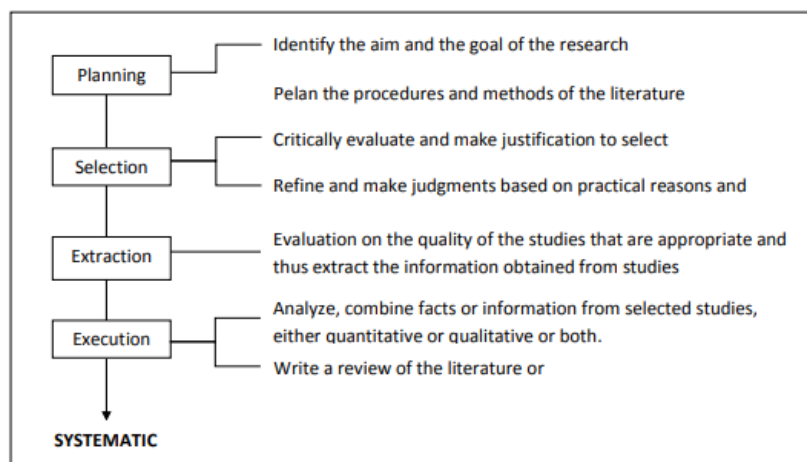


Figure 2. Learning Cycle (Okoli & Schabram, 2010)

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

First, we identified the research objective. Second, we used reputable databases such as ERIC, Scopus, Web of Science, Google Scholar, Taylor & Francis Online, JSTOR, Elsevier, SAGE Publication, Springer, and ProQuest to search for excluded and included articles published. Considering that there are very few studies that directly and specifically focus on explanation text compared to those that focus on writing in general, which also include explanation text and other genres, we searched for many based on the following domains (keywords) and phrases: General Terms: Genre-Based Approach in Teaching Writing, Genre-Based Approach in Second Language Writing, Genre-based approach in Foreign Language Writing, Genre-Based Pedagogy in Writing, Genre-based instruction in writing. More specific terms: Genre-based approach in teaching explanation text, the effectiveness of GBA in writing explanation text. After that, we screened the titles and abstracts of the retrieved articles to exclude those that did not meet the inclusion criteria, which were: a) focusing on the genre-based approach in teaching writing explanation text, b) reporting empirical data on the effectiveness of the approach, c) being written in English and d) being published in a peer-reviewed journal from 2019 to 2023. By limiting the timeframe of this review to the past five years, this review aims to capture the latest developments and innovations in the application of GBA for teaching explanation texts and reflect contemporary educational needs and current priorities, ensuring that the review addresses the most pressing issues faced by educators and learners today. Furthermore, based on our search results for related articles, we found approximately 100 articles. After screening based on titles and abstracts, about 10 articles were excluded. Further screening based on abstracts, conclusions, and full texts revealed that 80 articles were not relevant, leaving only 10 articles suitable for analysis (See figure 3).

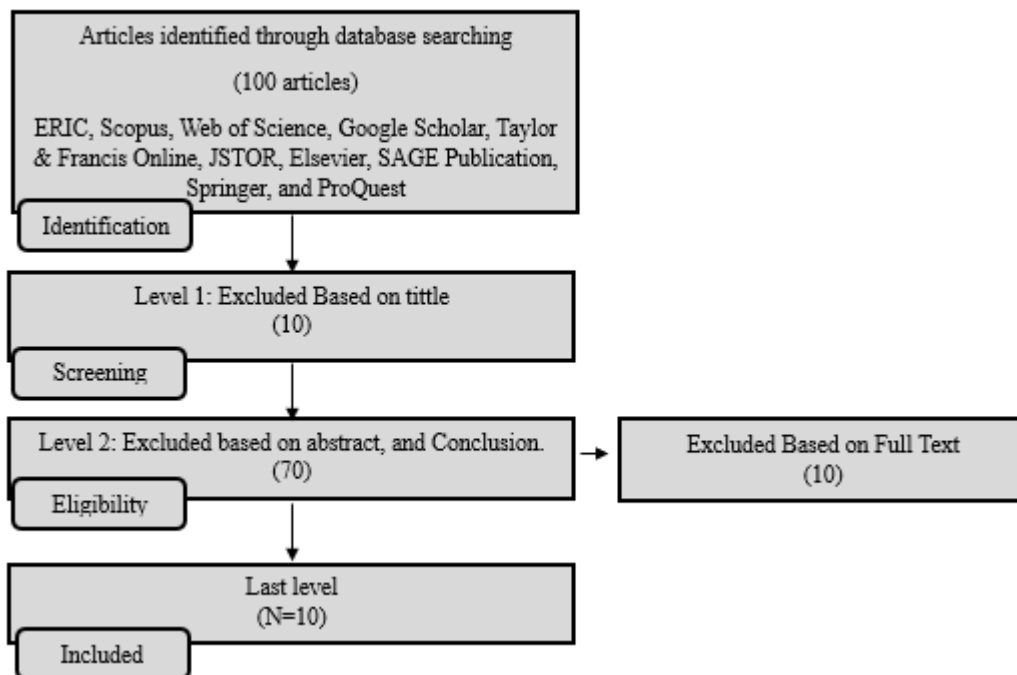


Figure 3. The PRISMA flow diagram of the Inclusion/Exclusion technique used in the systematic review for the systematic review

After that, we checked the full texts of the remaining articles (10) to further assess their suitability. Then, we summarized the characteristics of the selected studies in a table, including information such as the authors, the year of publication, the research design, the participants, the intervention, the outcome measures, and the main findings of each study. *Third*, we extracted the relevant data from each study using a standardized form, such as the research questions, the theoretical framework, the data collection and analysis methods, the results, the discussion, the implications, and the limitations. *Fourth*, we analyzed and synthesized the data from the selected studies using six stages of the thematic approach (Braun & Clarke, 2006; Creswell 2012). *In the first phase*, we began by thoroughly and repeatedly reading the 10 studies selected to familiarize ourselves with their content and context. This initial stage was crucial for gaining a deep understanding of the material. *In the second phase*, we used the Text Highlight Color feature to mark important points and generate initial codes, identifying significant statements and segments relevant to our research question. *In the third phase*, we generated themes from these highlighted codes by grouping related codes to form broader themes that captured the essence of the data. *In phase four*, we reviewed, evaluated, and modified the themes as necessary to ensure they accurately represented the data and were coherent and distinct. *In the fifth stage*, we refined the themes through in-depth discussions, gaining different perspectives and insights to finalize the themes. *Finally*, in phase six, we presented the final themes in the review report.

Table 1. Thematic analysis phases (Braun & Clarke, 2006)

Phase
Familiarization with data
Reading and re-reading the studies selected
Generating initial codes
Highlighting the study findings relevant to the research objective
Searching for themes
Grouping findings of selected articles into some potential themes
Reviewing themes
Checking the coherence of each theme by working collaboratively, considering the validity of each theme needed
Defining and naming themes
Creating clear definitions and interpretations for each theme, and writing a detailed analysis of each theme
Producing the report
Choosing the best examples from the data, explaining how they answer the question and connect to other studies, showing how they fit into different evidence, and writing a good report of the findings

FINDINGS AND DISCUSSION

Out of 100 sources consulted, we were able to identify 10 studies for analysis. Table 2 shows 10 studies, published between 2019 and 2023, related to the Genre-Based Approach in the Explanation Writing context. The studies are organized and coded into the following different fields: authors and year of publication, the study types, journals, and context (or location). The order of presentation of each study in Table 2 follows the order of largest to smallest year of publication used for analysis.

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: *A Systematic Literature Review*. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

Table 2. Overview of the studies selected

Authors	Study Types <i>RA, SLR/Litv, CP</i>	Journal	Context
Andika, T., et al, 2023	CP	Prosiding Seminar Nasional Pendidikan Profesi Guru	Indonesia
Listianingsih, W., et al, 2023	CP	Prosiding Seminar Nasional Pendidikan Profesi Guru	Indonesia
Philippakos, Z, A, T., 2023	RA	Teaching and Teacher Education	United States
Kitajroonchai N, et al, 2022	RA	Journal of Language Teaching and Research	Thailand
Mohseni, A, 2021	RA	Vision: Journal for Language and Foreign Language Learning	Iran
Prakoso, A. R., et al., 2021	RA	Indonesian Gender and Society Journal	Indonesia
Thongchalerm, & Jarunthawatchai, 2020	RA	International Journal of Instruction	Thailand
Sukmawati, N.N., & Nasution S.S., 2020	RA	Journal of English Educators Society	Indonesia
Nguyen, T, 2020	RA	Journal of Foreign Language Teaching and Learning	Vietnam
Sritrakarn, 2019	RA	The New English Teacher	Thailand

Notes. Study Types: RA (Research Articles), SLR/Review (Systematic Literature Review/Review), CP (Conference proceedings)

The effectiveness of GBA in writing explanation texts

The selected studies mostly described GBA as a teaching method that focuses on different genres' social and linguistic aspects and leads students through four phases: building knowledge of the field, modeling the text, joint construction of the text, and independent construction of the text (Emilia, 2011; Feez, 1999). The analysis of the relevant literature reveals some prevalent themes in the research on the impact of GBA in the context of writing explanation texts.

Understanding how to write an explanation text

First, the studies concluded that GBA helps students comprehend the typical aim, structure, and language of explanation texts, which are texts that describe how or why something occurs. It was found that the genre-based approach helped them understand the explanation text more comprehensively and experienced writing explanation text more systematically (Sukmawati & Nasution, 2020; Listianingsih et al, 2023; Mohseni, 2021; Kitajroonchai et al, 2022; Philippakos, 2023). This finding supported by Firkins et al, (2007) that GBA is a product of writing or a process of teaching and learning significantly helps and facilitates the student to understand and write better. Additionally, Leeuwen (2005) agreed that GBA helps the students to serve the communication activities, functioning as “templates” for doing communicative things.

GBA enhances students' writing skills in the explanation text

Second, studies have demonstrated that GBA can boost students' ability to write explanation texts in terms of content, organization, vocabulary, grammar, and mechanics (Mohseni, 2021). Thongchalerma & Jarunthawatchai (2020), provided additional findings that students showed the development of linguistic competence, genre knowledge, and writing performance, which contribute communicative competence of the learners. Furthermore, with GBA, the learners mostly felt easier to construct the main ideas of each paragraph, use the linguistic unit needed to write an explanation text, chain their ideas and structure of the complex sentence, and comprehensive in uniting paragraphs to organize a text and provide a fairly complete element of text which is easy to understand (Nguyen, 2020; Sukmawati & Nasution, 2020; Listianingsih et al, 2023; Kitajroonchai et al, 2022; Philippakos, 2023). Similarly, Prakoso, et al, (2021) reported that the students had higher achievement on content, grammatical rules, and rhetoric organization including holistic and contents of the text respectively. This high increase was caused by the ability of students to develop their ideas more deeply. The ability to explain the idea of a paragraph into a complete paragraph is caused by the process of teacher guidance to revise their writing in class (Prakoso, et al, 2021). This finding echoed the reports by Cheng (2015) that GBAs could facilitate learners' noticing and learning of genre-specific features and the underpinning purposes of those features. Genre-based assignments in foreign language classes can yield clear advantages in several aspects of writing performance and the development of genre knowledge. Similarly, Luu (2011) and Tangpermpoon (2008), argue that genre-based approach teaches learners how to use language patterns and features to produce coherent and purposeful prose writing, as every writing has its purpose for the readers.

Influential Stages in GBA for Enhancing Writing Skills

Third, the selected studies revealed that the most influential stages in enhancing students' writing skills were the modeling and the construction stages. Thongchalerm & Jarunthawatchai (2020), came up with the study conclusion that these stages significantly facilitated the development of writing ability, particularly in the practicing and collaborative construction stages. The practicing stage provided explicit instruction on linguistic features that supported the language use. The collaborative construction stage assisted in building confidence in composing texts by enabling the opportunity to discuss and share ideas with peers. The students' ability to develop their ideas was deepened. The ability to elaborate ideas into coherent paragraphs was attributed to the teacher's guidance process to revise their writings in class (Philippakos, 2023; Sukmawati & Nasution, 2020; Sritrakarn, 2019). This is in line with Hyland (2003) that GBA as a process, basically provides cyclic contextualizing modeling-negotiating-constructing to enhance learners' understanding of certain genres comprehensively. Martin & Rose, (2005), as cited in de Oliveira & Lan, (2014) added that the stage of joint construction can build learners' confidence to write a text but with reinforcement from the teacher who becomes a bridge between daily language and the academic language of schooling.

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: *A Systematic Literature Review*. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

Improving students' awareness and creativity in writing and reducing anxiety

Next, GBA also helps students improve their awareness and creativity skills, as they learn to examine, evaluate, and produce explanation texts. Selected research findings show that the implementation of genre-based approach helps improve students' explanation writing ability by increasing their awareness of the writing purpose, schematic stages, and genre-focused language at the discourse semantic and lexico-grammatical levels. For instance, a study by Mohseni (2021) found that GBA can increase learners' Iranian' language awareness which helps learners decrease their concern and anxiety since writing has usually been a formidable task for EFL students, but it cannot free students from the fears of writing appropriate to every context and setting. Sritrakarn, (2019) also in his finding indicated that the SFL genre-based approach has the potential to help equip students with an awareness of the focused genre. Students composed the drafts to achieve the writing goal and constructed explanation texts with the required schematic structure while their application of the language resources at clause level varied, depending on their levels of learning achievement. Additionally, Thongchalerm & Jarunthawatchai (2020), found in their research that teachers and students argue that the genre-based approach is beneficial for improving their writing ability, and some students state that the approach helps increase their awareness of language use and structure. Nguyen (2020), added in detail that GBA enhances students' genre awareness allowing them to choose the right writing pieces as input and re-determine the purposes of these writings to guide themselves in their analysis of language choices—writing purpose agreement. The findings support the scholars' argument that the stable language patterns required to write different types of texts help increase students' awareness of text variation (Feez, 1999; 2002; Martin, 2000). Similarly, Paltridge (2001), stated that genre-based approach increases students' awareness of different ways of organizing information by discussing distinctive features of different purposeful texts. The process also supported students systemically to acquire a meta-linguistic awareness of the English language. In addition, Haerazi et al. (2020) discovered that GBA is more effective than a process-based approach in teaching writing; moreover, they showed that there is a significant interaction between the GBA model and the creativity level of students.

Integrating cooperative learning and visual aids in GBA enhances students' writing skills

Another finding of the studies selected is that the improvement of students' ability to write explanation texts with GBA can be evaluated and assisted by using various tools, such as pictures and jigsaw. For instance, Listianingsih et al, (2023) in their study about students' explanation writing competence and integrating jigsaw with GBA by utilizing tests and questionnaires, found that using cooperative learning Jigsaw integrated with genre-based can improve students' competence in writing explanation text. They could generate and develop ideas, select more appropriate tenses and vocabulary, and use correct spelling and punctuation. This is in line with Isgiarno et al.

(2020), who stated that the students could develop their ideas into paragraphs well from the result of exchanging ideas from the expert group to the jigsaw group with 100% reaching the criteria of success. Apart from that, Andika et al. (2023), found that the application of a genre-based approach assisted by picture series in English subjects was able to improve the results of students' writing skill scores. This way makes students more active and easier to understand material about a genre. Students can do different writing tasks. One task is to write a story based on some pictures. This can make students more creative writers. Also, in order pictures can help students think of ideas, make a good sequence, and organize their writing. Pictures are good for teaching because they can: 1) Help students share their experiences in the class. 2) Make students use the same language. 3) Give students different kinds of tasks. 4) Make students more interested in learning. This means that pictures can help students learn more, understand better, and write better.

In addition, the analyzed studies encompass various countries such as the United States, Thailand, Iran, and Indonesia, demonstrating the global applicability of the Genre-Based Approach (GBA). In Asian countries like Thailand and Indonesia, GBA appears to be particularly effective due to its structured approach aligning well with the more structured educational systems in these countries. In the United States (Philippakos et al., 2023), GBA also showed positive results, indicating its adaptability to Western educational contexts. GBA has shown particular effectiveness in EFL (English as a Foreign Language) contexts in countries like Thailand, Iran, and Indonesia. This is because GBA provides a clear framework for students learning English as a foreign language. These studies also cover various educational levels, from K-2, pre-university, to intermediate EFL learners, demonstrating the effectiveness, flexibility, and positive impact of GBA. Additionally, GBA can be effectively used even with young learners (Philippakos et al., 2023), is beneficial as the complexity of writing tasks increases (Kitajroonchai, 2022; Mohseni, 2021), and has proven effective for EFL students from diverse linguistic backgrounds, showcasing its cross-linguistic adaptability.

Trends of Research about GBAs in Writing Explanation Text *Publication year map, and trend*

The study reached its peak in 2020 with 3 articles published and 2023 with 3 articles published. Meanwhile, the lowest study was in 2019 and 2021 with the number of articles published each year only one. In addition, Figure 4 shows that most of the GBA work in explanation text has been done in the last 5 years, but the increase in its work is not consistent every year due to the fluctuating research productivity. Figure 4 also clearly shows that GBA in writing pedagogical studies related to explanation text has not developed progressively in the last 5 years. Additionally, in 2023, 2 studies focused on the effectiveness of GBA in writing explanation text in high school students, and 1 study focused on university students. The remaining 7 studies in 2019; 2020; 2021; and 2022, focused on GBA and explanation text in university students' context. Thus, it can be concluded that in the last five years, research on GBA that focuses on explanation text, especially in high

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

school students' context, is relatively very few.

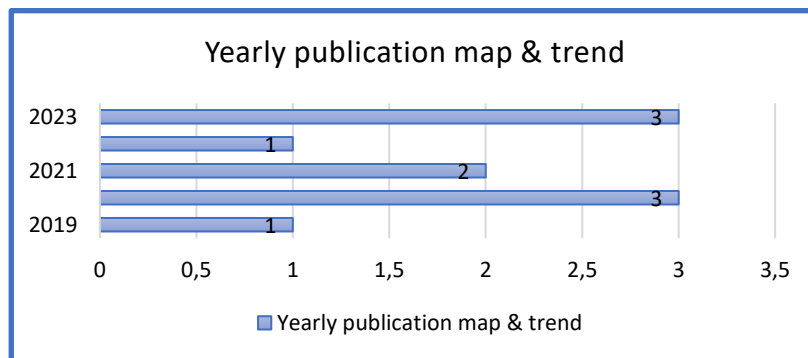


Figure 4. Publication map and trend of the year

Publication distribution by country/region map and trend

Figure 5 shows that Indonesia followed by Thailand produced the most articles on GBA in the explanatory text genre in the past 5 years, followed by the United States, Vietnam and Iran. Meanwhile, the birthplace of GBA, Australia, did not produce any articles on this topic in the past 5 years. A possible reason is that many GBA researchers conduct more focused research on other genres. Figure 4 shows publications by country.

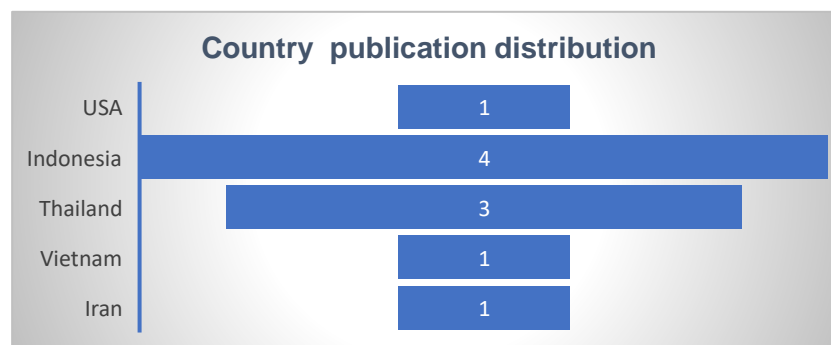


Figure 5. Publication distribution of the country

The finding in Figure 5 is supported by Alinasab et al. (2021), who found that genre-based writing instruction in non-native English-speaking countries receives less empirical attention. It means that most of the articles published came from foreign countries. This shows that in the last 5 years, researchers in countries that use English as a first or second language are not interested in the topic of GBA in the context of explanatory texts. This is in line with the statement that although GBA has been used worldwide, its use in foreign and second-language writing has not been widespread (Alinasab et al., 2021). In addition, the analysis results on the distribution of countries/regions contrast with Hyland & Jiang (2021), who state that the United States dominates the scientific publishing industry due to large investments in science, technology, and education. The analysis illustrates that Indonesia

dominates the study of GBA on the aspect of explanation text (4 studies) from various countries including in Asia, possibly due to the curriculum policy since 2004, 2013, and 2023 set by the Ministry of Education and Culture, and then implemented by all educational institutions, focusing on genre-based teaching (Emilia, 2011; Hidayat, et al, 2023). Considering that Indonesia in the last 2 years has implemented a free curriculum that is highly oriented to genre-based teaching of material on systemic functional linguistic theory (Hidayat et al, 2023), teachers are required to understand genre-based pedagogy. Thus, many things need to be studied and researched related to its application in learning. Since then, Indonesian researchers have focused on genre-based research, especially the genre of explanation text in the last 5 years.

Moreover, from the results of Figure 4 and Figure 5, we assumed that countries other than Indonesia rarely implement GBA in the learning context or educational settings, so it does not attract the interest of researchers to investigate that context. Implementation of SFL-GBA in the classroom was not addressed in the educational context of Thailand, Malaysia, Singapore, Philippines, and Vietnam, but only the variations of genre. In contrast, a genre-based approach has been adopted by educators from various countries such as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden, and Thailand to design their syllabus, materials, and curriculum (Derewianka, 2003). Nevertheless, it is still observed in some countries other than Indonesia such as Australia, Thailand, and China that both teachers and students have limited awareness of the concept of SFL-GBA and the stages involved (Ueasiriphan & Tangkiengsirisin, 2019).

CONCLUSION

This systematic literature review aimed to investigate how GBA can enhance students' writing skills in explanation texts, and the current trend of research on GBA in explanation text context, with a focus on the last 5 years. The results showed that genre-based approach to writing explanation text was highly effective and enabled students to understand and produce coherent, cohesive, and well-organized writing pieces. GBA also helped students to improve their awareness and creativity, as they learned to examine, assess, and produce explanation texts, especially with the support of media or other techniques such as pictures, and jigsaw. This finding confirmed that the genre-based approach improved the students' skill in writing explanation texts. As for the trend of publication based on year, there was a limited number of research on GBA in the explanation text genre in the last 5 years, with the peak of publication in 2023 and 2020 (3 articles each), and the lowest in 2019 and 2022 (1 article each). Moreover, most of the publications on this topic in the last 5 years came from Asian countries, with Indonesia leading the list, followed by Thailand.

Based on the review findings, we offered some recommendations:
1) Teachers need to be equipped with strong knowledge of the Genre-Based Approach (GBA) through comprehensive training programs.

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

These programs should cover both the theory and practice of GBA, as well as modules on adapting GBA for different educational levels and cultural contexts. 2) To ensure GBA can be effectively applied, it should be aligned with national or local curricula. This includes using materials and examples relevant to the students' cultural and linguistic contexts to enhance engagement and understanding. Integrating digital technology can also support GBA learning by using digital tools for more interactive collaboration and feedback. 3) Educators should use performance-based assessments that allow students to demonstrate their understanding through various formats, not just written tests. Constructive and specific feedback is also important to help students understand their strengths and areas for improvement in their writing. 4) Next researchers need to conduct more studies on GBA in explanation text context, especially in different cultural and linguistic settings, to explore the generalizability and applicability of the approach, and to identify the factors that may influence its effectiveness and outcomes.

ACKNOWLEDGEMENT

We would like to thank Lembaga Pengelola Dana Pendidikan (Indonesian Education Endowment Fund for Education) under the Ministry of Finance of the Republic of Indonesia (2023) for supporting this publication.

REFERENCES

- Alinasab, M., Gholami, J., & Mohammadnia, Z. (2021). Genre-based revising strategies of graduate students in applied linguistics: Insights from term papers. *Journal of English for Academic Purposes*, 49, 100941.
- Anderson, M., & Anderson, K. (2003). Text Types in English 1. Australia. *Macmillan*. Retrieved October, 6, 2023.
- Andika, T., Prastikawati, E. F., & Hayati, N. N. (2023, July). 129. The Application of Genre-Based Approach Assisted by Picture Series to Improve Explanation Text Writing Skills. In *Prosiding Seminar Nasional Pendidikan Profesi Guru* (Vol. 1, No. 1, pp. 1180-1191).
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, 54(2), 153-160.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Cheng, A. (2015). Genre analysis as a pre-instructional, instructional, and teacher development framework. *Journal of English for Academic Purposes*, 19, 125-136.
- Delang, T. (2022). The Use Of Genre Based Approach To Improve Students Writing Skill On Recount Text For Eight Grader At State Junior High School 1 Kewapante In The Academic Year Of 2021/2022. *Edunipa Journal*, 3(2), 99-114.
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC journal*, 34(2), 133-154.
- Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press. 198 Madison Avenue, New York, NY 10016.

- Dirgeyasa, I. W. (2016). Genre-based approach: What and how to teach and to learn writing. *English Language Teaching*, 9(9), 45-51.
- Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Prss.
- Fatmawati, M., Irdiyansyah, I., & Sofyan, D. (2022). The Use Of Genre Based Approach On Students' Writing Recount Achievement. *Journal of English Language Studies Volume*, 4(1).
- Chen, F. H. (2022). Exploring students' perceptions and attitudes towards genre-based pedagogy developed in persuasive writing teaching: The systemic functional linguistics perspective. *Arab World English Journal (AWEJ) Volume*, 12.
- Ganapathy, M., Kaur, M., Jamal, M., & Phan, J. (2022). The Effect of a Genre-Based Pedagogical Approach on Orang ASLI Students' EFL Writing Performance. *Malaysian Journal of Learning and Instruction*, 19(1), 85-113.
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering Preservice Teachers' Writing Skills through Genre-Based Instructional Model Viewed from Creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234-244.
- Haryanti, H., & Sari, F. (2019). The use of genre-based approach to improve writing skill in narrative text at the eleventh grade students of SMA Ethika Palembang. *English Community Journal*, 3(1), 280-288.
- Hasan, M. K., & Akhand, M. M. (2010). Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15(1-2), 77-88.
- Hermansson, C., Jonsson, B., Levlin, M., Lindhé, A., Lundgren, B., & Norlund Shaswar, A. (2019). The (non) effect of joint construction in a genre-based approach to teaching writing. *The Journal of Educational Research*, 112(4), 483-494.
- Hidayat, R. R. A., Fajriah, Y. N., Juanda, K. N. I., & Ningrum, I. P. (2023, December). Portraying Systemic Functional Linguistics Genre-based Approach in Kurikulum Merdeka in EFL Senior High School. In *Proceeding Virtual English Education Students Conference* (Vol. 2, No. 1, pp. 148-164).
- Hyland, K. (2004). Genre and second language writing. *U of Michigan P*.
- Hyland, K., & Jiang, F. K. (2021). A bibliometric study of EAP research: Who is doing what, where and when?. *Journal of English for Academic Purposes*, 49, 100929.
- Hyon, S. (2017). *Introducing genre and English for specific purposes*. Routledge.
- Kitajroonchai, N., Kitjaroonchai, T., & Sanitchai, P. (2022). The effects of process genre-based writing and process writing approaches on Asian EFL pre-university students' writing performance. *Journal of Language Teaching and Research*, 13(4), 860-871.
- Knapp, P. (2005). Genre, text, grammar: Technologies for teaching and assessing writing. *University of New South Wales Press Ltd*.
- Lai, L. (2014). D. Rose and J. Martin: Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy of the Sydney School.
- Lail, I. (2022). The Implementation of Genre Based Approach in Teaching Recount Text to Promote Students Writing Skill. *Research on English Language Teaching in Indonesia*, 9(03), 93-101.
- Lee, H. (2023). *The effect of the genre-based approach on KFL advanced learners' writing and reading* (Doctoral dissertation, SOAS

How to Cite (APA Style):

Hitimala, H., Damayanti, I. L., & Yusuf, F. N. (2024). Genre-Based Approach in Writing Explanation Text: A Systematic Literature Review. *EduLite: Journal of English Education, Literature, and Culture*, 9 (1), 32-49. <http://dx.doi.org/10.30659/e.9.1.32-49>

- University of London).
- Loi, C. K. (2010). Research article introductions in Chinese and English: A comparative genre-based study. *Journal of English for Academic Purposes*, 9(4), 267-279.
- Listianingsih, W., Prastikawati, E. F., & Hayati, N. N. (2023, July). 131. Improving Students' Competence in Writing Explanation Text Using the Cooperative Learning-Jigsaw with Genre-Based. In *Prosiding Seminar Nasional Pendidikan Profesi Guru* (Vol. 1, No. 1, pp. 1203-1215).
- Lai, L. (2014). D. Rose and J. Martin: Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy of the Sydney School.
- Liunokas, Y. (2020). The ability of Indonesian EFL university students in writing an explanation text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 611-622.
- Martin, J. R., & Rose, D. (2008). *Procedures and procedural recounts. Genre relations: Mapping culture*. London: equinox.
- Mohseni, A. (2021). The Impact of Genre-Based Instruction on Iranian Intermediate EFL Learners' Writing Skills. *Vision: Journal for Language and Foreign Language Learning*, 10(2), 115-132.
- Nagao, A. (2022). A Genre-Based Approach to Teaching Descriptive Report Writing to Japanese EFL University Students. *Test-Ej*, 26(3), n3.
- Nasihin, A., Arsyad, S., Harahap, A., & Wardhana, D. E. C. (2021). The use of genre based approach in training and mentoring for improving argument skills in research articles journal writing for social and humanity authors. *Education Quarterly Reviews*, 4(4).
- Nasution, S. S., Jamalulael, A., Kusumoriny, L. A., Sukmawati, N. N., & Sitepu, S. S. W. (2022). Genre-Based Instruction: Improving the Students' Skill in Writing Descriptive Text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1724-1734.
- Nguyen, T. (2022). Promoting Students' Reviewing Skills in Foreign Language Writing through Genre-Based Activities in Linguistic Classes. *Journal of Foreign Language Teaching and Learning*, 7(2), 300-328.
- Okoli, C., & Schabram, K. (2015). A guide to conducting a systematic literature review of information systems research.
- Oshima, A. (2006). *Writing academic English*.
- Paltridge, B. (2001). *Genre and the language learning classroom*.
- Pham, V. P. H., & Bui, T. K. (2022). Genre-based approach to writing in EFL contexts. *Pham, VPH, & Bui, TKL (2021). Genre-based Approach to Writing in EFL Contexts. World Journal of English Language*, 11(2), 95-106.
- Philippakos, Z. A. T., MacArthur, C. A., & Rocconi, L. M. (2023). Effects of genre-based writing professional development on K to 2 teachers' confidence and students' writing quality. *Teaching and Teacher Education*, 135, 104316.
- Prakoso, A. R., Seriardana, P., & Adnyani, L. D. S. (2021). Implementasi Genre Based Approach untuk Meningkatkan Keterampilan Menulis Explanation Text. *Indonesian Gender and Society Journal*, 2(1), 1-9.
- Rahayu, N., & Musyarofah, S. U. (2022). 'Functional Writing' as a Social Act: A Sfl Informed Genre-Based Approach In Teaching Efl Writing To Pre-Service Teachers. *English Journal*, 16(2), 99-114.

- Saksono, L. (2022). Write Recount Text Learning Using a Genre-Based Approach in German Literature Class. *IJORER: International Journal of Recent Educational Research*, 3(4), 403-413.
- Sinaga, I. N., & Fitriyani, T. (2019). Developing English writing materials in narrative text based on genre-based approach. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 2(2), 88-93.
- Sritrakarn, N. O. (2020). Using the SFL genre-based approach to improve Thai learners' writing of an explanation. *The New English Teacher ISSN 2985-0959 (Online)*, 14(1), 56-56.
- Sritrakarn, N. O. (2020). Using the SFL genre-based approach to improve Thai learners' writing of an explanation. *The New English Teacher ISSN 2985-0959 (Online)*, 14(1), 56-56.
- Sukmawati, N. N., & Nasution, S. S. (2020). Genre-Based Approach: Can It Improve the Informatics Engineering Students' Writing Skill?. *JEES (Journal of English Educators Society)*, 5(1), 95-102.
- Thongchalerm, S., & Jarunthawatchai, W. (2020). The Impact of Genre Based Instruction on EFL Learners' Writing Development. *International Journal of Instruction*, 13(1), 1-16.
- Luu, T. T. (2011). Teaching writing through genre-based approach. *BELT-Brazilian English Language Teaching Journal*, 2(1).
- Ueasiriphan, T., & Tangkiengsirisin, S. (2019). The Effects of Genre-Based Teaching on Enhancement of Thai Engineers' Technical Writing Ability. *International Journal of Instruction*, 12(2), 723-738.
- Wahyuningsih, D., Wirawan, F., Willis, R. R., & Sari, Y. R. (2022). Analysis Of The Students'difficulties In Writing Explanation Text. *Ensiklopedia of Journal*, 4(3), 198-208.
- Wismanto, A., & Ullumudin, A. (2022). The Design Of Teaching Writing Materials For University Students: A Genre Based Approach. *Academic Journal Perspective: Education, Language, and Literature*, 10(1), 72-81.
- Yasin, M. N., Rofiqoh, R., & Mukrim, M. (2023). Developing Writing Skill of the Eighth-Grade Students through the Use of Genre Based Approach. *MANAZHIM*, 5(2), 1082-1095.
- Yucedal, H. M., Abdulrahman, S. A., & Kara, S. (2022). Process-genre approach in teaching writing to language preparatory school students at a private university in Iraq. *Canadian Journal of Educational and Social Studies*, 2(5), 28-46.