

Mapping the evolution of genre-based approaches in teaching writing: a bibliometric perspective

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Abstract

Article information:

Received

Revised

Accepted

This study investigates the Genre-Based Approach to Teaching Writing, as reported in English language education journals in Indonesia from 2018 to 2022, based on SINTA rankings 1 to 4. The research predominantly employs qualitative and quantitative methods, with less frequent use of Classroom Action Research (CAR) and Research and Development (R&D) approaches. The review highlights a peak in research activity in 2020, likely due to adaptations required by the COVID-19 pandemic. The findings reveal that the genre-based approach has evolved from a niche method to a mainstream educational strategy, demonstrating its effectiveness in improving students' writing skills through structured genre-specific instruction. Data collection methods varied across studies, with questionnaires being the most commonly used instrument, supplemented by observation tests and interviews. The research indicates significant improvements in writing abilities, supported by diverse methodological approaches including empirical evidence and iterative improvements. The study provides a comprehensive overview of key research trends, influential publications, and emerging themes, offering valuable insights for educators, researchers, and policymakers. By mapping the development of genre-based approaches, this research contributes to a deeper understanding of its impact on writing education and informs future research directions.

Keywords: Genre-Based Approach, Teaching Writing, Bibliometrics

INTRODUCTION

The genre-based approach to teaching writing has garnered significant attention in the field of applied linguistics, particularly as educators and researchers seek effective methods to

enhance students' writing skills. This approach, which focuses on understanding and mastering various text genres, has evolved in response to the changing demands of communication in both academic and professional contexts. By mapping the evolution of genre-based approaches, educators can gain insights into effective teaching practices and the broader trends influencing writing instruction.

Over the past two decades, the genre-based approach has transitioned from a niche pedagogical method to a mainstream educational strategy. This shift reflects a growing recognition of the importance of genre awareness in developing students' writing competencies. The evolution of this approach can be attributed to various factors, including advancements in educational research, the influence of global communication practices, and the increasing emphasis on genre-specific skills in academic and professional writing.

Despite its widespread adoption, the genre-based approach has not been without its challenges and criticisms. Early studies often focused on the theoretical underpinnings of genre theory, while more recent research has explored practical implementations and outcomes in diverse educational settings. This bibliometric study aims to provide a comprehensive overview of the evolution of genre-based approaches in teaching writing, identifying key research trends, influential publications, and emerging themes within the field.

Utilizing bibliometric tools such as VOSviewer and Bibliometric, this study analyzes a wide range of academic publications to map the development of genre-based approaches. By examining trends in research output, methodological shifts, and thematic focuses, the study seeks to offer a detailed account of how this pedagogical approach has evolved over time. The findings will provide valuable insights for educators, researchers, and policymakers interested in enhancing writing instruction through genre-based methods.

The insights gained from this study will contribute to a deeper understanding of the genre-based approach's impact on writing education and its future directions. By highlighting significant research contributions and identifying gaps in the literature, this study aims to inform ongoing discussions about best practices in teaching writing and guide future research endeavors in the field.

METHODS

This study employs a bibliometric approach to analyze the evolution of genre-based approaches in teaching writing. Bibliometric analysis allows for a systematic examination of

academic literature, focusing on identifying trends, patterns, and influential contributions within a specific research domain. The method utilized in this study aligns with established bibliometric techniques, similar to those applied by Fauzi & Pradipta (2018).

The primary data source for this study consists of academic articles and research publications related to genre-based approaches in teaching writing. The literature was sourced from a variety of scientific journals, both print and digital, including e-books, online journals, and scholarly databases. This comprehensive literature review aims to gather relevant studies to assess the development and impact of genre-based pedagogical methods.

Data collection was conducted using a structured search strategy to identify articles and publications that focus on genre-based approaches to teaching writing. This included searching academic databases, digital libraries, and online repositories for relevant literature. The inclusion criteria were based on the relevance of the research to genre-based approaches, the quality of the publications, and the citation impact.

Data analysis in this bibliometric study involved several key steps, first, classification of articles that each identified article was categorized based on various bibliometric aspects, including research type, methodology, subject, and data collection instruments. The classification followed predefined categories similar to those used in content analysis but adapted for bibliometric analysis. Second, quantitative metrics such as citation counts, publication frequency, and author productivity to gauge the impact and trends within the field. These metrics help in understanding the significance of individual studies and the overall research output. Third, visualization and interpretation. The data was visualized using bibliometric software tools to create graphical representations such as bar charts and network maps. These visualizations facilitate the interpretation of research trends, the evolution of genre-based approaches, and the identification of influential publications and authors. And the last is trend analysis to map the development of genre-based approaches over time. This included examining shifts in research focus, methodological changes, and emerging themes within the literature.

RESULTS AND DISCUSSION

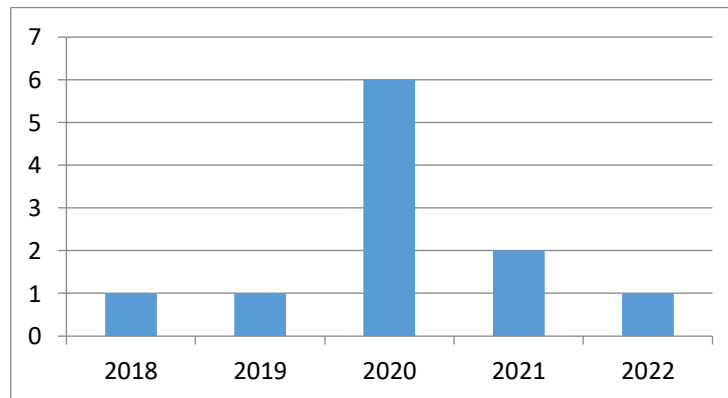
Results

The results of the bibliometric analysis were presented in the form of visual charts and tables. This included bar charts illustrating publication trends, citation networks showing

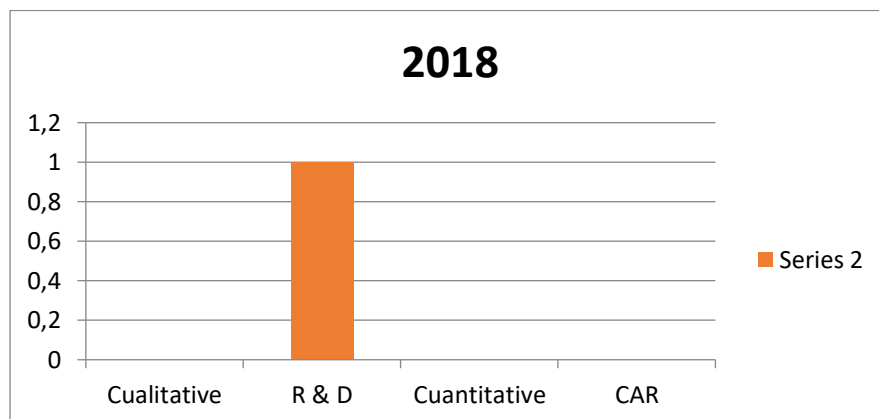
influential studies and authors, and thematic maps highlighting key research areas and their evolution.

Number of publications

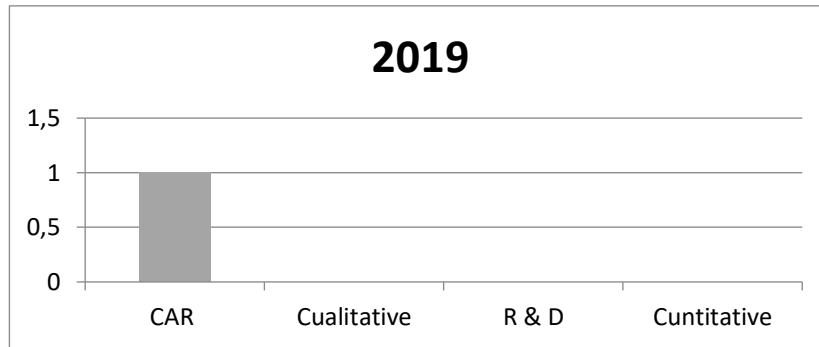
The number of article publications indicated how frequent the research was conducted in certain period. Alluding to the graph shown in Figure 1, the articles that reviewed critical thinking skill could be found since 2018.



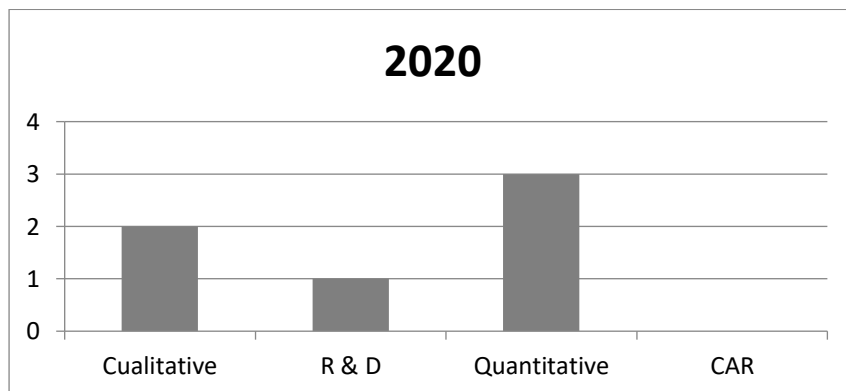
Based on the picture above, we can see that the research with the title genre based approach in teaching writing from 2018-2022, the most research is found in 2020. Of the 11 articles that have been indexed by SINTA, we got 11 articles that discuss the title. Basically, the ber- approach The genre base applied to English writing learning aims to improve English writing skills in accordance with good and correct writing rules.



In 2018 we found an article in the Journal of PKM: Community Service that has been indexed by SINTA. The implementation of this community service activity adopts the framework of thought from Cope and Kalantzis (1993), which classifies the stages of writing through a genre-based approach into three steps of activity implementation, especially in writing learning, including: 1) modelling, 2) joint construction, and 3) independent construction. This activity is expected to provide valuable insights in improving skills.



In 2019 we found an article that talks about the genre-based approach in teaching writing that uses the CAR method. This study is a classroom action research that involved 46 university students in two classes who learned to compose English essays in three learning cycles within twelve meetings. The integration of Process-Genre and Project Ibunka is implemented in four stages: introducing and exploring theme and topics of writing, modeling and determining genre, joint writing and independent writing. In joint and independent writing, the students go through several stages of writing process such as planning, drafting, writing, revising and editing. The result of essays scoring shows average score improvement in both classes from cycle 1 to cycle 2 and cycle 3. This students' writing improvement is also confirmed by students' positive responses revealed from observation, questionnaire and students interview.

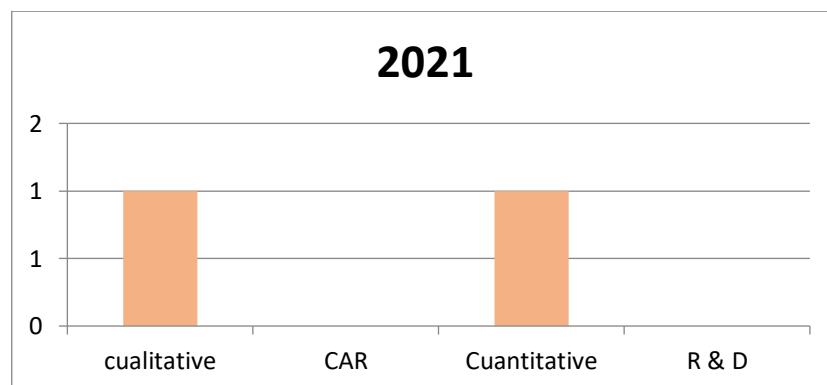


In 2020 we found six articles researched under the title genre based approach in teaching writing. First, The data analysis in this study indicates that there is an improvement of writing skill after applying the genre based approach, it can be seen from the students' result of each cycle where the number of students who achieved the criteria of success are improved in comparing with the result of pre-test. There were 7 or 21.87% students who achieved the criteria of success in pre-test, 21 or 65.63% students for the first cycle, and 25 or 78.13% students achieved the criteria of success in second cycle. Thus, it can be concluded that the applying of

genre based approach can improve the writing skill in recount text of students in VIII-A7, SMP Negeri 1 Singaraja for Academic Year 2018/2019.

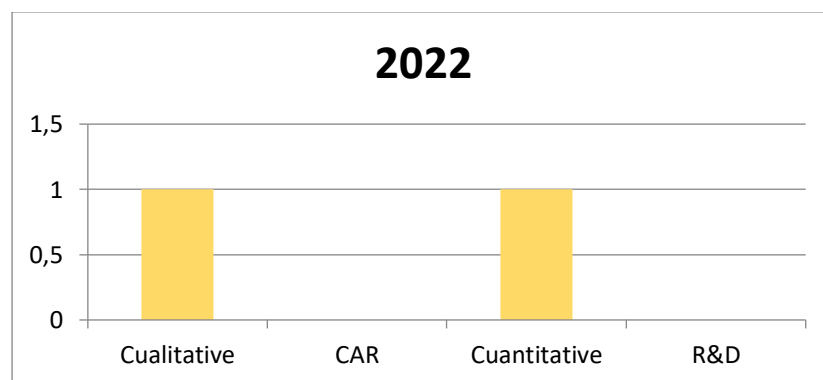
Second, based on the calculation results, the average student learning outcomes through a genre-based approach were 73.2, the middle score was 76.5 and the frequent score was 73.9. Meanwhile, the average score of student learning outcomes using a process approach is 61.5, the middle score is 64.3, and the frequent score is 59.75. Based on the hypothesis test, the result of counting $=3.67 > t_{table} = 2.01$ was obtained. Therefore, the conclusion was reached that H_0 was rejected and H_a was accepted. The conclusion of this study is that there is an influence on students' writing ability after applying a genre-based approach in class X MIPA 1 SMA Islam Malahayati Jakarta. Third, the results of this study show that teaching materials for writing non-fikdi genre texts based on a genre approach based on expert validation, teacher assessment, and student responses obtained a percentage score of 82.36% thanks to good categories so that it can be concluded that the higher the score obtained, the better the validity results of the product.

Fourth, The data were analyzed using descriptive statistics and Mann Whitney to compare the students' post-test scores. The findings show that both high and low proficiency students who experienced collaborative writing in homogenous proficiency pairings have better writing ability than those who experienced collaborative writing in heterogeneous proficiency pairings. This indicates that pair collaboration can support language learning more optimally when there are no large proficiency gaps among pairs. Fifth The samples are students from English of Media Studies. The result of this study produced an English writing material consisting of six topics developed by adopting Genre Based Approach in learning situation. It is hoped that teachers can use and promote this approach in teaching students writing to get maximum writing results. Keenam, atau yang terakhir adalah The Discovery learning technique tries to improve students' writing skill and make the students more active in the class because it contains some activities that encourage the students to write up in the class.



In 2021, as we saw from the bar chart in this year, there are 2 articles that use one qualitative method and the other using the quantifier method. So the result is The students learned to focus on writing components such as order, unity, coherence, cohesiveness, content, and organization of ideas through reflective journal writing. The students' perspectives on aspects of reflective journal writing were primarily concerned with macro-and micro-level linguistic issues, as evidenced from the interview results. Writing a reflective journal necessitated their ability to reformulate thoughts, provide details, and solve problems. Furthermore, critical thinking, metacognitive skills, and self-reflections became increasingly important in helping the students to develop their ability to write reflective journals.

And other results are that student learning outcomes and teacher performance in cycle I have not reached the success criteria, so the research continues to cycle II. Furthermore, after the implementation of actions in cycle II, the results of the second cycle test post were obtained on average 77.00% (+8.00) with a percentage of completeness of 83.00% (+8.00). For teacher performance, the learning planning score reached 91.00 (+1.80) and the implementation of learning at 90.00 (+1.10). Thus, the improvement of learning in cycle II can achieve the success criteria successfully, so that the next cycle does not need to be continued again. Improvement of student learning achievement, caused by increased activity, interaction of teachers and students in the learning process in the classroom by compiling response texts through the application of a genre-based learning approach with topic card learning media.



In 2022 we found an article in the Journal of Foreign Language Teaching and Learning that has been indexed by SINTA. The methods used are quantitative and qualitative methods. The following results from the study are The findings indicated that the most used strategies were metacognitive ($x=3.77$), cognitive ($x=3.69$), and social-affective ($x=3.40$). Next, students' reasons for using the metacognitive strategies would understand the topic, think about the learning process, and evaluate evaluations that help them do the listening test. Students could

understand the meaning of the topics they hear, make students focus on learning objectives, and know the progress of learning applied.

By knowing students' learning strategies and their reasons, teachers can be more creative in choosing the proper learning methods because they know students' character and what they need. The findings indicated that the most used strategies were metacognitive ($x=3.77$), cognitive ($x=3.69$), and social-affective ($x=3.40$). Next, students' reasons for using the metacognitive strategies would understand the topic, think about the learning process, and evaluate evaluations that help them do the listening test. Students could understand the meaning of the topics they hear, make students focus on learning objectives, and know the progress of learning applied. By knowing students' learning strategies and their reasons, teachers can be more creative in choosing the proper learning methods because they know students' character and what they need.

Types of research

No	Years	Types of research
1	2018	R&D: <ol style="list-style-type: none"> 1. Journal PKM: Pengabdian kepada Masyarakat 2. Through this genre-based approach, it is hoped that it can improve the writing skills of teachers of SMP-SMK Fatahillah Cileungsi and also be actively involved in writing English, especially in writing English memos Through this genre-based approach, it is hoped that it can improve the writing skills of teachers of SMP-SMK Fatahillah Cileungsi and also be actively involved in writing English, especially in writing English memos
2	2019	CAR: <ol style="list-style-type: none"> 1. ENGLISH REVIEW: Journal of English Education 2. This study is a classroom action research that involved 46 university students in two classes who learned to compose English essays in three learning cycles within twelve meetings. 3.
3	2020	Qualitative, Quantitative, R&D <ol style="list-style-type: none"> 1. Indonesian Journal of Instruction <ul style="list-style-type: none"> • students of VIII-A7 SMP Negeri 1 Singaraja in 2018/2019 Academic Year. The kind of research that used in this research was classroom action research which is carried out in two cycles. The subject of this study were the students of VIII-A7, SMP Negeri 1 Singaraja which consisted of 32 students, they were 17 boys and 15 girls. 2. Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara II <ul style="list-style-type: none"> • 10th grade students at Malahayati Islamic High School Jakarta. 3. BAHA STRA <ul style="list-style-type: none"> • The data published on April 30, 2020 was obtained from the assessment of experts (lecturers), teachers, and students. The subjects in this study were three experts and five Indonesian teachers, as well as 44 students of validation class VIII as respondents.

		<p>4. International Journal of Evaluation and Research in Education (IJERE)</p> <ul style="list-style-type: none"> This study involved two intact classes that consist of 40 EFL students taking the Intermediate Reading and Writing course in the English Education Department in one of the large private universities in Indonesia. <p>5. Journal of English Language Studies</p> <ul style="list-style-type: none"> A good teaching material is a collection of material contents that can facilitate teacher and students in completing the learning steps and can achieve the learning objectives appropriately. <p>6. Global Expert: Jurnal Bahasa dan Sastra</p> <ul style="list-style-type: none"> VII students of Junior High School based on Curriculum 2013.
4	2021	<p>Qualitative, Quantitative</p> <p>1. Studies in English Language and Education</p> <p>2. This research takes a qualitative approach, with the primary data coming from several reflective journals (N=124) while the secondary data coming from EFL students' interviews (N=15).</p> <p>3. Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)</p> <ul style="list-style-type: none"> penelitian melibatkan siswa kelas IX-3 berjumlah 32 siswa terdiri dari 15 laki-laki dan 17 perempuan, dimana data diperoleh dari post test, pengamatan dan dokumentasi selama tindakan diterapkan
5	2022	<p>Qualitative, Quantitative</p> <p>1. Journal of Foreign Language Teaching and Learning</p> <ul style="list-style-type: none"> This study implemented a mixed-method approach and was carried out in a private junior high school in Probolinggo, involving 62 students.

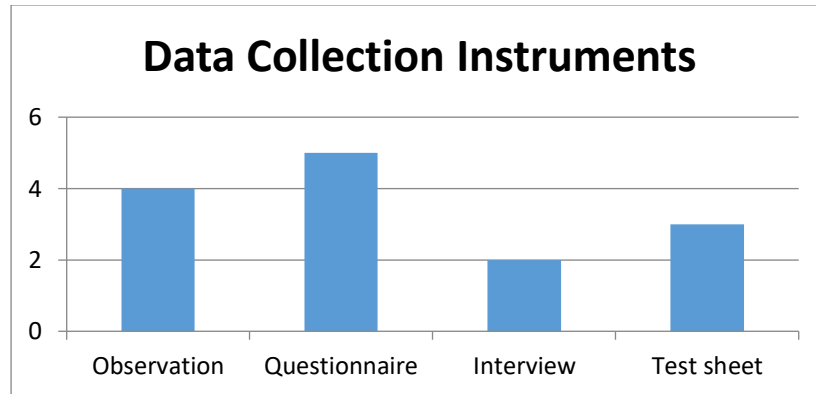
English Topics Selected when Conducting Studies

- 2018: English Memo Writing
- 2019: Improve Students' English Writing
- 2020: Recount text writing skills; Validation of teaching materials for writing nonfiction texts; Students' writing ability; The effect of proficiency pairings on efl students' writing ability; A case for students of english media studies; Teaching writing skill in junior high school.
- 2021: EFL Perspective; Improving Student Learning Achievement in Subjects Indonesian Material for Compiling Response Texts at SMPN 4 Bolo Class IX-3 Semester I Academic Year 2020/ b) Improving Student Learning Achievement in Subjects Indonesian Material for Compiling Response Texts at SMPN 4 Bolo Class IX-3 Semester I Academic Year 2020/2021
- 2022: The Strategies in Learning English Listening Skills Used.

Data Collection Instruments

From 2018 to 2022, many of the studies used questionnaires as an instrument for collecting data by obtaining 5 articles within a period of 4 years. As for 2019, the data collected using three instruments, namely observing classes, questionnaires, interviews and writing product scores (essays) in each cycle, this indicates that for EFL, the translanguaging approach

is more appropriate when combining three instruments to obtain more accurate or valid data. Then in 2020 there were 6 studies mostly using questionnaires, the second was observation, and the third was a test sheet. In 2021, the data collection instrument uses test sheets and interviews. In this case, the data collection instrument that used interviews from 2018-2020 was only two articles that used it.



Discussion

The analysis of publications on genre-based approaches in teaching writing from 2018 to 2022 reveals significant trends and insights into the application and effectiveness of this pedagogical method. One prominent finding is the notable peak in research activity in 2020. This surge can be attributed to the increased focus on adapting educational practices during the COVID-19 pandemic. The genre-based approach, with its structured methodology, likely provided a robust framework for educators navigating the challenges of remote and hybrid learning environments. The diverse range of studies published during this period underscores the growing interest in refining writing instruction through genre-based strategies.

From 2018 to 2022, a variety of research methodologies were employed, reflecting a broad spectrum of approaches to studying genre-based writing instruction. In 2018, the focus was on the implementation of genre-based strategies through community service activities, emphasizing practical applications in real-world settings. By 2019, there was a shift towards classroom action research (CAR), which allowed for a more nuanced exploration of the approach's effectiveness in university settings. This methodological shift highlights an increasing emphasis on empirical evidence and iterative improvements in teaching practices.

The year 2020 saw a diverse use of research methods, including qualitative, quantitative, and R&D approaches. This methodological diversity indicates a comprehensive attempt to evaluate the genre-based approach from multiple perspectives. Notably, the findings from these studies consistently demonstrated improvements in writing skills among students. For instance,

improvements in writing ability were observed through various measures such as pre- and post-test comparisons, validation of teaching materials, and the impact of proficiency pairings on collaborative writing outcomes. These results align with the genre-based approach's goal of enhancing writing proficiency through structured, genre-specific instruction.

In 2021 and 2022, the focus shifted towards more refined research methods, including qualitative and quantitative approaches, which provided deeper insights into student learning outcomes and teaching effectiveness. The use of mixed methods and diverse data collection instruments, such as reflective journals, interviews, and questionnaires, enabled a more comprehensive understanding of students' writing development. This progression reflects an evolving research landscape that increasingly values detailed, multi-faceted analyses of educational practices. The ongoing adaptation and refinement of the genre-based approach, as evidenced by these studies, suggest a promising direction for future research and practice in teaching writing.

This discussion highlights the dynamic nature of research on genre-based approaches to writing instruction, emphasizing the approach's adaptability and effectiveness in various educational contexts. The trends observed over the years indicate a growing recognition of the genre-based approach's value in enhancing writing skills and its potential for further development and application in diverse teaching scenarios.

CONCLUSIONS

This article examines the Genre-Based Approach to Teaching Writing as documented in English language education journals in Indonesia from 2018 to 2022, according to SINTA rankings 1 to 4. The review highlights that research in this period has predominantly employed qualitative and quantitative methods. In contrast, Classroom Action Research (CAR) and Research and Development (R&D) approaches are less common. The studies reviewed offer diverse insights, focusing on the perspectives of both teachers and students. Data collection methods are varied: while observation tests and interviews are used by some researchers, a significant number rely on questionnaires to gather teachers' viewpoints. This distribution of methods reflects an evolving interest in understanding the practical impacts of genre-based teaching from multiple angles, capturing both instructional strategies and learner outcomes in the context of contemporary educational challenges.

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