

ENHANCING HIGH SCHOOL STUDENTS' COMPREHENSION OF DISCUSSION TEXT WITH GENRE BASED APPROACH & FEEDBACK

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Abstract: The Genre-Based Approach (GBA) has been a common teaching method in Indonesia for many years, particularly for learning how to write. GBA consists of four stages: 1) Building Knowledge of the Field, 2) Modeling of the Text, 3) Joint Construction of the Text, and 4) Independent Construction of the Text. This research examines how effectively GBA and teacher feedback can improve high school students' understanding of discussion texts. This research combined Classroom Action Research (CAR) with a Genre-Based Approach (GBA) to investigate learning outcomes in a class of 12th - grade at SMA Negeri 1 Garut. The CAR cycle, involving planning, action, observation, and reflection, was interwoven with the GBA stages: building field knowledge, modeling, joint construction, and independent construction of texts. The Genre-Based Approach (GBA) provides a structured framework for analyzing texts, making it easier for both teachers and students. By breaking down the structure of texts like discussions, GBA helps students understand how to present their own arguments effectively, including counterarguments and reasoned conclusions. Furthermore, providing constructive feedback to students is essential for their learning. This feedback not only improves their understanding of the material but also enhances their interest, motivation, and performance in future assignments. The study found that GBA is beneficial for improving students' understanding of discussion texts. However, the research also highlighted that the successful implementation of GBA often depends on the teacher providing effective feedback to students. The study concluded that when implemented effectively, GBA, combined with constructive teacher feedback, significantly enhances high school students' writing skills for discussion texts.

Keywords: Genre-based Approach (GBA); feedback; high school; writing skill; discussion text

INTRODUCTION

English has become a globally recognized language, making its acquisition crucial. In Indonesia, Despite limited practical application of English in everyday life within the country, it remains a compulsory subject in the national curriculum, commencing from the middle school level. Learning English involves four core skills: listening, reading, speaking, and writing. Among these, writing is considered a particularly vital skill. (Nugraha et al., 2019, 2024; Nurhayati & , Langlang Handayani, 2020)

English learning in Indonesia still has various challenges, especially in terms of students' understanding of various types of texts such as analytical exposition text (Nugraha et al., 2024), narrative (Yang, 2012), and descriptive (Hidayat et al., 2024) and their ability to produce texts effectively

(Nugraha et al., 2024). In Indonesia, students have the least interest in writing texts since English has low exposure. Meanwhile, Indonesian teachers also tend to teach English using the Grammar Translation Method (GTM) which is considered old fashioned. There is also another challenge which is the low ability of students to write English texts that are in accordance with the rules of a particular genre. This was proven in the writing assignment given to grade 12 students at one of the high schools in Garut. Many students have difficulty in producing coherent writing, in accordance with social function, and have a clear structure, both in academic contexts and daily communication. Therefore, an approach is needed that can help students understand and master these various types of texts.

As the educational curriculum evolves and there's a growing emphasis on student-centered learning, English

language teaching in Indonesia is now prioritizing both reading and writing skills. This shift acknowledges that language proficiency goes beyond mere communication; it's about cultivating critical thinking and analytical skills, crucial for navigating today's dynamic world. According to Emilia in (Nugraha et al., 2024), Text-based and literacy-based teaching methods are crucial for this educational advancement. These approaches encourage students to actively engage with texts and critically examine their content. By fostering critical thinking, these methods empower students to evaluate information, construct well-reasoned arguments, and explore diverse viewpoints – skills that are highly valuable in Indonesia's current educational landscape.

In an education system that has traditionally focused on rote memorization and standardized tests, this approach aims to cultivate students who are not merely passive language learners, but also active and reflective thinkers. By engaging with reading and writing, both skill can emphasize the students' critical thinking in making a text. This ultimately equips them to participate more meaningfully in today's complex and interconnected global society.

In this context, the Genre-Based Approach (GBA) becomes relevant because the Genre-Based Approach (GBA) is an approach that emphasizes the understanding and production of texts based on the structure and social purpose of a particular genre. As explained by Martin and Rose (2014), The genre-based approach to language learning emphasizes how language is used in real-world situations. By focusing on the relationship between language and its social context, students learn to understand and produce English texts that are appropriate for different situations and purposes. This makes it highly effective for developing both writing and reading skills. According to Santosa (2020), many students struggle with writing because they don't fully grasp the specific type of text they are expected to produce. The Genre-Based Approach (GBA) helps students overcome this by teaching them to identify and create texts based on the characteristic patterns found in different genres, such as narratives, descriptions, procedures, expositions, and more. GBA sets itself apart from traditional methods by going beyond the 'safety net' of basic reading skills. It encourages learners to comprehend not only the literal meaning of a text but also its underlying social function and context (Derewianka, 2003).

Traditional language learning often separates grammar from real-world use, hindering students' ability to apply it effectively. GBA addresses this by providing a framework for producing socially-relevant texts. As Nurani (2023) points out, GBA emphasizes practical application, guiding students beyond mere memorization of grammatical rules. GBA strongly advocates for clear and explicit instruction, emphasizing direct guidance from the teacher. This approach, as Gibbon (2015) suggests, not only helps students understand the structure and purpose of genres but also encourages active learner engagement. By explicitly

demonstrating how language functions in real-life contexts, students develop independence in writing and critical awareness of their language choices. This fosters both technical proficiency and the communicative competence crucial for academic and real-world success.

According to Martin and Emilia (2023), the GBA model used in Indonesia consists of 4 stages, which are building knowledge of the field, modelling, joint construction and independent construction.

The importance of *building knowledge* related to the topic to be written. This can be done in various ways at the stage of building knowledge of the field. This approach focuses on teaching students the specific language features and structures used in a particular type of text, while also considering the social and cultural context in which it's created and understood. Learning activities may involve using images, films, and simulations to engage students. By actively involving students in discussions about the topic, this approach aims to enhance their understanding and processing of information (Nugraha et al., 2024).

The importance of providing models at the *modelling of the text* stage that can be used as a reference for students in achieving the desired target. Students are expected to be able to compare their work with the model text given by the teacher. "Modeling of the Text" (MoT) involves exposing students to real-world examples of texts within a specific field. By closely examining these examples, students learn to identify the key features and structures that define the genre. This process helps them understand the conventions of the genre and develop the skills to create their own texts that conform to these conventions. MoT often involves "deconstruction," where the text is broken down and analyzed in detail (Derewianka, 2003; Nugraha et al., 2024)

The importance of cooperation in constructing a text through *joint construction of the text*. Students practice writing texts in groups through the process of drafting, revising, editing, proofreading and publishing. This stage can be skipped when students clearly understand the organizational structure and linguistic characteristics of what they write.

The importance of *independent instruction of the text* for students to write individually through the process of drafting, revising, editing, proofreading and publishing. "Joint Construction of the Text" (JCoT) is a collaborative process where teachers and students work together to create a text that fits the conventions of a specific genre. Students actively participate in the writing process, while the teacher provides guidance and support throughout (Putra et al., 2023).

Although GBA can provide students with an understanding of text structure, they often still need help to understand and correct errors in their texts. According to Emilia (2023) when writing, revising, editing and exchanging ideas about texts written by students, they reflect on what they have learned. Then according to research by Santosa et al. (2020) feedback techniques

provide a quick response to students in understanding the concepts and materials explained by the teacher. Acquiring constructive and in-depth feedback from teachers in the classroom can have an important role in improving the quality of students' understanding and writing skills. Without proper feedback, students may not be able to realize their mistakes and how to fix them, thus hindering the improvement of the quality of learning.

In this context, this study will focus on the application of Genre-Based Approach in English learning about Discussion Text with the help of teacher feedback, using qualitative methods and Classroom Action Research (CAR) design. This study aims to see how the application of Genre-Based Approach can improve students' understanding in writing Discussion Text and how teacher feedback can help correct errors and direct learning more effectively.

Discussion text is a text that presents a discussion of a topic (Zakiah et al., 2024). The text discusses a topic or problem from different perspectives of the students and presents it in a balanced way. The topic is usually given in a question. Therefore, the perspective of the student means the opinion should have evidence to support. The structures of discussion text consists of statement of issue, argument for, argument against, and conclusion. Meanwhile, the language features consist of such as simple present and conjunction, for example, *on the other hand*, *so*, *on the contrary* (Emilia et al., 2014; Latif & Daud, 2023).

According to Hattie and Timperley (Hattie et al., 2007) in Selvaraj et. al (2021) feedback is an input as the information or knowledge provided by teachers, peers, parents, or experiences that informs an individual about their performance or understanding of a particular subject. In an educational context, feedback is given after a student's response, providing input on their performance in relation to a specific task (Henderson et al., 2019). Feedback serves as a critical mechanism in guiding students' learning by helping them reflect on their strengths and areas for improvement. Systematically, teachers use feedback to shift students' focus from simply receiving grades to understanding their actual mastery of a task. This process encourages students to engage more meaningfully with their learning, prioritizing skill development and conceptual understanding over external validation like grades.

Moreover, for feedback to be truly effective, it must go beyond a generic list of comments. It needs to be personalized, catering specifically to the individual student's needs and learning progress. The impact of feedback is contingent upon several factors, including the type of feedback provided, the timing of its delivery, and the manner in which it is communicated. Chalmers, Mowat, and Chapman (2018) emphasize that feedback is most beneficial when it is timely and delivered in a manner that helps students reflect on their own learning journey. When feedback is tailored to a student's specific needs and delivered in a constructive manner, it not only informs students about their progress but also

motivates them to improve, fostering a growth-oriented mindset that supports continued development.

Based on the background, the problem statement in this study is as follows: (1) How can the application of the Genre-Based Approach in English language learning improve students' understanding of text (Discussion Text)? (2) How can teacher feedback influence the improvement of students' ability to understand and write Discussion Text?

The objectives of this study are to: (1) Examine how the application of the Genre-Based Approach can improve students' ability to understand and write Discussion Text. (2) Assess the impact of teacher feedback on students' ability to write and understand Discussion Texts through the Genre-Based Approach.

The advantages of this study are: For Students: To improve their understanding of various genres of English text, particularly Discussion Texts, and to assist them in writing texts more effectively. For Teachers: To provide guidance on implementing the Genre-Based Approach in the classroom and how to provide effective feedback to help students improve their work. For Other Researchers: To serve as a reference for further research on approaches that can enhance the quality of English language learning in Indonesia.

METHOD

This study used a Classroom Action Research (CAR) design with a qualitative approach. The CAR design was chosen because this research aims to directly improve classroom teaching practices. The following steps were carried out:

Planning: This phase involved the development of a detailed English lesson plan grounded in the Genre-Based Approach (GBA). The planning process began with the careful selection of appropriate text genres relevant to the students' needs and learning objectives. In this case, the focus was on discussion text. After that, specific learning objectives were defined for each. The lesson plan then outlined a sequence of activities designed to guide students through the GBA stages: Building Knowledge of the Field (BKF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

Action: The planned lessons, grounded in the Genre-Based Approach, were put into practice. During each session, students were actively engaged in activities designed to develop their understanding of the target genres. For example, during the BKF stage, students participated in discussions about the social context and purpose of the genres, analyzed authentic examples, and brainstormed key features. In the MoT stage, model texts were deconstructed and analyzed, focusing on language features and structural elements. The JCoT phase involved collaborative writing activities, with the teacher providing scaffolding and feedback. Finally, students applied their learning in the ICoT stage, producing their own texts independently. Throughout all stages, constructive feedback was provided, addressing both the content and form of student work,

and offering specific suggestions for improvement.

Observation Classroom observations were conducted during each session to monitor student engagement and their evolving understanding of the target genres. Specifically, observations focused on students' participation in discussions, their ability to identify key genre features, their application of these features in their writing, and their responses to teacher feedback. Student work samples, including drafts and final versions of their texts, were collected and analyzed to track progress in writing abilities. Feedback forms and student reflections provided insights into their perceptions of the GBA approach and the effectiveness of the feedback they received.

Reflection: Analyzing the observation results and making improvements to the teaching practices applied.

The data collected in this research were in the form of: (1) Students' writing samples before and after receiving feedback. (2) Observation notes during the learning process. (3) Semi structured interview used for students and teachers regarding the implementation of the Genre-Based Approach and the impact of feedback.

This research was conducted with 12th-grade students in the first semester of the 2024/2025 academic year at SMA Negeri 1 Garut. The implementation involved applying the lesson plan or teaching module that has been developed using the Understanding by Design approach (UbD), with the learning approach based on the Genre-Based Approach (GBA). The teaching module was designed for three meetings, the duration of each meeting was two hours of lessons (2x45 minutes), totaling 90 minutes per session, with an overall duration of 270 minutes for the three sessions.

In this study, the populations were all 12th (XII) grade students of XII 4, XII 5, and XII 6 at SMA Negeri 1 Garut. However, for the purposes of this research, the sample chosen was students from class XII 6, that was taken using the convenience sampling method. The selection of class XII 6 as a sample was based on the ease of access and availability of students who could be reached by the researcher. In other words, this class was chosen because it was considered the most easily accessible and most likely to be used as a data source, both in terms of time and location. According to Sullivan (2012), convenience sampling will describe the process of collecting data from a population that is easily accessible to researchers. The convenience sampling method was because it provided ease in data collection, considering the limited time and resources available to researchers. However, this method has limitations in terms of representation, because the sample taken was only from one class, namely class XII 6, which was not fully reflecting the overall characteristics of the class XII grade population of SMA Negeri 1 Garut.

RESULTS AND DISCUSSION

Research Question 1: How can the application of the Genre-Based Approach in English language learning improve students' understanding of text (Discussion Text)?

Building knowledge of the field

This stage is essential for preparing students to write about a specific topic by expanding their understanding of the subject matter ((Emilia & Martin, 2023; Feez and Johns, 2002; Gibbons, 2015). During this phase, teachers focus on helping students acquire the necessary background knowledge, which serves as the foundation for their writing. This can be achieved through various language activities, such as reading texts, engaging in discussions, and listening to relevant content. By exposing students to the key concepts, vocabulary, and context of the topic, they are better equipped to think critically, make connections, and organize their thoughts. At this stage, the teacher relates the topic of the material to the real life of the students. This aims to make it easier for students to understand the material being studied. In addition, students become aware of the benefits of studying the topic. This knowledge-building process is vital in enabling students to write with clarity, coherence, and relevance, as they have a solid grasp of the subject they are addressing. The topic in this study is about AI for Education. In its implementation, it can be realized as follows. (1) The students were asked to read a text related to "AI for Education" provided by the teacher. (2) The students worked in pairs, sharing their opinions and trying to relate them to their experiences. (3) The students were asked to answer questions related to the text orally. (4) The students were given a Discussion Text about "AI for Education" and asked to summarize the main points of the text. (5) The students were asked to identify any words or phrases they don't understand in the text.

Modelling of the text

It refers to the practice where the teacher demonstrates how to structure and write a particular type of text that is the focus of the lesson. Research has shown that modelling is a highly effective teaching method for literacy development, whether for first-language or second-language learners (Allington and Johnston, 2002; Cambourne, 2006 in Emilia, 2023)). Through modelling, teachers provide students with concrete examples of how a well-constructed text looks and functions. This helps students understand the organization, language choices, and stylistic elements that make writing effective. By observing the teacher's demonstration, students learn the process of composing a text, from planning and drafting to revising and finalizing. This approach supports students in becoming more confident and competent writers, as they can apply the demonstrated techniques to their writing tasks. The implementation is as follows. (1) The students were asked to read the text provided by the teacher, and one student was asked to read the text aloud. (2) The students were asked to answer questions related to the text in the form of a Kahoot! quiz. (3) The teacher explained the social function, generic structure, and language features of a Discussion Text. (4) The teacher and students analyzed the elements present in the Discussion Text together. (5) The students were asked to

highlight each element they found in the text using a special colored ink. For example, contrastive conjunctions in red, and so on. (1) The teacher explained other examples, outside of the text, related to the language features of a Discussion Text. (2) The students were given a video to watch. (link: https://www.youtube.com/watch?v=kQPC4_DsJ8I) (3) The students were asked to share their opinions about the video. "What do you think about the video?" "In your opinion, what's the benefit of AI in our life?" (4) The students were given a Discussion Text and asked to analyze the elements in it, identifying facts and opinions independently.

Joint construction of the text

Joint construction of the text refers to a collaborative approach in which the teacher and students work together to create a text. Teacher-student collaboration involves teacher-led interaction which supports students towards independent writing. The interactions in this stage focus specifically on word and sentence level support, whereas those in Joint Construction also include a focus on the stages and phases of the target genre (Dreyfus, Macnaught, & Humphrey 2011). The steps taken at this stage were: (1) The students were asked to make groups of 4 members, with each member responsible to create one structure of a Discussion Text. (2) In the group, students are asked to create an outline for the Discussion Text. (3) The teacher monitored each group's discussion and provided further explanations to students who needed guidance. (4) At the stage of turning the outline into a text, the teacher monitored while giving feedback to the students.



Figure 1. *Teacher monitoring at JCoT stage*

Independent Construction of the Text Independent construction of the text is the stage in the writing process where students write a text on their own, applying the skills and strategies they have learned during previous stages, such as joint construction and modeling. In this final phase, students were given an opportunity to construct an instance of each text type independently. According to Nugraha (2024), the teacher's role in the independent construction phase includes becoming available for consultation with individual learners who want special feedback, instead of giving students with straight support. The steps taken at this stage were: (1) The teacher gave instructions regarding the individual project. (2) Students were

asked to present a Discussion Text, paying attention to the text structure and language features, in the form of an infographic individually. (3) Students are asked to write a Discussion Text on the topic "AI for Education."

The effect of implementing GBA (Genre-Based Approach) in the classroom has shown positive results in improving students' ability to write Discussion Texts. By guiding them through a systematic process such as explicitly teaching language features, and offering both teacher support and opportunities for independent practice, GBA makes writing easier and more accessible for students. This ensures that students can write their own texts with a clear understanding of how each part of the text functions.

Research Question 2: How can teacher feedback influence the improvement of students' ability to understand and write Discussion Text?

Based on research conducted at SMA N 1 Garut, providing feedback has a lot of influence on improving students' understanding and writing Discussion Text. According to Heriyati (2021), the definition of feedback is the behavior of educators in an effort to help each student who experiences learning difficulties individually, namely by responding to the results of student work so that they can better master the material presented.

In conducting the research, we started by asking the students' preferences in giving feedback. This aims to adjust the provision of feedback to the students' needs. As Slamet (2020) said that feedback should be based on consideration of learning objectives and student characteristics to maximize the informative value of the feedback. With this, it is expected that the feedback given can be more effective in improving students' understanding and performance. Constructive feedback can help increase student motivation in learning and provide information for student improvement and progress (Zulva, 2016). In this study, students were asked to write a discussion text in the form of an infographic as a final assignment. Before that, at the Joint Construction of the Text, the teacher guided students to create an outline that they would create. At this stage, feedback was given as material for student evaluation to compile a discussion text in the final assignment.

Adjust to the feedback preferences of the students, here we provide direct and indirect feedback. After the students have finished making the text outline, they present it in front of the class and upload it to google drive. According to Heriyati (Heriyati, 2021), feedback provided by teachers includes providing explanations of mistakes made by students in completing the tasks given, both directly and indirectly. For direct feedback, the teacher provides it directly after the students have finished their presentation. Meanwhile, for indirect feedback, the teacher provides it by providing comments on the outline uploaded by the students on google drive. The teacher provides feedback on the student's overall work, from the structure of the text, the language features used, and the suitability of the selected

template.



Figure 2. Direct feedback

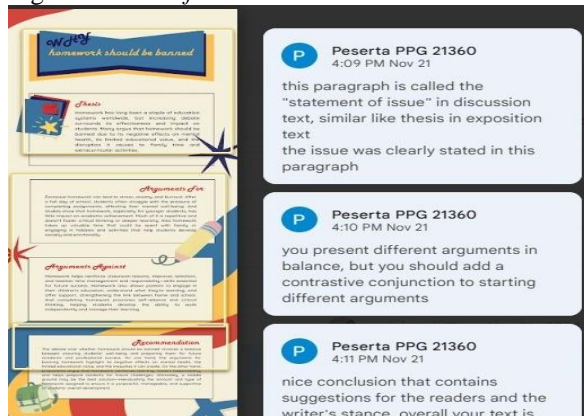


Figure 3. Indirect feedback

The benefit of giving feedback improves students' understanding and performance. By providing detailed feedback, students become more knowledgeable about the learning material. In addition, students' motivation and interest in learning increase to improve their previous performance. According to Rizki and Anwar (2023) students feel more open to receiving constructive feedback, and this allows them to focus on improvements in subsequent assignments. From the results, the following is one of the results of student performance after being given feedback from the teacher.



Figure 4. The results of student performance after being given feedback

The attachment proves that students' understanding has increased in compiling Discussion Text. Students correct things that are corrected by the teacher. From the feedback given, students improve their work even down to small things like using the right template for the issue being discussed. With feedback, students can correct their own abilities as a means of correcting the progress of the students' own learning (Misbah, 2022). Then, the teacher also gives appreciation for the students' final work. This is useful to hold student interest, motivation, and students feel appreciated for their work.

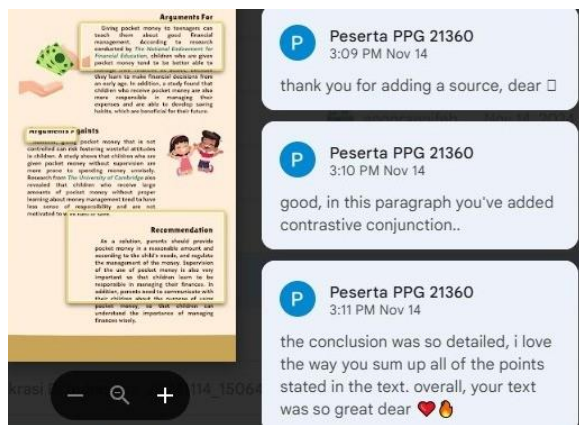


Figure 5. Appreciation for student's work

CONCLUSION

The results of the study indicate that the application of the Genre-Based Approach is very suitable for text learning in English subjects. Based on the implementation of GBA by the author for approximately 3 (three) meetings, the authors concluded that the Genre-Based Approach is an effective instructional strategy that can significantly improve students' skills in writing Discussion Texts at the Senior High School level. The detailed GBA syntax in reviewing texts makes it easier for teachers to design learning activities and makes it easier for students to understand the texts given because of the clear framework. In the case of Discussion Texts, GBA helps students understand how to present arguments, counter arguments, and a reasoned conclusion in a logical and coherent manner. Then, providing feedback on students' writing is crucial in improving student understanding. Providing constructive feedback can improve understanding, interest, motivation, and students' next assignments. This is evidenced by the increasing of their writing results especially in terms of content relevance and language features after they were given GBA method and feedback. From these findings, it can be concluded that the students who taught by using GBA and giving feedback showed significant improvement.

The implementation of GBA and the provision of feedback can be applied by teachers in English learning. Teachers can provide feedback in any form according to the needs of students. For future researchers, it is hoped that they can conduct further research on the types of feedback that can be given to students so that it is more varied.

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