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The Use Of Genre Based Approach To Improve Students' Writing Skill On Recount Text For Seventh Grader At Mts Yusufiah Jakarta

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ABSTRACT

The research examines the use of a genre-based approach to enhance students' writing skills in recount texts for seventh grade at MTs Yusufiah Jakarta. This study employs Classroom Action Research design proposed by Kemmis and Mc Taggart, consisting of four stages: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. The pre-test results before applying the genre-based approach indicated a percentage of 33%, with a mean score of 61.4. After implementing the genre-based approach, students' writing ability at MTs Yusufiah Jakarta improved. This is evidenced by the increase in students' percentages of writing skills across Cycle I and Cycle II. In Cycle I, the percentage was 53% and the mean score was 68.3. In Cycle II, the percentage rose to 86%, with a mean score of 76.3. Based on the findings, the researcher concluded that the genre-based approach to teaching writing in recount texts can improve the performance of seventh graders at MTs Yusufiah Jakarta. Furthermore, the genre-based approach can also be used by English teachers as an innovation in teaching writing.

Keywords: Writing skill, Genre Based Approach, Recount Text, CAR.

ABSTRAK

Penelitian ini mengkaji penggunaan pendekatan berbasis genre untuk meningkatkan keterampilan menulis siswa pada teks naratif bagi siswa kelas VII di MTs Yusufiah Jakarta. Metode yang digunakan dalam penelitian ini adalah Rancangan Penelitian Tindakan Kelas (Classroom Action Research) karya Kemmis dan McTaggart yang terdiri dari: 1) Perencanaan, 2) Tindakan, 3) Pengamatan, dan 4) Refleksi. Hasil pretest sebelum penerapan Pendekatan Berbasis Genre menunjukkan persentase 33% dengan nilai rata-rata 61,4. Setelah penerapan Pendekatan Berbasis Genre, kemampuan menulis di MTs Yusufiah Jakarta mengalami peningkatan. Hal ini dibuktikan dengan peningkatan persentase kemampuan menulis siswa pada siklus I dan siklus II. Pada siklus pertama, persentasenya adalah 53% sedangkan nilai rata-ratanya adalah 68,3. Dan pada siklus kedua, persentasenya adalah 86% sedangkan nilai rata-ratanya adalah 76,3. Berdasarkan penelitian ini, peneliti menyimpulkan bahwa Pendekatan Berbasis Genre dalam menulis teks naratif dapat meningkatkan kemampuan menulis siswa kelas VII di MTs Yusufiah Jakarta. Selain itu, Pendekatan Berbasis Genre juga dapat digunakan oleh guru bahasa Inggris sebagai inovasi dalam pengajaran menulis.

Kata Kunci: Kemampuan Menulis, Pendekatan Berbasis Genre, Teks Recount, PTK.

INTRODUCTION

As a language used across the globe, English playa s central role in science, technology and everyday communication. Mastering it has therefore become increasingly necessary since a large portion of scientific literature and internationally

distributed products rely on English as their medium (Tsu & Tollefson, 2007; Maures & Morris 2003). This growing demand has led Indonesia to place English among the compulsory subject taught at every level of formal education. Referring to Tarigan (2008), English instruction in schools generally covers four interrelated skills-listening-speaking-reading and writing-each governed by its own set of rules that students must gradually master. Among these four, writing holds a particularly important position, as it functions as a form of indirect communication used both in academic settings and daily life. Unlike the other language skills, writing requires students to organize their thoughts into a coherent written form, which makes it demanding yet essential to develop.

For junior high school students specifically, writing serves as a tool to understand and produce written language, allowing them to share information compose narratives. Furthermore, writing can help students to focus on accurate language use, such as grammar and vocabulary use.

Drawing on her four months of teaching practice at State MTs Yusufiah Jakarta, the writer observed several recurring problems among students when learning to write. First, students limited English vocabulary often prevented them from expressing their ideas clearly during writing activities. Second, many struggled to generate ideas for their compositions, resulting in short and underdeveloped texts. Third, a lack of self -confidence made students anxious about making mistakes and being corrected by the teacher. Fourth, low motivation toward learning English cause students to perceive the subject as difficult and to feel bored whenever asked to write a paragraph.

Considering these challenges, the writer believes that a genre-based approach could help students construct and organize their ideas more effectively in written form, restoring writing's proper place as a valued part of language learning rather than something to be overlooked. Based on this consideration, the writer is interested in conducting a study entitled "The Use of Genre Based Approach Students Writing Skill in Recount Text for the Seventh Grader at MTs Yusufiah Jakarta.

METHOD

This study employed Classroom Action Research (CAR) to improve the writing skills of seventh-grade students at MTs Yusufiah Jakarta, particularly their ability to write recount texts, through the implementation of a Genre-Based Approach. The research was conducted during the 2025/2026 academic year and adopted the action research model developed by Kemmis and McTaggart, as cited in Burns (2010). The model consists of four interconnected stages: planning, action, observation, and reflection.

The research was conducted collaboratively with an English teacher who served as a collaborator throughout the intervention. The study was organized into cycles, with each cycle consisting of two meetings. Prior to the intervention, a pre-test was administered to identify students' initial writing abilities and the difficulties they experienced in producing recount texts. Each cycle incorporated four stages of the Genre-Based Approach: Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. At the end

of each cycle, students' writing performance and classroom observations were reviewed to evaluate the effectiveness of the intervention. If the predetermined criteria were not achieved, the findings from the reflection stage were used to revise the subsequent action plan.

Data were collected through writing tests, classroom observations, field notes, and interviews with the English teacher and selected students. Students' writing performance was assessed using an analytical rubric adapted from the ESL Composition Profile developed by Jacobs et al. (1981), covering content, organization, vocabulary, language use, and mechanics. Quantitative data were analyzed by calculating the mean score and the percentage of students achieving the Minimum Proficiency Criteria (KKM) of 70. The intervention was considered successful when at least 75% of students achieved the KKM and demonstrated active participation, motivation, and positive responses during the learning process. Qualitative data obtained from interviews, observations, and field notes were analyzed through data reduction, data display, and conclusion drawing based on the Miles and Huberman framework.

RESULT

Description of Data

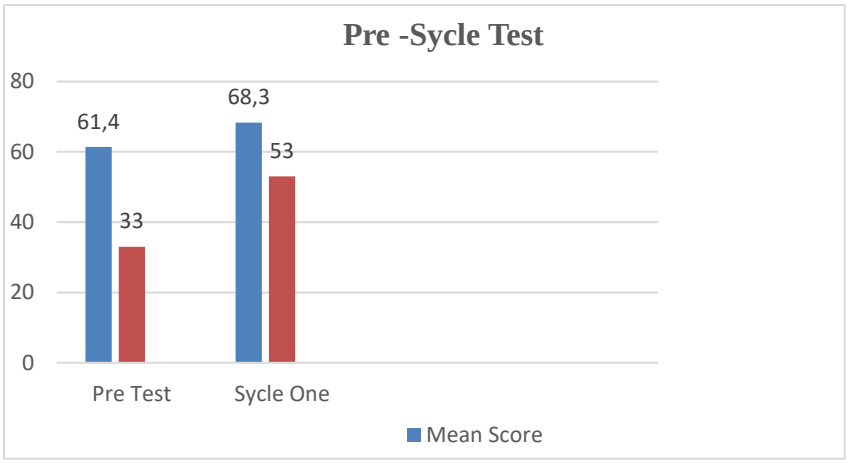
This study was carried out using Classroom Action Research (CAR), comprising two cycles. The research was conducted over one week, from July 13nd until July 18th, 2026. The researcher held the pre-cycle on July 13nd, 2026, to observe students' prior ability in writing before the implementation of GBA. The first cycle was conducted from July 14nd until July 15th, 2026, whereas the second cycle was conducted from July 16nd until July 17th, 2026. Each cycle involved two meetings. GBA was implemented across these two cycles, following four steps: planning, action, observation, and reflection. The findings from the pre-cycle, cycle one, and cycle two are presented in the following sub-chapters. These sub-chapters describe the implementation of GBA in the pre-cycle, cycle one, and cycle two, and present the results before and after using the genre-based approach to improve students' writing skills in recount text.

Pre cycle

The purpose of the pre-cycle is to identify students' prior knowledge in writing. During the pre-cycle, the researcher administered a pre-test in the form of a written test in which the researcher asked the students to write down their daily activities. This pre-test was carried out on Monday, 13nd July 2026, with 15 students from the Sevent Grade participating for 20 minutes. The pre-test was administered before applying the genre-based approach. The researcher also prepared an observation sheet to document the students' pre-cycle activities in class. Based on the results obtained from the students, the researchers conducted the analysis and identified the problems faced by students in this pre-cycle test. The study uses specific indicators to obtain the results of this observation.

Based on the observation checklist in the pre-cycle above, it can be concluded that the students lacked interest in learning English. This is evident from the students' responses to questions posed by the researcher, such as a lack of cooperation among fellow students; the students tended to be passive when the

researcher explained the material; and only a few students were active during the teaching and learning process. The students continued to take their tests even though they demonstrated responses indicating that they did not want to complete their assignments. In addition, the students were disorderly during teaching and learning activities.



Gambar 4.3 Pre-Cycle and Cycle I

Researcher found there were 5 students who passed the minimum mastery criterion (KKM) and 10 students got under the minimum mastery criteria. The total number of students in the seventh grade of State MTs Yusufiah Jakarta was 15 students. The minimum mastery criteria for English subject in this school were 70. First, the researcher gave points 1 to 3 points for the 5 criteria in measuring writing, they were content, organization, grammar, vocabulary, and mechanism.

To obtain the overall score, the researcher summed the points from three criteria used in assessing the writing test. After the students completed the writing test, the researcher computed all the points in order to derive the total score. The students' total score was 921 the mean score on the writing test for the pretest was 61,4 % while the class percentage on the pretest was 33%. Therefore, it can be concluded that most students achieved scores below the minimum mastery criterion for the writing test.

Cycle I

After examining the prior writing achievement of the seventh-grade students at State MTs Yusufiah Jakarta, it was found that only 5 students met the minimum mastery criterion (KKM), which amounted to just 33%. The researcher planned to teach writing using the genre-based approach (GBA). Teaching and learning activities were conducted by the researcher over two meetings on July 13th and 14th, 2026. There were four phases of Classroom Action Research (CAR) regarding the implementation of the genre-based approach in teaching writing, as follows:

Planning

In preparing for the study, the researcher conducted several initial arrangements. First, the researcher developed a lesson plan for teaching writing through a genre-based approach. The researcher prepared the instructional materials and also prepared the instruments for teaching. The instructional materials focused on recount texts, particularly those related to students' holidays. In addition, the researcher prepared research instruments required for this study, including an observation sheet to record students' responses during the teaching and learning

process, a questionnaire to determine students' quality and their perspectives on writing skills using a genre-based approach during the teaching and learning process, and a test to assess students' writing ability.

Acting

The acting phase took place on June 13 and 14, 2026. The actions were implemented according to a lesson plan and materials focused on recount texts, particularly regarding holidays. The researcher first employed an observation checklist during the teaching and learning process at each session. The acting phase occurred over two meetings, specifically:

First Meeting

The first meeting was held on July 13, 2026, and lasted for 90 minutes. The lesson focused on a holiday-themed recount text. The class began with greetings, a prayer, and attendance checking before the learning activities started. During the lesson, the researcher applied the Genre-Based Approach, which consists of four stages to support students' learning.

Building Knowledge

In this stage, the researcher activated the students' prior knowledge about the topic. During the Building Knowledge of the Field (BKOF) stage, the researcher introduced the grammatical features of recount text by asking several questions. The students were invited to share their holiday experiences, helping them build their background knowledge and expand their vocabulary related to the lesson.

Teacher: OK students, are you having experience about your holiday? Student: Yes mam, I have an experience about my "liburan" in Bali Beach.

Teacher: what is the mean "liburan" in English?

Students: I don't know miss

Teacher: liburan in English is "holiday". When your experience is happened?

Students: it is happened in the last week miss.

Teacher: OKE. I think all of you have many experiences. OK.we will study about the recount text. Recount text is the text that explains about experiences. Usually it is uses the simple past tense.

The researcher asked several questions to activate the students' understanding of recount text. After the discussion, the researcher provided an example of a recount text to help students understand its structure and content.

Modeling of Text

In the second stage, the researcher presented a model of a written recount text. The text focused on the topic of holidays to help students understand the characteristics of recount text.

My Holiday in Karimunjawa

I spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkeling and explore more islands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, I went to the harbor at 11.00. We arrived in Bandung at 23.00.

I had a wonderful experience in Karimunjawa. It was the best trip of my life.

After distributing the text, the researcher asked the students to read it aloud and corrected their pronunciation when necessary. The class then discussed the content and the generic structure of the recount text, including the orientation, events, and re-orientation. The researcher also identified each part of the text to help students understand the structure of a recount text more clearly.

3. Joint Construction of Text

After distributing the text, the researcher instructed the students to form groups of four. Each group received a recount text and was asked to identify its generic structure and language features. The students were given 20 minutes to discuss their answers with their group members.

Teacher: Students….I would like to give you some of copyian of text based on the material above.

Students: Yes miss.

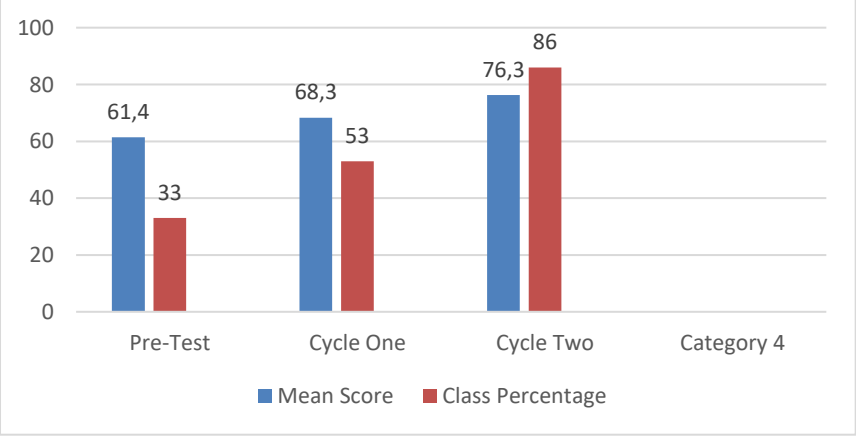
Teacher: You must do this exercise with your partner in a group. After finishing this exercise we would like to discuss about your answer.

Students: Yes Miss.

During the group discussion, the researcher walked around the classroom to assist students who encountered difficulties instead of remaining seated. This collaborative activity helped the students better understand the material. After the discussion, the researcher and the students reviewed and discussed each group's answers together.

Second Meeting

This meeting took place on 14 July 2026. During the meeting, the researcher continued to apply the final stage of the genre-based approach: independent construction of the text. Prior to this, the researcher prepared the students to join the class by greeting them and taking attendance. To assess their understanding and motivation, the researcher asked the students some questions about the previous material. The researcher then re-explained the material on descriptive texts. Afterwards, the researcher gave the students a chance to ask questions. For the independent construction stage, the researcher set a test. In this test, the researcher asked the students to write about their holiday. The time given for this was limited to 20 minutes.



Grafik 4.4

Stage	Mean Score	Percentage	Improvement
Pre-Test	61,4	33%	
Cycle I	68,3	53 %	20%
Cycle II	76,3	86 %	33 %

Table 4.4 Based on the research findings, students' writing skills improved at each stage. On the pre-test, the success rate was only 33%. After implementing the Genre-Based Approach in Cycle 1, the score increased to 53%, representing an improvement of 20 percentage points. Furthermore, in Cycle 2, the results improved to 86%, a 33 percentage point increase from Cycle 1. Compared to the pre-test results, there was an overall increase of 53 percentage points. This indicates that the implementation of the Genre-Based Approach has had a positive impact on students' ability to write recount texts.

Showed that the 20 students who studied English, particularly writing, made progress or improvements, even though only half of the students passed the KKM. Ten students passed the minimum mastery criterion, which ranged from 74 to 80. Two students got 60, four got 67 and one got 54, but all were still under the minimum mastery criterion. Therefore, it can be said that only three students who scored 40 showed improvement, and they were also in the category of students with scores below the KKM.

However, there was an improvement because the students' scores had improved. The researcher then calculated the students' scores using the same formula as in the pre-cycle. After scoring, the researcher added up all the scores to get the total. The total student score was 1,025. Therefore, the mean score for students taking the test in cycle one was 68.3. Next, the percentage of seventh graders at MTs Yusufiah Jakarta who wrote the test in cycle one was 53%. The researcher then concluded that there had been an improvement in the students' writing ability using the genre-based approach, but that most students had not met the criterion.

3. Observing

Data on students' activities in the teaching and learning process were collected through observations made during teaching and learning in this cycle. These aspects consist of students' readiness, activity, participation, communication, interest, discipline, responses and enthusiasm. The results of the observations can be seen below:

Table 4.2 Observation Checklist of Cycle one

No	Activities	*Yes*	No
1	The students are ready to follow teaching and learning process	√	
2	The students respond the researcher question well	√	
3	The students write the explanation from the researcher		√
4	The students are active during the activities in teaching and learning process	√	
5	The students participate with friend during the teaching learning process	√	
6	The students' asking the difficult words when they write	√	

7	The students are interested in creating their writing		√
8	The students are brave enough to do test		√
9	The students start to write their tasks	√	
10	The studentsare discipline in class during teaching and learning process		√

Based on the results obtained from the observation checklist in Cycle One above, it can be concluded that, although some students were not ready to receive the material given by the researcher, others gradually began to do so. These students did not take notes during the researcher's explanations and did not ask questions about the material being taught. Most students still have attitude problems during the learning and teaching process.

Reflecting

Based on the results of the observations and post-tests in Cycle One, which used the Genre-Based Approach, the researcher found that the students had made some progress. In the observation, seven statements increased, while in the post-test, eight students scored between 74 and 80, which was included in the category of students who met the minimum criterion. Additionally, seven students scored between 40 and 67, but this was still below the minimum mastery criterion. It can be concluded that students' writing skills improved by using the Genre-Based Approach, although not all students achieved the minimum mastery criterion. The reflection phase above indicated that the results of the observations and post-tests in Cycle One had not yet achieved the minimum mastery target.

Cycle II

Cycle Two was carried out in two meetings on July 17–18, 2026. The activities were organized through the following steps:

Planning

In this section, the researcher modified the lesson plan based on the evaluation results from the first cycle. Consequently, the researcher gathered the materials and tools needed for the teaching and learning activities. The content remained focused on recount texts, but the researcher chose different topics related to unpleasant or joyful experiences. For the instructions and rules, the researcher re-explained everything more slowly and clearly until every student comprehended the information and remained attentive to the instructions and explanations provided by the researcher. An observation sheet was prepared by the researcher to monitor students' responses during the teaching and learning process.

Acting

In the acting stage, during the first and second meetings, the researcher conducted the same activities as in cycle one but focused on a different topic.

a. First Meeting

This meeting took place on July 16th, 2026. During this meeting, the researcher updated the action plan based on the evaluation from the first cycle. The researcher began the lesson by greeting the students, inviting them to pray, and taking attendance. After compiling the students' attendance list, the researcher initiated the

teaching and learning process. The researcher revisited the material previously covered in the last session regarding recount text. Then, the researcher utilized a Genre-Based Approach focusing on recount text centred around either a bad or happy experience. The researcher provided further explanation of the material and offered examples to enhance their understanding. The purpose of this material was to engage students' interest and motivation. Finally, the researcher invited students to draw conclusions about the material. Finally, the researcher gave feedback. The researcher and students ended the lesson with prayer.

b. Second Meeting

This meeting was held on July 17, 2026. During this meeting, the researcher continued implementing the final stage of the genre-based approach through the independent construction of the text. Prior to that, the researcher prepared the students to join the class by greeting them and checking the students' attendance. As part of appreciation and motivation, the researcher asked the students questions related to the previous material. The researcher then re-explained the material about descriptive text. Afterward, the researcher gave the students an opportunity to ask questions. In the independent construction phase, the researcher administered a test. In this test, the researcher asked the students to write down their positive or negative experiences. The allotted time for the test was limited to 20 minutes. The results of the post-test scores in cycle two can be seen as follows:

Table 4.3 Students' Writing Score of Post-Test in Cycle Two

o	Name	Criterion					Total	Score
		C	O	G	V	M		
	ZZA	3	3	2	2	2	12	**80**
	APS	3	2	2	2	2	11	**74**
	N	3	3	2	2	2	12	**80**
	SL	2	3	1	2	2	10	67
	CAA	2	3	2	2	2	11	**74**
	VRM	2	3	2	2	2	11	**74**
	RNT	2	2	2	2	2	10	67
	HA	3	3	2	2	2	12	**80**
	AD	3	2	2	2	3	12	**80**
0	RNEM	3	3	3	2	2	13	**87**
1	CV	3	2	2	1	3	11	**74**
2	QB	3	2	2	2	3	12	**80**
3	A	2	3	2	2	2	11	**74**
4	SLPB	3	2	2	2	2	11	**74**
5	AY	3	2	2	2	3	12	**80**

Mean score	**76,3**
Class Percentage	**86 %**

The table 4.3 showed that the highest score in cycle two was 87 and the lowest score was 67. There were 4 students who got the score under the minimum mattery criterion and there were 16 students who got score above the minimum mastery criterion about 74-87. The mean score of cycle two was 75.05. Subsequently, the result of class percentage of students writing in test on cycle two of was 80%. Based on the result of the test and observation, the researcher concluded that, the Classroom Action Research was successful and the researcher decided to stop the cycle.

3. Observing

Observation was conducted during the teaching and learning process in the second cycle. In this cycle, students' responses to the Genre-Based Approach in teaching and learning writing were better than in the previous cycle. This can be seen from the observation results when the researcher implemented the Genre-Based Approach for recount text in cycle two, as shown in the following table.

Table 4.3 Observation Checklist of Cycle Two

No	Activities	*Yes*	No
1	The students are ready to follow teaching and learning process	√	
2	The students respond the researcher question well	√	
3	The students write the explanation from the researcher	√	
4	The students are active during the activities in teaching and learning process	√	
5	The students participate with friend during the teaching learning process	√	
6	The students' asking the difficult words when they write	√	
7	The students are interested in creating their writing	√	
8	The students are brave enough to do test	√	
9	The students start to write their tasks	√	
10	The students are discipline in class during teaching and learning process	√	

Based on the findings from the observation checklist above in cycle two, it can be concluded that students' participation increased in the second cycle. Most students achieved good results on the observation checklist, although some students still remained passive in providing responses during the teaching and learning process. Most students tend to be afraid to ask about the material presented by the researcher. To improve the discipline in cycle 2, the researcher emphasized to the students that the recount text is a text of great importance and that it is also interesting. By learning the recount text, it is possible to determine and identify a person's physical characteristics.

Reflecting

The phase was conducted following the outcome of the test. In this reflection, the researcher expressed satisfaction because her effort, supported by the results of observation and testing, indicated an improvement. During the observation, the students responded well to all statements and enjoyed learning English writing skills through the Genre Based Approach with recount text materials. During the test, students' writing skill also showed a significant improvement when using the Genre Based Approach. Overall, the classroom atmosphere was positive; the students were happy to participate in the lesson and became more active throughout the teaching and learning process using the Genre Based Approach. In cycle one, the students' mean score was 68.3, and the class percentage was 53%. Based on the data from cycle one, the researcher proceeded to cycle two; there, the students' mean score increased to 76.5, and the class percentage rose to 86%. Therefore, the study had met the criterion for success. Owing to the satisfactory results from both the observation and the test, the researcher did not revise the plan and decided to end the action in cycle two.

c. The Result of Questionnaires

No	Activities	es	%	o	
1.	Do you like to learning English?	3	86%		3%
2.	Are you able to write English?	3	86%		3%
3.	Is learning writing fun?	0	67%		3%
4.	Is the topic given to write difficult?		60%		0%
5.	Does the teacher often give you writing material?	3	86%		3%
6.	Do you like to learning writing using Genre Based Approach?	0	67%		3%
7.	Do you like learning to write using recount text material on Genre Based Approach?	1	73%		7%
8.	Do you feel confident writing English after teaching the Genre Based Approach?	0	67%		3%
9.	Does the Genre Based Approach help you improve your vocabulary, and grammar in writing?	3	86%		3%
10.	Does the Genre Based Approach increase your motivation to write English?	4	93%		%

The results indicate that most participants showed a positive attitude toward learning English and developing their writing skills, with 86% expressing interest in both activities. Although 67% considered writing enjoyable, 60% admitted that they occasionally experienced difficulties that reduced their enthusiasm. In addition, 73% preferred learning recount writing through the Genre-Based Approach. After participating in the learning activities, 67% felt more confident in writing English

texts. More than 86% also agreed that the Genre-Based Approach contributed to improving their vocabulary and grammar. Moreover, approximately 93% believed that this approach increased their motivation to write in English.

CONCLUSION

This study concludes that the implementation of the Genre-Based Approach (GBA) effectively improved the writing skills of seventh-grade students at MTs Yusufiah Jakarta in producing recount texts. The findings demonstrate a clear and consistent improvement in students' writing performance from the pre-test through the two intervention cycles. Before the implementation of GBA, only 33% of the students achieved the Minimum Proficiency Criteria (KKM), with a mean score of 61.4. After the implementation of the approach in Cycle I, the percentage of students meeting the expected criteria increased to 53%, accompanied by an increase in the mean score to 68.3. Although this result indicated meaningful progress, the achievement had not yet reached the predetermined success criterion of 75%. Therefore, the research was continued to Cycle II with several improvements based on the reflection of the first cycle.

The implementation of Cycle II produced more substantial improvement. Students' mean writing score increased to 76.3, while the percentage of students achieving the required level reached 86%. Compared with the pre-test, the class achievement increased by 53 percentage points, indicating that the intervention had a positive effect on students' ability to construct recount texts. The improvement was also reflected in classroom participation and learning engagement. During Cycle II, students demonstrated greater readiness, participation, interest, confidence, and willingness to engage in writing activities compared with the previous cycle. These findings suggest that the structured stages of GBA provided students with appropriate support as they progressed from understanding the topic and analyzing model texts to collaboratively constructing and independently producing their own recount texts.

The questionnaire findings further reinforce the effectiveness of the approach. Most students expressed positive attitudes toward English and writing activities, while 73% indicated a preference for learning recount texts through the Genre-Based Approach. Furthermore, 67% of students reported increased confidence in writing, more than 86% perceived improvements in vocabulary and grammar, and 93% stated that GBA increased their motivation to write in English. These responses indicate that the benefits of GBA extended beyond writing scores to students' affective engagement with the learning process.

Overall, the findings confirm that the Genre-Based Approach can serve as an effective instructional strategy for developing students' recount writing skills. By providing systematic guidance, relevant models, collaborative practice, and opportunities for independent writing, GBA helps students organize ideas and improve their use of language in written texts. The approach may therefore be considered a practical innovation for English teachers seeking to create a more structured, supportive, and motivating writing classroom.

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