Implementing Writing Skills through The Genre Approach

Ferri Hidayad
ferri6591@gmail.com
Universitas PGRI Palembang

Ariya Agustin
ariya.agustin@gmail.com
Politeknik Darussalam Palembang

Despita
despita.satyanegara@gmail.com
STIA Satya Negera Palembang

M Bambang Purwanto
mbambangpurwanto@gmail.com
Universitas Negeri Semarang

ABSTRACT

Despite being largely regarded as a foreign language; English plays an undeniably significant part in Palembang's economy and educational system. Contrarily, research reveals that English proficiency among Palembang pupils' declines. This article details a study that looked at how much EFL English majors at PGRI Palembang University improved their ability to write argumentative essays after being subjected to genre-based writing exercises with their writing instructors. The findings showed that students consistently struggled to criticize or refute opposing viewpoints and come up with more powerful rebuttals, even after being exposed to the preparation of genre-based argumentative essays. However, they were able to demonstrate development in their ability to recognize the rhetorical structures (genres) and lexicon-grammatical characteristics of the full argumentative essay. The strategy received favourable feedback from the participants. The paired sample t-test also revealed that students' post-intervention argumentative texts significantly outperformed their pre-intervention drafts. It is commonly accepted that students may regulate the linguistic aspects of the type of text with a specific communicative aim and comfortably enhance their writing skills by studying through a genre-based approach to writing. The consequences for teaching writing in an EFL setting are demonstrated in this essay. Additionally, it urges the adoption of a genre approach in EFL writing classes.
Key words: Genre-based Writing; Essay; Rhetoric; Argumentation

INTRODUCTION

Students' English proficiency fell drastically in Palembang. The government is making efforts to improve the level of English usage, but despite these efforts,

students' levels of English proficiency are deteriorating to the point where university teachers are currently in a serious conflict over how to address the issue given that they have very little time to work on students' English. This is undoubtedly evident in my own class, as students who take my writing course encounter almost insurmountable challenges when attempting to generate straightforward written texts in English. The TEFL situation in Palembang has been strengthened by a number of initiatives. This effort is well illustrated by the various degrees of research that have been done. Writing involves the linguistic and cognitive abilities of the writer, which are difficult to develop just through the intellect; as a result, these abilities are prickly (Corder, 1967; Hinnon, 2014; Rustipa, 2011). It calls for high standards from both students and teachers in general. The EFL writing project proved a diversion for the students, as they discussed throughout the discussion, primarily because of their linguistic limitations. Writing instruction reports show that certain genre approaches are successful (Lee, 2015; Cai & Fang, 2022; Selvaraj & Aziz, 2019; Singh et al., 2017; Wilson, 2003). According to (Haggag, 2008; Rana et al., 2019) students' writing abilities and self-confidence can both be improved through the writing process. Futhermore, (Purwanto et al., 2022; Ghina, 2016), a process approach is strongly advised. Despite its challenges, the process approach to teaching writing in Indonesia is praiseworthy, according to a local study in Indonesia by (Andrajati et al., 2020). However, there are generally few research examining the English-language writing habits of Indonesian students, and none have evaluated the efficacy of genre-based writing strategies in EFL classroom settings.

Given this situation, it is obvious that steps must be made to ensure a brighter future. The aforementioned facts serve as one of the driving forces behind this study. As a result, it seeks to investigate the rhetorical organization of argumentative essays produced by second-year English majors. In other words, this study aims to investigate the evolution of writing in undergraduate English students' argumentative essays that have been exposed to genre-based writing styles.

According to Genova, the term "genre" means: The genre consists of a group of communicative activities with similar communicative objectives. This objective, which is the motivation for the genre, is acknowledged by knowledgeable members of the parent discourse community. These factors influence and impose limitations on the choices of content and style, forming the conceptual framework of speech. (Genova, 2019).

A further definition of genre given by (Pamungkas, 2019) is "the use of language that conforms to certain schematic and textual conventions, as agreed upon by a particular discourse community." The definition of genre according to (Mustopa & Sugirin, 2020) is "a recognizable communicative event characterized by a set of communicative goals."

(Bellil, 2020), by examining the genres present in many professional domains, explain the current English curriculum (Nueva, 2016; (Swales & Swales, 1990),

despite the fact that the concept looks a little problematic. There are norms for the rhetorical structure of many sorts of writings, therefore it is possible that genres can be taught. Does the argumentative essay have its own communicative goal and rhetorical features?

The case put forth by the author for studying the genre is based on the theories of (Swales & Swales, 1990; Hyland, 2007). The author Bhatia claims that "... certain types of conventional codification of meaning correspond to certain institutionalized socio-cultural arrangements" (Hyland, 2003, p. 5). As a result, it may be claimed that the way we structure other sorts of speech, such as narrative, exposition, and description, is very different from the way we organize argumentative writings. If this is the case, it would be worthwhile to look into the characteristics of the text that students produce for various purposes. This is due to the fact that students will be aware of the structure and building elements of their own academic compositions. Students can examine the individual elements of the text and afterwards construct their texts for certain objectives once they have gained understanding of the schematic structure of various types of texts. More significantly, the genre approach to reading texts with various communicative goals will surely have effects on how ESP is taught and learned (Rusinovci, 2015; Abate, 2019; Saihi, 2015; Robertson, 2011; Martika & Hermayawati, 2016).

The lack of generalized research in the field and the absence of local studies addressing this topic till now were other factors that prompted this investigation. Therefore, this study aims to examine the linguistic characteristics and communicative goals of the argumentative essay as part of the efforts made to advance the English as a Foreign Language academic environment on the best course possible. It also draws lessons for the current and/or future direction(s) dealing with the complex features of written texts.

(Moses & Mohamad, 2019) supports this view by pointing out that when genre analysts attempt to explain their descriptions of textual staging, they frequently undervalue psychological variables. According to Bhatia, it is this viewpoint that discloses cognitive structures unique to particular fields of study.

Research articles (Usman & Irnanda, 2016);(Mundy-Henderson & Martin, 2020; Baron, 1998), abstracts (Anson, 1999), grant proposals (Warnock, 2009), theses and dissertations (Shandomo, 2009), application letters (Nasir & Neger, 2022; S. Lee et al., 2022), and the introduction and conclusion of argumentative essays (Kessler, 2018) are just a few of the published genres that have been studied in literature.

The association between grammatical forms and functions utilized in the workplace, in general, can be critically investigated, according to the authors, who feel that this kind of research can do so. Such examinations of the typical organizing patterns used in a variety of genres aid both teachers and experienced readers in effectively processing texts. Many studies claim that the results of movement structure analysis can be applied in the classroom, especially for L2 writers in

higher education (Hoopingarner, 2009; Barksdale et al., 2007; Barron et al., 1998; Friedman, 2005). More crucially, because they contain movements and processes that can be recognized and taught, the findings of genre analysis can be applied to genre education. The underlying premise of this argument is that genre techniques can aid learners in understanding the textual and linguistic characteristics of the relevant genre. This study's emphasis is on argumentative essays.

When compared to other genres like exposition and narrative, not to mention the relatively few other sorts of literature, argumentative essays have a distinct function. The choice of vocabulary words and preferred grammar can also be influenced by the text in question's overall goal and communicative intent. Thus, the purpose of this study is to evaluate models of argumentative written texts and the writing growth of English students as a result of their experiences in genre-based writing classes.

LITERATURE REVIEW

Previous Related Study

Writing Skills

Writing skill is the ability to effectively convey thoughts, ideas, and information through written language. It involves not only stringing words together, but also organizing them in a coherent and engaging manner that captures the reader's attention and communicates the intended message clearly. A strong writing skill encompasses various aspects, including grammar, vocabulary, sentence structure, punctuation, and style (McGunagle & Zizka, 2020). Developing a good writing skill requires practice, observation, and a willingness to learn and improve. Here are some key elements that contribute to a strong writing skill:

1. Clarity: Clear and concise writing ensures that your message is easily understood by your audience. Avoid overly complex sentences and jargon that might confuse readers.
2. Grammar and Mechanics: Proper grammar, punctuation, and spelling are essential for effective communication. Mistakes in these areas can undermine your credibility as a writer.
3. Vocabulary: A rich and varied vocabulary allows you to choose the most appropriate words to convey your ideas accurately. However, it's important to strike a balance and avoid using overly complex words that might alienate readers.
4. Organization: Well-structured writing follows a logical flow, leading readers through your ideas in a coherent manner. Use paragraphs, headings, and transitions to guide your readers smoothly through your content.
5. Engagement: Captivate your readers by incorporating storytelling techniques, anecdotes, or compelling examples. A skilled writer knows how to maintain the reader's interest from start to finish.
6. Voice and Style: Develop a unique voice and writing style that reflects

your personality or the tone of the content. Whether it's formal, conversational, persuasive, or informative, consistency is key.

7. Audience Awareness: Tailor your writing to your intended audience. Consider their background, knowledge level, and interests to ensure your message resonates with them.

8. Editing and Proofreading: Revising and polishing your work is an essential step in refining your writing. Editing helps eliminate errors, improve clarity, and enhance overall quality.

9. Research Skills: Depending on the topic, research may be necessary to provide accurate information and support your arguments with evidence.

10. Practice: Like any skill, writing improves with consistent practice. Set aside time for regular writing exercises, journaling, or creative projects to hone your abilities.

Remember that writing is a process that can always be refined and improved. Don't be discouraged by initial challenges; instead, view them as opportunities to grow as a writer. Whether you're writing for academic, professional, or creative purposes, honing your writing skill will help you effectively communicate your ideas and connect with your readers.

Genre Approach

The genre approach in writing refers to a method of teaching and understanding writing that focuses on different types or genres of texts. A genre is a specific category or style of writing characterized by its content, structure, and purpose. By analyzing and studying different genres, writers can better understand the conventions, expectations, and strategies associated with each type of writing (Swanson & Collins, 2018). This approach is particularly common in educational settings where students are taught to write in various genres to effectively communicate in different contexts.

Here's how the genre approach works in writing:

1. **Identifying and Analyzing Genres:** Writers begin by identifying different genres and understanding their key features. Each genre has specific characteristics, such as tone, structure, language use, and intended audience. For example, the genre of a persuasive essay would have a different structure and purpose compared to a personal narrative.

2. **Learning Conventions:** Writers study the conventions and norms of each genre. This includes understanding how to structure the text, how to use language effectively, and how to meet the expectations of the audience. Conventions might include the use of headings in reports, dialogue in fiction, or citations in academic papers.

3. **Adapting to Audience:** Different genres are meant for different audiences. The genre approach encourages writers to consider the needs and expectations of their target audience. Adapting the writing style, tone, and content to suit the intended readers helps ensure effective communication.

4. **Practicing Multiple Genres:** Through practice, writers become proficient

in writing across various genres. This not only enhances their versatility as writers but also enables them to effectively communicate in different contexts. For instance, a writer who has practiced both persuasive essays and informative articles is better equipped to tailor their writing for different purposes.

5. **Understanding Genre Context:** The context in which a piece of writing is produced also influences the choice of genre. A business report, a personal letter, and a social media post all have distinct genres suited to their respective contexts.

6. **Combining Genres:** In some cases, writers might need to blend or combine genres to create innovative or hybrid texts. This requires a deep understanding of the conventions of each genre and the ability to adapt them creatively.

7. **Reflecting on Purpose:** The genre approach encourages writers to consider the purpose of their writing. Different genres serve different goals, whether it's informing, entertaining, persuading, or reflecting. Aligning the genre with the purpose enhances the effectiveness of the writing.

The genre approach is valuable not only for writers but also for educators teaching writing skills. It helps students develop a versatile set of writing skills that can be applied in academic, professional, and creative contexts. By mastering different genres, writers become more adaptable and capable of effectively communicating their ideas across a variety of situations.

Kinds of Genre in Writing

Writing encompasses a wide range of genres, each with its own distinct characteristics, purposes, and conventions. Here are some of the most common genres in writing:

1. **Narrative:** Narratives tell stories and often include characters, settings, and plot developments. This genre includes various subgenres like:
   - **Short Stories:** Brief fictional narratives that typically focus on a single plot or theme.
   - **Novels:** Longer fictional narratives that allow for more complex character development and multiple plotlines.
   - **Personal Narratives:** True stories from the writer's own life, often used to convey personal experiences or reflections.

2. **Expository/Informative:** Expository writing aims to provide information, explanations, or instructions to the reader.
   - **Essays:** Formal pieces of writing that present and analyze a specific topic, often with a clear argument or viewpoint.
   - **Research Papers:** In-depth explorations of a particular subject, supported by research and evidence.
   - **Reports:** Formal documents that present findings, often related to business, scientific, or academic matters.

3. **Persuasive/Argumentative:** This genre seeks to persuade or convince the reader of a particular viewpoint or argument.
   - **Argumentative Essays:** Essays that present a clear argument, supported by evidence, and counterarguments.
   - **Opinion Pieces/Editorials:** Articles expressing the writer's opinion on a current issue or topic.
4. **Descriptive:** Descriptive writing aims to create vivid and sensory-rich descriptions of people, places, objects, or experiences.
   - **Descriptive Essays:** Essays that use detailed language to paint a picture for the reader.
   - **Poetry:** Often characterized by rich imagery and emotional depth, poetry uses language creatively to evoke feelings and thoughts.
5. **Technical/Instructional:** Technical writing provides instructions or information on how to perform specific tasks or use products.
   - **User Manuals:** Guides that accompany products and provide instructions for their use.
   - **Tutorials:** Step-by-step guides for completing tasks, often found online or in educational materials.
6. **Journalistic:** Journalistic writing reports news and current events to inform the public.
   - **News Articles:** Reports on recent events, often organized with the most important information first (inverted pyramid style).
   - **Feature Articles:** In-depth stories that explore a topic, issue, or person in more detail.
7. **Poetry:** Poetry is a highly expressive genre that uses language creatively, often with a focus on rhythm, rhyme, and metaphor.
   - **Sonnet:** A specific form of poem with 14 lines, often exploring themes of love or beauty.
   - **Haiku:** A traditional form of Japanese poetry consisting of three lines and focusing on nature and emotions.
8. **Drama/Scriptwriting:** These genres involve creating scripts for performances, whether for the stage, screen, or other mediums.
   - **Plays:** Written for theatrical performances, involving dialogue, stage directions, and character development.
   - **Screenplays:** Scripts for movies or television shows, often including dialogue, scene descriptions, and camera directions.
9. **Biography/Autobiography:** These genres involve the storytelling of real-life events and experiences.
   - **Biography:** A detailed account of someone else's life, often researched and written by someone else.
   - **Autobiography:** An account of the author's own life, often reflecting on personal experiences and insights.
10. **Diaries/Journals:** Personal accounts of daily experiences, thoughts, and reflections.
11. **Humor/Satire:** Writing that uses humor, irony, or exaggeration to

comment on or critique various aspects of society.

12. **Fantasy/Science Fiction:** Imaginative genres that often involve speculative worlds, futuristic technology, or magical elements.

These are just a few examples of the many genres in writing. Each genre serves a specific purpose and comes with its own set of conventions and techniques. Writers often choose genres based on their intended audience, the message they want to convey, and their personal style.

METHOD

Participants

24 PGRI Palembang University second-year English students participated in the study. These competitors were second-year students. Before they are trained to create argumentative essays using a genre approach, they have previously taken basic writing courses.

The data

The data was a corpus of 48 participant argumentative essays, half of which (24) were collected at the beginning and the other half (48) at the end. The second draft is reviewed to see if students have made progress in terms of structuring argumentation genres, using the first draft only as a baseline. The essays collected by students address the question of whether increasing access to higher education may help with education in Palembang and poverty alleviation. This subject was chosen primarily because it was thought that it might be discussed concurrently with the Palembang issue. Additionally, it is assumed that the students were acquainted with the concept.

Instruments

Tests and interviews served as the study's primary data collection methods. To determine where students' writing level is in terms of composing argumentative texts, the pretest is used as a baseline.

Data analysis methods

The following elaboration of the teaching and learning cycle is adapted from (Clark, 2008). Students share their knowledge on the topic.

Modelling of text

The teacher introduces the argumentative genre to students and helps them analyze the structure of the genre.

Joint construction of text

Together, teachers and students create a text that is reminiscent of the material that was studied in the previous phase.

Independent construction of text

To create their own writings in the genre of their choice, students work independently and put in a lot of practice. (Swales & Swales, 1990; Wilson, 2003)Moving analysis was used. Then, each movement's steps are named. Essays are graded using a holistic approach. There is a five-point scoring system that ranges from very good to very awful (5-1). Several argumentative essays were written at various points, but only two were evaluated—one at the start and another at the end of the intervention. The argumentative writing tasks I and II were marked by two TEFL specialists, whose inter-rated reliability was found to be r = 0.88 and r = 0.91, respectively.

Data is repeatedly re-encoded to ensure higher levels of dependability. due to the fact that text is made up of a succession of movements, each of which may have one or more steps. The author often organizes the content using the steps in the context of a specific genre. They quickly evolved into the writings' more specific communication objectives. These procedures and measures were chosen in accordance with the strategy recommended by Swales & Swales (1990) and Alakrash & Razak (2020). The data analysis covered all gestures and actions that showed up at least once. In the end, data analysis was completed by reading argumentative essays written by students. Both qualitative and quantitative evaluations are conducted, and their results are communicated.

RESULT AND DISCUSSION

According to (Hyland, 2007), the overall function of an argumentative essay is to put forward a point of view, and defend or explain it. The general essay structure model as presented by (Hyland, 2003) is observed:
1. Introduction: background and preparation
2. Body: Argument (Support)
3. Conclusion: Relevance of proposition

The basic framework of the article that Bruffi offered was then used to assess the corpus. The author, a second-year English student, then follows the actions and steps with an essay. As a general rule, the following table 1 shows the structure of the genre-main phases.

Table 1. Genre moves and steps identified

Stage	Moves	Steps (strategies)	Examples (from students' texts)

Introducing the thesis	Establishing an issue(66.6%)	Describing a general concept (66.6%)	Poverty is a serious common phenomenon [sic] in the world
		Citing authority (29.2%)	According to UNESCO reports, many countries in the world…
		Stating an example (12.5%)	Even, the government change [sic] the major country budget for education
	Introducing opposing views (91.67%)	Stating what beliefs different people/parties (unnamed) hold (20.83%)	There are some people who believe that education cannot be a solution to eradicate poverty
		Stating an opposing view (single wing) – 66.6%	They contend that …
		Presenting justifications (25%)	[they say] educated people in South Sumatra are poor…
	Narrowing the focus & announcing a position(91.67%)	Refutation/ridiculing (27.1%)	• It is groundless to argue that … • I stand for the second group of people who support education.
		Introducing one's own position (83.3%)	I, nevertheless, strongly believe that education plays a tremendous role in shaping the growth of the country
		Stating the thesis (100%)	[It brings] economic development … and political stability.
Argument	Justifying the thesis (19%)	Stating reason / an evidence (42%)	The first function of education … is related to …
		Providing evidence to back up the reason (95.8%) examples historical evidences statistics	• For example, in the earlier times, people did not live harmoniously with neighbouring people.

			• … they are highly prosperous
	Linkage to the thesis (75%)	Stating effects – 58.3%	If people are educated, they can be engaged in solving problems related to economy
		Strengthening/re-stating the thesis – 83.3%	• When they reach what they want, they decide to leave… • These all are contributing factors
	Addressing counterargument (8.32%)	Stating the opposite view (14.16%)	What these people say is that…
		Refuting the argument –38.66%	It is groundless to stand against education
Conclusion	Consolidating the Position (59%)	Signalling conclusion (83%)	In conclusion, /To sum up, /To recapitulate, …
		Restating the thesis/proposition (91.6%)	• Education is a fundamental solution for reducing … poverty. • Education can be a solution …
		Pressing against opposition (20.8%)	People who believe in education must change their mind…
	Calling for actions (28%)	Suggesting what to do (62.5%)	Every citizen deserves … sufficient education.
		Concluding (46%)	• Without education, no one does show any progress. • Together, let's expand education and try to develop this nation

Genre moves and steps identified

Three steps are mentioned in the essay's background and preparation section.

Problem statements (66.6%), the presenting of competing viewpoints (91.67%), the restriction of emphasis, and the declaration of stances (91.67%) are a few examples. They are put into practice using (to use the terminology from Henry and Roseberry, 1997) steps or methods. Examples are taken directly from the student-written material; check the table for examples.

Three steps are carried out in the body, which is where the argument is supported. 19% of essays include two distinct communication goals (steps/strategies): presenting the reasons/evidence (42%) and offering evidence to support the cause (95.8%). This is where the first step supporting the thesis is found. Examples, anecdotal evidence, and statistical data are all employed in the suggestions at this point. In the second step, 75% of the text reveals the dissertation reference. The counterargument, which is presented in a relatively small number of words (8.32%), is the next to be presented. In some of these texts, statements from opposing viewpoints (14.16%) and debunking's of arguments (38.66%) are employed.

The last stage is another stage under consideration. In contrast to Henry and Roseberry's (1997) observation of inference as an optional step, all essays in this study were found to contain. Two important steps were identified. The first step, consolidating positions (59%), includes three steps: signal withdrawal (83%), repetition of the thesis/proposal (91.6%) and pressure on the opposition (20.8%). Another step, calling for action, was seen in 28% of the collected texts. In this latest essay movement, two strategies prevailed: hints on what to do (62.5%) and conclusions (46%).

What the student has been able to achieve, as described so far, corresponds to the text essay of the model analyzed at the beginning of the study. However, it should be noted that there are aspects of the genre that are difficult for students.

Different genres and steps are used to a greater extent in all essays at different speeds. The author, however, testifies that even after the students are confronted with various reasoned texts, they can hardly criticize (refute) opposing views. This can affect their ability to make stronger arguments. Appeal to the authorities is not considered at all. This means that students lack the skills to relate arguments to literature. The dominant feature of student essays is circular argumentation, in which students reformulate arguments rather than prove them.

The progress of the text in various forms is assessed. Compared to the original text that contains arguments, the text prepared after the presentation shows improvements in the following areas:
1. Alarm (better use of temporary devices)
2. Clearer rhetorical organization
3. Correspondence with the rhetorical structure of a typical essay analyzed in class
4. Better understanding of lexical and grammatical features

5. Better control over argumentative language

A paired-samples t-test

Pre-intervention and post-intervention scores were compared for comparison reasons, and the findings indicated a positive change. This paired sample t-test is used to spatially compare the results of the pretest and posttest.

Table 2. Independent samples t-test between the pretest and posttest

		N			Std. error	95%confidence interval of the difference				
			Mean	SD	mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-intervention	24	2.66	1.16	1.87	-1.05	-.28	3.56	23	.002*
	Post-intervention	24	3.33							

*Significant at p<0

Whether there was a significant difference between the written test before and after the intervention. Table 2 illustrates the effectiveness of students' reasoned writing in pre- and post-intervention sessions. From the table above, it can be seen that after the introduction of a text-oriented approach, there was a statistically significant improvement in students' argumentative writing skills (t = 3.56, df = 23, p = 0.002). Implied; Thus, the genre approach can improve student performance in writing and should be applied with flexibility.

Differences between high and low-scored essays

In terms of the genre structure of high-scoring (N=4) and low-scoring (N=5) argumentative essays, it was discovered that the former had a predictable essay structure while the latter did not adhere to a consistent step structure for the same move. Additionally, it was noted that the students with low proficiency kept repeating the idea. In addition, their points had shaky ties to the thesis aside from grammatical errors. Another aspect of an essay that received a bad grade illustrated one salient aspect (Putri et al., 2017; Li & Wang, 2022). It introduces a rationale at the outset before moving quickly to the conclusion without providing adequate evidence to sustain the notion.

Students' reactions

The following are a few factors that are advantageous for students: The following are some of those that responders want to display. To create a mental map of the argument as a whole, become aware of how argumentative essays are organized rhetorically. - Becoming familiar with lexical and grammatical elements - The ability to recognize that language is a coherent component of a text that takes place in a certain context is known as class pleasure. They have also been discovered to have control over argumentative language. The following was said by one of the interviewees. How to start and develop essays, especially argumentative ones, is my biggest writing issue. Because I am familiar with its organizational structure, I find it to be quite easy to put my ideas together (Sulfiiah, May 28, 2023 interview). He has the following other viewpoints on other topics. If I could compose an essay, I was terrified. At the very least, I believe I have a better understanding of what and how to write an introduction and conclusion (Slamet, interview conducted on May 28, 2023). It appears that pupils have the ability to manage the text's aspects when creating a coherent essay.

CONCLUSION

The discussion so far has focused on the results that revealed the argumentative essay genre for English language learners, the enhancements that were seen when students were taught argumentative writing skills using the genre approach, student reactions to this approach, and the differences in text between writers in the classroom with high and low language proficiency. The findings demonstrated that if students use a genre analysis technique, they can produce argumentative essays that are predictable rhetorically. They may be able to control how texts are organized cognitively thanks to this method. They thus shown a considerable improvement in their ability to compose argumentative articles on their own. Students appear to appreciate the experience and learn crucial elements of arguments. Based on these findings, it is advised that rhetorical models be taught with caution and flexibility so that EFL (English as a Foreign Language) learners can benefit considerably and learn more quickly because this method lightens the load by splitting text into functional parts. Students can produce their own texts so they can experiment with their own writing and improve it by learning the traits and qualities of movement and step genres. However, there is little evidence to suggest that this genre's writing work skills may be applied to another. More study is needed to determine why students struggle with academic writing, and that study should employ several genre finding techniques. Keeping kids informed about the various alternatives for writing growth is also beneficial. Since there is still a great need for more research, these studies have never had a significant impact or put pressure on practitioners. The author makes the case that the genre method to teaching writing merits consideration in the context of the EFL at PGRI University, where student failure in English (and other disciplines) can be attributed to a lack of language proficiency.

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