

The Influence of Genre-Based Learning Approach Perception and Self-Confidence on Descriptive Writing Ability

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Abstract

This study investigates the influence of students' perceptions of the genre-based learning approach and self-confidence on descriptive writing skills. Using a quantitative survey design, the research involved 88 public junior high school students in Bogor Regency selected through proportional random sampling. Data were collected using a questionnaire on perceptions of the genre-based learning approach, a self-confidence scale, and a descriptive writing test, then analyzed with multiple linear regression. The results show that: (1) perceptions of the genre-based learning approach and self-confidence simultaneously have a significant effect on descriptive writing skills ($\text{Sig} = 0.000 < 0.05$, $F = 11.556$); (2) perceptions of the genre-based approach significantly affect writing skills ($\text{Sig} = 0.000 < 0.05$, $t = 4.764$); and (3) self-confidence also significantly affects writing skills ($\text{Sig} = 0.005 < 0.05$, $t = 2.904$).

Keywords: Genre-Based Learning Approach; Self-Confidence; Descriptive Writing Skills.

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh persepsi siswa terhadap pendekatan pembelajaran berbasis genre terhadap kemampuan menulis teks deskriptif, (2) pengaruh kepercayaan diri terhadap kemampuan menulis teks deskriptif, dan (3) pengaruh simultan persepsi terhadap pendekatan pembelajaran berbasis genre dan kepercayaan diri terhadap kemampuan menulis teks deskriptif. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei. Sampel penelitian terdiri dari 88 siswa SMP Negeri di Kabupaten Bogor yang dipilih dengan teknik proportional random sampling. Instrumen penelitian berupa angket persepsi terhadap pendekatan pembelajaran berbasis genre, skala kepercayaan diri, serta tes menulis deskriptif. Data dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan adanya pengaruh signifikan baik secara simultan maupun parsial, yaitu persepsi siswa terhadap pendekatan pembelajaran berbasis genre dan kepercayaan diri terbukti berkontribusi terhadap peningkatan kemampuan menulis deskriptif siswa

Kata kunci: Pendekatan Pembelajaran Berbasis Genre; Kepercayaan Diri; Kemampuan Menulis Deskriptif

INTRODUCTION

In recent years, the advancement of digital technology has significantly transformed how education is delivered, particularly in the context of foreign language learning. In Indonesia, mastering English remains a persistent challenge, especially in the area of writing skills. According to the EF English Proficiency

Index (2022), Indonesia ranks low in English proficiency compared to other Southeast Asian countries. One major obstacle is students' ability to write in English, which requires structured expression of ideas and grammatical accuracy.

English writing skills are crucial for junior high school students, as these competencies are essential in preparing them for a globalized workforce that increasingly demands English communication. However, field observations show that students' writing abilities remain weak. Several factors contribute to this issue, including the lack of effective teaching methods, limited integration of technology in learning, and students' low self-confidence when using English.

To address these challenges, the genre-based approach in English writing instruction has emerged as a promising solution. This pedagogical method helps students understand text structures according to specific genres—such as narrative, descriptive, and expository texts—thus providing clear frameworks to guide their writing. Hyland (2007) emphasizes that genre-based instruction supports students in organizing ideas according to communicative purposes, enabling them to write more effectively and coherently. This approach has shown to be particularly effective for junior high school students, whose learning often aligns with vocational or real-world themes.

While numerous studies have demonstrated the positive impact of genre-based instruction on students' writing ability, there remains a gap in how this method can be enhanced through the integration of technology. Modern educational tools, such as Google Translate, offer potential to support genre-based learning, yet their role remains underexplored. Research by Syahputra and Amin (2020) indicates that technology integration can boost student motivation, and when aligned with pedagogical strategies like genre-based instruction, it may create a more interactive and effective learning environment (Siregar et al., 2023).

Furthermore, students' self-confidence is another critical factor influencing writing success. Pajares and Johnson (1994) note a strong positive relationship between students' confidence and academic achievement, including writing. Confident students tend to organize and express their thoughts more clearly (Graham & Perin, 2007). However, limited research has investigated the interconnection between confidence, technology use, and genre-based instruction in English writing education.

Given this gap, the present study aims to examine how the integration of genre-based writing instruction with digital tools such as Google Translate, along with the role of student self-confidence, can improve descriptive writing skills among junior high school students. By focusing on this specific combination, the study seeks to contribute to the field by offering insights into effective strategies for developing English writing skills that align with professional and academic demands.

RESEARCH METHOD

Research Design

This study employed a quantitative correlational design using a survey approach. The correlational design was chosen to examine the relationships between two independent variables—students' perceptions of Genre-Based learning (X_1) and self-confidence (X_2)—and the dependent variable, namely descriptive writing skills (Y). The study aimed to investigate whether:

1. There is a significant relationship between students' perceptions of Genre-Based learning and their descriptive writing skills.
2. There is a significant relationship between students' self-confidence and their descriptive writing skills.
3. Both independent variables jointly contribute to students' descriptive writing performance.

This design was considered appropriate to determine patterns of association between variables within a school setting, allowing for generalization based on the sample surveyed.

Participants

The participants in this study were junior high school students enrolled in a state junior high school in Bogor Regency, Indonesia. The sampling method used was purposive sampling, targeting students who had been exposed to Genre-Based writing instruction. Inclusion criteria involved students currently enrolled in English writing classes, while exclusion criteria ruled out students who had not received instruction related to Genre-Based approaches. Demographic details, such as age and grade level, were documented to support analysis.

Table 1 Count of Population

No	School Name	Count of Population
1	State Junor High School 1 X	395
2	State Junior High School 1 Y	400
Total		795

Procedures and Instruments

The study followed several systematic phases, adapted from Arikunto's (2010) research model, including:

1. Problem identification through literature review, classroom observation, and researcher experience.
2. Preliminary exploration to locate gaps in prior research and refine the research focus.
3. Hypothesis formulation, focusing on predicted relationships among the variables.
4. Selection of methodology, where a quantitative approach was chosen in line with the research objectives.

5. Variable identification:

X₁: Students' Perceptions of Genre-Based Learning

X₂: Self-Confidence

Y: Descriptive Writing Skill

6. Instrument development:

a. A questionnaire was used to measure students' perceptions (X₁) and self-confidence (X₂).

b. A writing test was developed to evaluate descriptive writing skills (Y), scored using criteria such as organization, vocabulary, grammar, and content relevance.

7. Pilot testing was conducted to ensure the validity and reliability of the instruments.

Data Collection

Data collection was carried out during regular school hours in the participants' classrooms at the state junior high school in Bogor Regency. Questionnaires were administered first, followed by the writing test. Instructions were clearly communicated, and responses were collected under the supervision of the researcher to maintain data integrity. The setting ensured minimal distractions and standard administration procedures.

Data Analysis

Collected data were processed and analyzed using descriptive statistics (mean, standard deviation) and inferential statistics, specifically Pearson product-moment correlation and multiple regression analysis, to determine the strength and direction of the relationships among the variables. Statistical analysis was conducted using SPSS or a similar statistical software program.

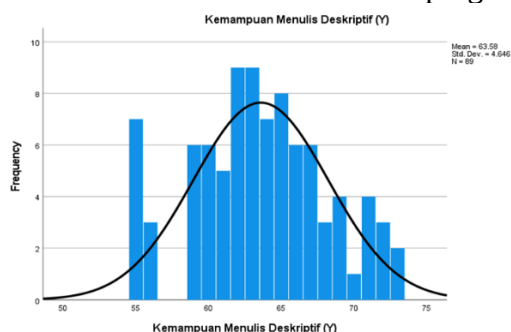


Figure1 Histogram of Descriptive Writing Skills Scores



Figure 2 Histogram of Genre-Based Learning Perception on Descriptive Writing Skills Scores

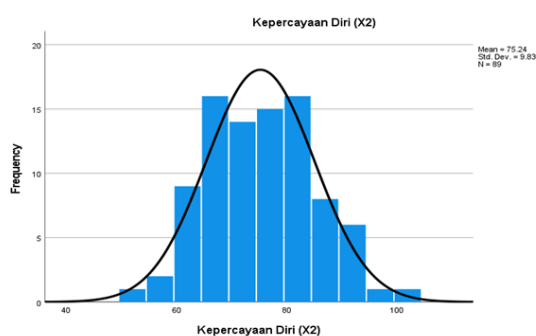


Figure 3 Histogram of Self-Confidence on Descriptive Writing Skills Scores

Table 3 Testing for Multicollinearity

Coefficients ^a			
Model	Collinearity Statistics		
	Tolerance	VIF	
1 (Constant)			
PERSEPSI PENDEKATAN PEMBELAJARAN BERBASIS GENRE	0.523	1.913	
KEPERCAYAAN DIRI	0.523	1.913	

a. Dependent Variable: Kemampuan Menulis Deskriptif (Y)

Table 4 Summary of Linearity Test Results for the Regression between Variable X1 and Variable Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kemampuan Menulis Deskriptif (Y) *	Between Groups	(Combined)	1062.303	3	30.35	1.92	0.015
Persepsi Pendekatan	Linearity		4.955	1	4.955	0.314	0.578
	Deviation		1057.3	3	31.09	1.96	0.01



Pembelajaran	from	48	4	8	8	3
Berbasis Genre	Linearity					
(X1)	Within Groups	837.31	5	15.79		
		5	3	8		
	Total	1899.6	8			
		18	8			

Ethical Considerations

Ethical protocols were carefully observed throughout the study. The research received approval from the relevant school authorities in Bogor Regency. Informed consent was obtained from all participants and their guardians. Participants were assured of their confidentiality, and data were anonymized to protect their identities. Participation was voluntary, and students had the right to withdraw at any time without any negative consequences. No conflicts of interest were declared.

RESULTS AND DISCUSSION

Results

The primary objective of this study was to investigate the influence of students' perceptions of Genre-Based Learning and self-confidence on their descriptive writing ability. A series of statistical analyses were conducted using SPSS 27, including correlation, regression, and hypothesis testing.

Table 5 Research Data Description

		Statistics		
		Persepsi Pendekatan Pembelajaran Berbasis Genre	Kepercayaan Diri	Kemampuan Menulis Deskriptif
N	Valid	89	89	89
	Missing	0	0	0
	Mean	75.51	75.24	63.58
	Median	75.00	75.00	63.00
	Mode	71	80	62 ^a
	Std. Deviation	9.851	9.835	4.646
	Minimum	53	52	55
	Maximum	98	100	73

a. Multiple modes exist. The smallest value is shown

Table 6 Correlation Coefficient Results for the Influence of X1 and X2 on Y

Model Summary ^b						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	.186 ^a	0.035	0.012		4.618	

a. Predictors: (Constant), KEPERCAYAAN DIRI, PERSEPSI PENDEKATAN PEMBELAJARAN BERBASIS GENRE

b. Dependent Variable: Kemampuan Menulis Deskriptif (Y)

Table 7 Recapitulation of Regression Coefficient Significance Analysis for X1 and X2 toward Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	402.373	2	201.186	11.556	.000 ^b
	Residual	1497.245	86	17.410		
	Total	1899.618	88			

a. Dependent Variable: Kemampuan Menulis Deskriptif (Y)

b. Predictors: (Constant), Kepercayaan Diri (X2), Persepsi Pembelajaran (X1)

Table 8 Recapitulation of the Regression Line Equation for X1 and X2 Influencing Y

Coefficients ^a						
Model		Unstandardized Coefficients B	Standardized Coefficients Beta	t		Sig.
1	(Constant)	70.796			20.174	0.000
	Persepsi Pembelajaran (X1)	0.275	0.058	0.644	4.764	0.000
	Kepercayaan Diri (X2)	0.181	0.062	0.392	2.904	0.005

a. Dependent Variable: Kemampuan Menulis Deskriptif (Y)

1. Simultaneous Effect of Genre-Based Learning Perception and Self-Confidence on Descriptive Writing Skills

The regression analysis was conducted to examine the simultaneous influence of students' perceptions of the genre-based learning approach (X1) and self-confidence (X2) on descriptive writing skills (Y). As shown in Table 4.6, the multiple correlation coefficient (R) was 0.186, with a determination coefficient (R^2) of 0.035. This indicates that the two independent variables contributed 3.5%

to descriptive writing skills, while the remaining 96.5% was influenced by other factors not included in the model.

The ANOVA results in Table 7 show that $F = 11.556$ with $\text{Sig} = 0.000 < 0.05$, meaning the regression equation was significant. Therefore, H_0 was rejected and H_1 accepted, confirming that students' perceptions of the genre-based learning approach and self-confidence simultaneously influence descriptive writing skills. The regression equation obtained was:

$$\hat{Y} = 70.796 + 0.275X_1 + 0.181X_2$$

- The constant value of 70.796 indicates the baseline score of descriptive writing ability when both X_1 and X_2 are at their minimum.
- The positive regression coefficients (0.275 for X_1 and 0.181 for X_2) suggest that both variables positively influence students' writing performance.

2. The Effect of Genre-Based Learning Perception on Descriptive Writing

To test the partial effect of X_1 , the t-test results in Table 8 indicate that $t = 4.764$ with $\text{Sig} = 0.000 < 0.05$. This result shows that students' perceptions of the genre-based learning approach significantly affect descriptive writing skills. Thus, H_0 was rejected and H_1 accepted. This finding suggests that positive perceptions of the genre-based learning approach contribute directly to improving students' ability to write descriptive texts.

3. The Effect of Self-Confidence on Descriptive Writing

For X_2 , the results in Table 4.8 show $t = 2.904$ with $\text{Sig} = 0.005 < 0.05$, meaning self-confidence significantly affects descriptive writing skills. Hence, H_0 was rejected and H_1 accepted. This finding confirms that students with higher self-confidence tend to perform better in descriptive writing tasks.

Discussion

The findings of this study reveal that both students' perceptions of the genre-based learning approach and their self-confidence significantly contribute to descriptive writing skills, either simultaneously or partially. Although the contribution of these variables, as reflected by the coefficient of determination ($R^2 = 0.035$), is relatively modest, the significance of the regression coefficients indicates that these factors play an important role in shaping students' writing performance.

The positive influence of perceptions of the genre-based learning approach suggests that when students understand and appreciate learning activities organized around text genres, they can more effectively structure and develop their ideas in writing. This finding supports the principles of the Genre-Based Approach (GBA), which emphasize modeling, joint construction, and independent construction of texts, allowing learners to gradually acquire both the form and function of descriptive writing. Previous studies have also shown that GBA

provides scaffolding that helps students improve their linguistic and organizational skills in writing.

Furthermore, the significant effect of self-confidence highlights the psychological dimension of language learning. Students with higher levels of confidence are more willing to take risks, express their ideas, and engage in writing tasks without excessive fear of making mistakes. This aligns with Bandura's self-efficacy theory, which explains that belief in one's abilities directly affects performance outcomes. In the context of writing, confidence fosters persistence, creativity, and motivation, all of which are crucial for developing descriptive text competence.

The findings align with the study's initial hypotheses and contribute to the understanding of how pedagogical approaches and psychological traits interact in language learning. The significant joint contribution of Genre-Based Learning perception and self-confidence confirms that effective writing instruction requires both structured pedagogical support and the fostering of learners' belief in their capabilities.

These results are consistent with Hyland's (2007) claim that the Genre-Based approach facilitates student understanding of textual forms, enabling more structured and purposeful writing. Furthermore, the positive role of self-confidence echoes findings by Pajares and Johnson (1994) and Graham and Perin (2007), who highlighted that students with high confidence levels are more likely to achieve academic success, including in writing tasks.

An interesting insight from the regression coefficients is that the perception of Genre-Based Learning (X_1) had a slightly stronger impact on writing performance than self-confidence (X_2). This suggests that instructional clarity and structure may be slightly more influential than psychological readiness when it comes to mastering descriptive writing at the junior high school level.

Despite these positive findings, the study acknowledges certain limitations. For example, the context was limited to a state junior high school in Bogor Regency, and findings may not be generalizable to other educational settings without further validation. Additionally, the study relied solely on quantitative methods; future research could incorporate qualitative data (e.g., interviews or writing reflections) to explore learners' experiences and internal processes more deeply.

In sum, this study confirms that effective writing instruction requires not only the adoption of pedagogical approaches such as GBA but also the cultivation of students' self-confidence. Integrating both cognitive and affective dimensions will likely produce more substantial improvements in writing proficiency.

CONCLUSIONS

The present study demonstrates that students' perceptions of the Genre-Based Approach and their self-confidence both play a significant role in shaping descriptive writing skills among junior high school students in Bogor Regency. The statistical results confirm that these two variables, alongside students' reading

interest, jointly contribute to students' performance, with the perception of Genre-Based Learning exerting a slightly stronger influence than self-confidence. This suggests that while psychological readiness is important, the clarity, structure, and relevance of instructional design remain the most crucial elements in supporting writing development.

The findings reinforce previous theoretical and empirical work, such as Hyland (2007), who emphasized that the Genre-Based Approach provides students with a clear framework for understanding textual forms, thereby making writing more purposeful and systematic. In addition, the positive contribution of self-confidence supports earlier studies by Pajares and Johnson (1994) and Graham and Perin (2007), which indicated that students with higher confidence levels are more likely to succeed in academic writing tasks. Taken together, these results highlight the interconnected nature of pedagogical strategies and psychological factors in fostering writing competence.

From a pedagogical perspective, the results have several practical implications. Teachers are encouraged to integrate Genre-Based Learning consistently and creatively into classroom practice, ensuring that writing instruction is both structured and engaging. A supportive classroom climate that nurtures students' self-confidence is equally important, as it allows learners to express themselves freely without fear of failure. Curriculum developers, in turn, are advised to design writing activities that combine explicit genre instruction with opportunities for self-expression and confidence building. Such practices can help sustain student motivation and strengthen long-term writing proficiency.

Furthermore, the study's outcomes underscore the importance of reading interest as a complementary factor in developing writing skills. Encouraging students to read extensively, particularly texts that align with genre-based instruction, can provide valuable input that translates into more effective writing output. Schools and educational institutions are therefore encouraged to promote a reading culture alongside writing instruction, ensuring that students have access to diverse and meaningful reading materials.

While the study provides important insights, it also acknowledges its limitations. The research context was limited to state junior high schools in Bogor Regency, and the findings may not be directly generalizable to other contexts without further validation. Moreover, the study employed a quantitative design, which, while useful for identifying statistical relationships, may not fully capture learners' subjective experiences and challenges in writing. Future research is therefore recommended to include qualitative methods such as interviews, reflective journals, or classroom observations, as well as to investigate other influential factors such as writing anxiety, intrinsic motivation, and the role of digital technologies in writing instruction. Broadening the scope of inquiry to different educational levels and cultural settings would also enrich the understanding of how various factors interact in shaping students' writing abilities.

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