

English Teachers' Beliefs About The Implementation Of Genre-Based Approach In Teaching Reading In Junior High School

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ABSTRACT

This study aims to investigate English teachers' beliefs about the implementation of the Genre-Based Approach (GBA) in teaching reading at junior high schools. The research employed a qualitative design involving 18 English teachers from junior high schools in Karanglewas and Purwokerto Selatan districts, Banyumas Regency, Indonesia. Data were collected through a structured questionnaire and semi-structured interviews. The questionnaire was used to identify teachers' familiarity with GBA and their initial beliefs about its implementation, while interviews with seven selected teachers provided deeper insights into their classroom practices, perceived benefits, and challenges. The data were analyzed using thematic analysis. The findings revealed that the teachers generally viewed GBA as a promising approach for teaching reading because it supports students in understanding text types, text structures, vocabulary, and reading comprehension. Teachers also believed that GBA could enhance students' motivation, critical thinking, and ability to analyze texts. However, several challenges were identified, including limited instructional time, students' diverse abilities, lack of motivation, limited resources, and insufficient teacher training. The study suggests that successful GBA implementation requires continuous professional development, adequate teaching materials, and collaborative support among teachers.

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1. INTRODUCTION

Reading plays a vital role in English language learning from primary to higher education. It is not merely a passive process of receiving information, but a dynamic activity that requires learners to actively engage with written texts. Through reading, students are encouraged to analyze, synthesize, and construct meaning, which can support the development of critical thinking skills. Harmer (2007) describes reading as one of the receptive skills through which students understand written language. In addition, Kusumawardani et al. (2018) emphasize that developing strong reading skills is fundamental for language acquisition because reading comprehension becomes the basis for understanding and processing language, which later contributes to productive skills such as speaking and writing.

Developing English reading skills is crucial for students' academic success and critical thinking development. Ismail et al. (2017) underline the importance of reading proficiency for English as a Foreign Language (EFL) learners, arguing that reading mastery is not only essential for English learning but also serves as a foundation for learning other subjects in which English is used as the medium of instruction. Similarly, Khan et al. (2020) state that reading is an important part of language learning because it involves almost all aspects required in foreign language acquisition. Therefore, the ability to read well helps students improve their English, acquire new vocabulary, develop better writing, and gain new knowledge.

Strong reading comprehension is especially important for young learners. Nabella and Rini (2023) highlight that young learners often face difficulties in understanding the meaning of texts and distinguishing language features. This condition is relevant to English teaching in Indonesia, where reading skills are emphasized in the existing English curriculum, as stated by the Ministry of Education, Culture, Research, and Technology (2022). In response to these challenges, Nabella and Rini (2023) suggest that the Genre-Based Approach (GBA) can be implemented by English teachers to help learners develop reading comprehension. Nabella et al. (2023) also note that young learners need appropriate teaching methods that support their active participation and comprehension in reading lessons. Their study investigated the use of GBA in teaching narrative texts and showed its potential to improve young learners' reading comprehension. Furthermore, Montero-Arévalo (2019) found that the implementation of GBA improved students' reading comprehension, writing, motivation, and autonomy, enabling them to understand, explain, and recreate the genres studied.

Based on previous research, GBA is considered a relevant and effective method for teaching reading. Its emphasis on knowledge, skills, and process aligns with curriculum objectives and can support students' English reading proficiency. However, the success of this approach depends greatly on teachers as the main actors in classroom instruction. Teachers play a strategic role in designing effective learning experiences that help students understand, explain, and apply what they have learned.

In relation to teachers' roles, understanding teachers' beliefs is important for improving teaching practices. Rohmah and Santi (2018) emphasize that teachers' beliefs need to be understood because they influence how teachers perceive their work and make instructional decisions. Rula (2009) also highlights that teachers' beliefs about language learning can significantly influence how they teach and how students perceive the process of language acquisition. Similarly, Nargis (2018) argues that teachers' beliefs about foreign language teaching are crucial because they influence classroom practices and affect students' ability to acquire a second language effectively.

Although previous studies have investigated the implementation of GBA in teaching reading, many of them have focused mainly on the direct application of the approach rather than teachers' beliefs about its implementation. Several studies have shown that GBA can improve reading skills through its structured stages and collaborative activities (Daniarti et al., 2020). Rini et al. (2021) investigated teachers' initial beliefs about GBA, but their study did not specifically focus on junior high school teachers. In the Indonesian context, Nadjib and Triastuti (2023) explored EFL teachers' perceptions of GBA implementation in senior high schools and found positive beliefs as well as challenges such as limited training. Furthermore, Kamil and Nafisah (2024) examined junior high school teachers' perceptions of GBA and found that teachers viewed the approach positively, although they also encountered challenges related to students' skill levels and lack of teacher training.

Considering these issues, this study focuses on English teachers' beliefs about the implementation of the Genre-Based Approach in teaching reading at junior high schools. It specifically explores teachers' beliefs about reading instruction, their understanding of GBA, and the challenges and opportunities associated with implementing GBA in their classrooms. By investigating these beliefs, this study is expected to provide meaningful insights for the successful integration of GBA into English reading instruction in Indonesian junior high schools..

2. RESEARCH METHOD

This study employed a qualitative research design to investigate English teachers' beliefs about the implementation of the Genre-Based Approach (GBA) in teaching reading at junior high schools. A qualitative approach was considered appropriate because the study focused on exploring teachers'

experiences, meanings, and perspectives regarding the use of GBA in reading instruction (Hammarberg et al., 2016). The research was conducted in junior high schools located in Karanglewas and Purwokerto Selatan districts, Banyumas Regency, Central Java, Indonesia. The participants of this study were 18 English teachers. An initial questionnaire was distributed to identify teachers' familiarity with the Genre-Based Approach. From the 18 teachers, 14 teachers indicated a strong understanding of GBA. Then, seven teachers were selected for semi-structured interviews based on their availability and willingness to participate in the study.

The data were collected from June 21 to July 13, 2024. The researcher first requested permission from the principals of the participating schools. After obtaining permission, the questionnaire was distributed to the participants through Google Forms via WhatsApp. For two teachers who preferred a paper-based format, printed questionnaires were provided. The questionnaire consisted of 37 items designed to explore teachers' beliefs about GBA, its effectiveness in teaching reading, and factors influencing its implementation. In addition to the questionnaire, semi-structured interviews were conducted with seven selected teachers to obtain deeper information about their beliefs, classroom practices, perceived benefits, and challenges in implementing GBA. The interviews were carried out based on the participants' preferences. Five interviews were conducted face-to-face at the schools, one interview was conducted through WhatsApp voice note, and one interview was conducted by phone call with the participant's consent.

The collected data were analyzed using thematic analysis. The analysis focused on identifying recurring themes and patterns related to three main aspects: teachers' beliefs about reading instruction, teachers' beliefs about the Genre-Based Approach, and teachers' beliefs about the implementation of GBA in the classroom. The interview data were transcribed, and key words or phrases reflecting the participants' beliefs and opinions were coded. The codes were then grouped into broader themes. The findings were compared with previous studies to identify relevant insights regarding GBA implementation in junior high school reading instruction. Ethical considerations were maintained throughout the research process. The participants gave their consent before taking part in the interviews. The data were anonymized and stored securely to protect the confidentiality of the participants.

3. RESULT AND DISCUSSION

This section presents the findings and discussion of English teachers' beliefs about the implementation of the Genre-Based Approach (GBA) in teaching reading at junior high schools. The findings were obtained from questionnaires and semi-structured interviews with seven English teachers who were familiar with GBA. The analysis focused on three main aspects: teachers' beliefs about reading instruction, teachers' beliefs about GBA, and teachers' beliefs about the implementation of GBA in teaching reading.

3.1 Teachers' Beliefs about Reading Instruction

The first finding concerns teachers' beliefs about reading instruction. The data showed that the teachers viewed reading as a fundamental skill for junior high school students. They believed that effective reading instruction should not only focus on students' ability to read texts, but also on their ability to understand, analyze, and communicate the meaning of texts. The thematic analysis of teachers' beliefs about reading instruction is presented in Table 1.

Table 1. Thematic Analysis of Educators' Beliefs about Reading Instruction

Aspect to Analyze	Theme	Category
Beliefs about Reading Instruction	Key aspects of reading	1. Text Comprehension 2. Communication and Application 3. Vocabulary Comprehension
	The purpose of reading	1. Developing Comprehension Skills 2. Expanding Knowledge and Critical Thinking Building 3. Enhancing Communication Skills\ Motivation and Engagement
	The challenge in teaching reading	1. Student Motivation 2. Vocabulary Difficulties

		3. Complex Text Comprehension 4. Student Differences 5. Limited Resources 6. Teacher Challenges
	The teaching reading strategy	1. Genre-Based Approach (GBA) 2. Vocabulary Development 3. Comprehension and Analysis

The findings indicate that text comprehension was considered the most important aspect of reading instruction. All teachers emphasized that students need to understand the content of texts before they can analyze, retell, or apply the information. This belief is relevant to the concept of reading comprehension proposed by RAND Reading Study Group and Snow (2002), who describe reading comprehension as an active process in which readers extract and construct meaning from written texts. In this study, the teachers did not perceive reading as a mechanical process of pronouncing words, but as a process of meaning-making. In addition to comprehension, several teachers emphasized communication and application. They believed that students should be able to communicate the information they obtain from reading, either orally or in written form. This finding supports Martiarini (2018), who states that information gained through reading can be used to share ideas and opinions with others. Therefore, reading instruction at the junior high school level should help students connect text comprehension with language use.

Vocabulary comprehension also emerged as an important aspect of reading. Some teachers stated that students often struggle to understand texts because they lack vocabulary mastery. This finding is in line with Gallagher et al. (2019), who emphasize that vocabulary knowledge is a crucial component of reading comprehension. When students do not understand key vocabulary in a text, they tend to experience difficulty in identifying the main idea, understanding details, and interpreting the author's message. The teachers also identified several purposes of reading instruction. These included developing comprehension skills, expanding students' knowledge, building critical thinking, enhancing communication skills, and increasing students' motivation and engagement. Reading was seen not only as a language skill but also as a tool for gaining knowledge and developing students' reasoning. This is consistent with Guthrie and Scaffidi (2004), who explain that reading comprehension involves the construction of knowledge through interaction with texts.

However, the teachers also reported several challenges in teaching reading. Student motivation was one of the most frequently mentioned problems. Many students were considered to have low interest in reading, especially because they were more attracted to digital entertainment. This condition made it difficult for teachers to engage students in reading activities. In addition, vocabulary difficulties and complex text comprehension were also major challenges. Students often found it difficult to understand unfamiliar words, complex sentence structures, and texts with unfamiliar topics. Another challenge was student diversity. Teachers had to deal with students who had different levels of reading ability, vocabulary mastery, learning backgrounds, and motivation. This made reading instruction more demanding because one teaching strategy could not always meet all students' needs. Limited teaching materials, media, and technological support also became obstacles to effective reading instruction. These findings suggest that teaching reading in junior high schools requires not only appropriate strategies but also sufficient resources and teacher readiness.

To overcome these challenges, teachers used several reading strategies, including GBA, vocabulary development, group discussion, text analysis, and comprehension exercises. The use of GBA shows that teachers were aware of the importance of text types, text structures, and language features in helping students understand reading materials. This supports Liu and Chen (2022), who argue that the Genre-Based Approach can improve students' reading comprehension by helping them recognize different genres and their characteristics.

3.2 Thematic Analysis of Teachers' Beliefs about GBA

The second finding concerns teachers' beliefs about GBA. The data showed that the teachers generally had positive beliefs about GBA as an approach for teaching reading. They believed that GBA could help students understand different text types, identify text structures, recognize language features, and improve reading comprehension. The thematic analysis of teachers' beliefs about GBA is presented in Table 2.

Table 2. Thematic Analysis of Teachers' Beliefs about GBA

Aspect to Analyze	Theme	Category
Beliefs about GBA	Knowledge about GBA	1. Understanding of Core Principles 2. Knowledge of Implementation Strategies 3. Varied Levels of Knowledge
	The effectiveness of GBA in teaching reading	1. Improved Reading Comprehension 2. Enhanced Engagement and Motivation 3. Benefits for Diverse Learners 4. Alignment with Curriculum

The findings show that the teachers understood the basic principles of GBA. They recognized that GBA focuses on different types of texts, such as narrative, descriptive, report, and procedural texts. They also understood that each genre has its own structure, language features, and communicative purpose. This understanding is consistent with Montero-Arévalo (2019), who explains that recognizing genre patterns helps readers understand the writer's intention and the organization of texts. Several teachers also demonstrated knowledge of GBA implementation strategies. They mentioned activities such as introducing genre characteristics, analyzing model texts, identifying language features, and guiding students to understand texts based on their genre. These activities reflect the principles of GBA, particularly the importance of text modeling. Derewianka (2003) emphasizes that modeling texts is an essential part of GBA because it helps students understand how texts are organized and how language is used for specific purposes.

However, the depth of teachers' knowledge about GBA varied. Some teachers had a more comprehensive understanding of GBA, including its theoretical principles and practical classroom application. Others had a more general understanding but still recognized its usefulness in teaching reading. This variation suggests that although teachers were familiar with GBA, they still needed further professional development to strengthen their understanding and implementation skills.

The teachers generally believed that GBA was effective for teaching reading. They stated that GBA could improve students' reading comprehension because it helps students understand the structure and purpose of different texts. This belief is in line with Kamil and Nafisah (2024), who found that GBA can support students in understanding and producing various text types. Through GBA, students are guided to recognize how texts are constructed, which can make reading more systematic and meaningful. In addition to improving reading comprehension, teachers believed that GBA could enhance students' motivation and engagement. Since GBA uses various types of texts, students may become more interested in reading materials that are relevant to their experiences and learning needs. Some teachers also believed that GBA could support diverse learners because it provides structured guidance and allows students to learn gradually. This is important in junior high school classrooms, where students often have different reading abilities and learning backgrounds.

The teachers also stated that GBA aligns with the English curriculum. This alignment is important because the curriculum requires students to understand various text types and their social functions. Therefore, GBA can be considered suitable for junior high school reading instruction because it supports both curriculum objectives and students' literacy development.

3.3 Teachers' Beliefs about the Implementation of GBA

The third finding concerns teachers' beliefs about the implementation of GBA in reading instruction. The data showed that teachers recognized both the potential benefits and the challenges of implementing GBA. The thematic analysis of teachers' beliefs about GBA implementation is presented in Table 3.

Table 3. Thematic Analysis of Teachers' Beliefs about the Implementation of GBA

Aspect to Analyze	Theme	Category
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Beliefs about the implementation of GBA	GBA's potential in teaching reading	1. Enhanced Text Comprehension 2. Vocabulary Development 3. Increased Motivation and Engagement 4. Critical Thinking and Analytical Skills
	Challenges of GBA Implementation	1. Time and Resource Constraints 2. Student Diversity 3. Student Motivation 4. Teacher Training and Support 5. Student Reading Skills
	GBA adoption decision factors in teaching reading	1. Belief in GBA's Effectiveness 2. Student Needs and Characteristics 3. Practical Considerations 4. Teacher Knowledge and Comfort Level
	GBA Essential support in teaching reading	1. Professional Development 2. Access to Resources 3. Collaboration and Sharing

The teachers believed that GBA has strong potential to improve students' reading skills. One of the main benefits was enhanced text comprehension. By learning through genre, students can understand how texts are structured and how meaning is developed. This is relevant to Nabella, Angelia, and Rini (2023), who found that a genre-based approach could support students' comprehension of narrative texts by focusing on text structure and language features. Vocabulary development was also identified as an important benefit of GBA. Through exposure to different genres, students can learn vocabulary in context. This can help them understand how words are used in specific text types and communicative situations. Although vocabulary development is not the only focus of GBA, it becomes an important supporting element in reading comprehension.

Another potential benefit was increased motivation and engagement. Teachers believed that GBA could make reading activities more meaningful because students learn texts based on their purpose, structure, and context. This finding is relevant to Montero-Arévalo (2019), who found that GBA improved students' motivation in reading and writing activities. When students understand the function and organization of a text, they may feel more confident and engaged in reading. The teachers also believed that GBA could develop students' critical thinking and analytical skills. Through genre analysis, students are encouraged to identify text structure, language features, main ideas, supporting details, and the author's purpose. This process requires students to analyze texts more deeply rather than simply read for surface-level meaning. This finding supports Lubawski and Sheehan (2010), who suggest that GBA can contribute to the development of students' critical thinking.

Although teachers recognized the benefits of GBA, they also identified several challenges. Time constraints were one of the main problems. GBA requires several stages, such as building knowledge of the field, modeling the text, joint construction, and independent construction. These stages may require more instructional time than conventional reading activities. This finding is consistent with Nadjib and Triastuti (2023), who found that time limitation is one of the challenges faced by EFL teachers in implementing GBA. Student diversity was another challenge. Teachers had to adapt GBA to students with different vocabulary levels, reading abilities, motivation, and learning backgrounds. This situation made it difficult to implement GBA uniformly in one classroom. The challenge of student diversity is related to Tomlinson's (2001) view that teachers need to differentiate instruction to meet students' varied learning needs.

Student motivation also became a concern. Some teachers stated that students' low interest in reading could affect the success of GBA implementation. Even though GBA has the potential to increase motivation, its effectiveness still depends on how teachers design learning activities and select reading materials. If the texts are too difficult or not relevant to students' interests, students may remain passive. Another important challenge was the need for teacher training and support. Some teachers felt that they needed more training to implement GBA effectively. This finding is relevant to Germuth (2016), who explains that teachers need continuous support when implementing new instructional practices. Understanding the concept of GBA is not enough; teachers also need practical guidance, examples of teaching materials, and opportunities to reflect on their classroom practices.

The second factor was students' needs and characteristics. Teachers considered whether GBA could help students with low reading skills, limited vocabulary, or difficulty understanding text structure. Practical considerations also influenced teachers' decisions, including time availability, access to materials, curriculum demands, and classroom conditions. Finally, teachers' own knowledge and comfort level with GBA played an important role. Teachers who understood GBA better tended to feel more confident in applying it.

To support successful GBA implementation, teachers emphasized the need for professional development, access to resources, and collaboration. Professional development is needed to strengthen teachers' understanding of GBA principles, stages, and classroom strategies. Access to resources is also essential, particularly genre-based reading materials, model texts, worksheets, and digital learning media. In addition, collaboration among teachers can help them share experiences, teaching materials, and solutions to implementation problems. This aligns with Hargreaves and Fullan (2018), who emphasize the importance of professional collaboration in improving teaching practice.

Overall, the findings show that junior high school English teachers had positive beliefs about GBA in teaching reading. They viewed GBA as a promising approach that can improve text comprehension, vocabulary development, student motivation, and critical thinking skills. However, the implementation of GBA still requires careful attention to several challenges, including limited time, student diversity, low motivation, limited resources, and insufficient teacher training. Therefore, successful GBA implementation depends not only on teachers' positive beliefs but also on adequate professional support, appropriate materials, and collaborative teaching environments.

4. CONCLUSION

This study investigated English teachers' beliefs about the implementation of the Genre-Based Approach (GBA) in teaching reading at junior high schools. The findings showed that teachers considered reading as an essential skill that supports students' comprehension, vocabulary development, communication skills, and critical thinking. Teachers also had generally positive beliefs about GBA because it helps students understand different text types, recognize text structures, identify language features, and improve reading comprehension. In addition, GBA was believed to increase students' motivation, support vocabulary development, and develop students' analytical skills.

However, the implementation of GBA still involved several challenges, including limited instructional time, students' diverse reading abilities, lack of student motivation, limited teaching resources, and insufficient teacher training. These findings indicate that positive teacher beliefs alone are not enough to ensure successful GBA implementation. Therefore, teachers need adequate professional development, access to appropriate genre-based materials, and opportunities to collaborate with other teachers. With proper support, GBA has strong potential to improve the quality of English reading instruction in junior high schools.

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