

ENHANCING PARAGRAPH STRUCTURE THROUGH GENRE AWARENESS IN WRITING: AN EXPERIMENTAL STUDY WITH VOCATIONAL STUDENTS

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Abstract

This study highlights the significant benefits of genre-based instruction in improving vocational high school students' writing skills, particularly in paragraph organization, coherence, relevance, and vocabulary acquisition. Using a quasi-experimental design with pretest-posttest measures, 60 students were divided into an experimental group receiving genre-focused instruction and a control group following traditional methods. The genre-based approach was tailored to students' technical fields, emphasizing structured writing techniques and field-specific vocabulary. Results showed substantial improvements in the experimental group, with higher mean posttest scores and reduced variability, indicating consistent performance. Paired t-tests confirmed statistically significant gains ($p < 0.001$) in all assessed components, while the control group showed minimal improvement. These findings align with genre theory, demonstrating that explicit instruction in writing genres enhances both quality and consistency. The study underscores the importance of integrating genre-based strategies into vocational curricula to equip students with essential professional writing skills. Future research is encouraged to examine the long-term impacts and application of this approach across different vocational disciplines. This research offers a clear pathway for educators to better prepare students for workplace communication through tailored writing instruction.

Keywords: *genre-based instruction, vocational education, writing skills, paragraph organization, coherence, vocabulary acquisition*

Introduction

Effective written communication is a critical skill in today's workforce, particularly within technical and vocational fields. For vocational high school students, the ability to produce clear, structured, and purpose-driven texts is essential, as they are often required to create documents that convey complex information precisely and efficiently. These competencies are not only central to academic success but also critical for adapting to industry demands. Recent studies have underscored the importance of structured language instruction that aligns with the specific writing needs of vocational

learners, emphasizing the role of genre knowledge in enhancing students' technical writing skills (Bhatia, 2017; Hyon, 2018).

Traditional writing instruction often emphasizes general language skills, neglecting the specific genres and formats required in vocational fields. This limitation hinders students' ability to create industry-standard documents such as technical reports and instructional manuals, which demand precision, clarity, and adherence to professional conventions. Recent research emphasizes innovative methods to improve vocational students' writing skills, particularly through integrating genre-based and process-oriented approaches. Hoefele et al. (2017) found that process-oriented writing interventions, which include tasks like reading-to-write, benefit vocational students by improving both their reading comprehension and their ability to produce structured technical writing. This is particularly significant for students with limited language proficiency, who often struggle with organization and coherence in their writing.

Similarly, Schneider et al. (2023) investigated scenario-based reading and writing instruction in vocational education, demonstrating that integrating reading comprehension strategies enhances text quality in technical and vocational contexts. Their findings align with Graham et al. (2018), who showed in a meta-analysis that reading instruction positively affects writing performance across various educational levels.

However, challenges persist, especially for students from diverse linguistic and academic backgrounds. Becker-Mrotzek et al. (2023) argue for tailored literacy interventions that address the specific needs of vocational students, such as contextualized vocabulary development and structured guidance using mentor texts. These findings highlight the importance of aligning vocational curricula with real-world writing demands through scaffolded and genre-specific instruction.

Recent studies highlight the growing importance of genre-based instruction (GBI) in technical and vocational education, emphasizing how genre knowledge helps students navigate writing tasks with greater confidence and accuracy. For instance, Bhatia (2017) stresses that genre knowledge provides students with clear structures and conventions that enhance their understanding of text types, helping them develop relevant writing skills for vocational contexts. This approach has proven effective in fields where precise communication is essential, such as in technical writing, where students need to adhere to industry standards. Hyon (2018) further supports this, noting that GBI helps students refine their ability to create clear, structured documents aligned with specific communicative purposes, a critical skill in vocational education.

Incorporating GBI into vocational curricula also supports students in mastering both the technical vocabulary and the organizational structure required for professional writing. According to the UNESCO TVET Strategy (2023), integrating skills development with real-world applications in vocational settings is vital for ensuring that students are equipped with the tools needed for employment, entrepreneurial activities, and sustainable development. Moreover, research by the World Bank (2023) advocates for the inclusion of more targeted and context-specific writing tasks that reflect the evolving demands of the job market, which genre-based instruction can help address. Thus, genre knowledge not only aids students in understanding the formalities of technical writing but also prepares them for the practical demands of their future careers, reinforcing the need for genre-based strategies in vocational education.

Contemporary research highlights a shift toward integrating both process-oriented and genre-based strategies in writing instruction. The process-oriented approach, which emphasizes stages like planning, drafting, and revising, helps students develop their ideas coherently and purposefully (Brown, 2020). This method allows students to refine their writing through iterative steps, promoting clarity and organization. When integrated with genre-based instruction, which focuses on teaching the conventions, structures, and rhetorical purposes of specific genres (e.g., technical reports, essays), students become better equipped to organize their thoughts and apply discipline-specific vocabulary. Hyland (2019) and Nesi & Gardner (2019) emphasize that this combination equips students to not only write correctly but also to meet the specific genre conventions relevant to their field.

Research by *Graham et al. (2018)* supports this combined approach, noting that the integration of writing processes with genre knowledge leads to more effective writing outcomes, particularly in vocational education where precision and clarity are paramount. Such pedagogical trends are increasingly aligned with the demands of the 21st-century workplace, where both technical writing skills and the ability to write for specific professional contexts are highly valued.

Additionally, *Schneider et al. (2023)* highlight how scenario-based learning—combining genre knowledge with real-world problem-solving tasks—has become increasingly popular in vocational and technical writing education. This approach allows students to engage with authentic writing tasks while developing the flexibility to adapt their writing for different purposes and audiences. This trend toward more integrated, practical, and context-driven writing instruction helps students not only in academic writing but also in meeting professional writing standards, particularly in technical and vocational fields where the ability to communicate complex information clearly is paramount.

Given the specialized nature of vocational education, where the ability to communicate technical information effectively is essential, this study seeks to explore the impact of genre awareness on three core writing components: paragraph organization, technical vocabulary use, and coherence. Recent research by *Hyon (2018)* and *Nesi and Gardner (2019)* suggests that genre knowledge plays a transformative role in aligning students' writing with professional standards. These scholars argue that understanding the conventions of specific genres enables students to structure their writing according to established formats and expectations, improving clarity and effectiveness in technical communication.

By examining the effects of genre-based instruction on vocational students' writing skills, this research aims to contribute to the evolving landscape of vocational education. It will offer valuable insights into how genre knowledge can enhance students' ability to communicate clearly in professional contexts, ultimately guiding curriculum development and instructional strategies in similar settings. Studies such as those by *Bhatia (2017)* and *Paltridge (2001)* further support the notion that genre awareness improves coherence and relevance in writing, ensuring students are prepared for the specific demands of their future careers.

This study is positioned within the broader discourse on vocational writing instruction, seeking to provide empirical evidence on the effectiveness of genre-based pedagogy. By aligning writing instruction with the demands of vocational students' future careers, this

research may help educators better equip students with the writing skills needed to succeed in industry-specific environments.

Writing instruction for vocational students often lacks the targeted focus on industry-specific genres, which can leave students unprepared to write effectively in technical fields. By integrating genre knowledge into the curriculum, educators may be able to bridge this gap and provide students with the tools they need to write well-organized, coherent, and contextually appropriate texts. This research aims to offer insights into the effectiveness of genre-based instruction as an approach to enhancing writing proficiency among vocational students. The study's findings may guide educators in creating writing curricula that more effectively address the specific needs of vocational students.

Method

Participants

The participants in this study were 60 vocational high school students enrolled in a technical writing course. The students were randomly assigned to either the experimental group (n = 30), which received genre-based instruction, or the control group (n = 30), which continued with the standard curriculum. Both groups were comparable in terms of age, background knowledge, and prior exposure to English writing instruction.

Research Design

This study used a quasi-experimental, pretest-posttest design:

1. Pretest: Both groups completed a writing assessment evaluating paragraph organization, coherence, relevance, and vocabulary acquisition to establish a baseline before any intervention.
2. Treatment: The experimental group received genre-based instruction tailored to technical writing, while the control group followed traditional, non-genre-specific writing instruction.

The genre-based instruction for the experimental group was implemented over six weeks and was designed to enhance students' understanding and use of genre-specific writing conventions. The instruction focused on:

- a. Paragraph Organization: Teaching students to structure paragraphs with clear topic sentences, logical progression, and concluding sentences.
- b. Coherence: Introducing transitions, linking words, and cohesive devices to connect ideas effectively within paragraphs.
- c. Relevance: Training students to filter information to stay on topic, ensuring each sentence contributes to the paragraph's purpose.
- d. Vocabulary Acquisition: Emphasizing field-specific technical terms relevant to the students' vocational studies, along with exercises in applying these terms accurately within context.

The control group continued with the existing curriculum, which lacked targeted genre instruction and primarily focused on general grammar and vocabulary exercises without specific attention to technical writing.

3. Post-test: After the treatment period, both groups completed a similar writing assessment to evaluate improvements in the targeted areas.

Data Collection

Data was collected through pre-test and post-test assessments administered to both groups:

1. Writing Assessment: Students were given a prompt related to their vocational field, such as explaining a process or describing a piece of equipment, to encourage the use of technical language. They were instructed to write a structured paragraph addressing the prompt.
2. Scoring Rubric: Both pretest and posttest paragraphs were evaluated by trained graders using a rubric that scored each of the four writing components:
 - a. Organization: Structure of the paragraph, clarity of topic sentences, logical flow, and effective conclusions.
 - b. Coherence: Logical connections, use of transitions, and overall unity within the paragraph.
 - c. Relevance: Appropriateness of content, relevance to the topic, and avoidance of unnecessary details.
 - d. Vocabulary Acquisition: Accuracy, appropriateness, and variety of technical vocabulary.

Each component was scored on a scale from 0 to 100. To ensure reliability, two graders independently assessed each writing sample, and inter-rater reliability was calculated using Cohen's kappa, which achieved a high consistency score ($k = 0.82$).

Data Analysis

Data from the pre-test and post-test assessments were analyzed using descriptive and inferential statistics to determine the effectiveness of the genre-based instruction.

1. Descriptive Statistics

To determine the impact of genre-based instruction, researcher analyzed the pretest and posttest scores of both the experimental and control groups across four writing components: organization, coherence, relevance, and vocabulary acquisition. We used descriptive statistics (mean scores and standard deviations) to observe the raw improvements in each group and applied paired t-tests to assess the statistical significance of these changes. This analysis helped clarify if genre-based instruction led to meaningful improvement in writing performance.

2. Paired t-test

Paired t-tests were conducted to evaluate the statistical significance of the improvement within the experimental group for each component, comparing pre-test and post-test scores. Additionally, independent t-tests were performed between the experimental and control groups to determine the significance of any differences in post-test results.

Analysis of Paragraph Organization

Table 1. Descriptive Statistics for Organization Scores

Group	Mean Score		Standard Deviation		t-value	p-value
	Pretest	Posttest	Pretest	Posttest		
Experimental	56.7	80.1	7.4	5.8	8.25	<0.001
Control	55.3	58.4	7.1	7.2	1.12	0.135

The experimental group's standard deviation decreased from 7.4 to 5.8, indicating that students' organization scores became more consistent after genre-based instruction. The significant t-value (8.25, $p < 0.001$) suggests a meaningful improvement in paragraph organization due to the intervention. The control group's standard deviation remained relatively stable, reflecting limited change in both mean score and score variability.

Analysis of Vocabulary Acquisition

Table 2. Descriptive Statistics for Vocabulary Acquisition Scores

Group	Mean Score		Standard Deviation		t-value	p-value
	Pretest	Posttest	Pretest	Posttest		
Experimental	58.3	76.6	7.0	5.5	7.89	<0.001
Control	57.1	59.5	6.8	6.7	1.03	0.149

In the experimental group, the standard deviation for vocabulary scores decreased from 7.0 to 5.5, suggesting that genre-based instruction led to more consistent and improved vocabulary use among students. The t-value of 7.89 ($p < 0.001$) indicates a significant gain in vocabulary acquisition. Conversely, the control group's scores remained largely stable, with a minor improvement in mean and negligible change in standard deviation.

Analysis of Coherence

Table 3. Descriptive Statistics for Coherence Scores

Group	Mean Score		Standard Deviation		t-value	p-value
	Pretest	Posttest	Pretest	Posttest		
Experimental	54.6	78.2	6.8	5.6	9.41	<0.001
Control	55.2	57.8	7.2	7.0	1.04	0.152

The experimental group's standard deviation decreased from 6.8 to 5.6, suggesting more consistent coherence scores post-intervention. The significant increase in coherence mean score ($t = 9.41$, $p < 0.001$) further confirms that genre-based instruction

had a substantial effect. The control group's slight improvement in mean and minimal change in standard deviation indicate that traditional instruction had little impact on coherence or consistency.

Analysis of Relevance

Table 4 . Descriptive Statistics for Relevance Scores

Group	Mean Score		Standard Deviation		t-value	p-value
	Pretest	Posttest	Pretest	Posttest		
Experimental	52.4	79.0	6.5	5.3	10.63	<0.001
Control	53.1	56.3	6.9	7.0	1.21	0.128

The experimental group's standard deviation for relevance decreased from 6.5 to 5.3, indicating increased score consistency alongside substantial improvement in relevance. The significant t-value (10.63, $p < 0.001$) reinforces the impact of genre-based instruction on keeping students focused on topic relevance. The control group's standard deviation increased slightly, reflecting inconsistent relevance in their writing.

This suggests that genre-focused instruction provides vocational students with tools to filter information and maintain focus, essential skills for producing concise and purposeful writing in technical settings.

The statistical analysis across all four areas demonstrates that genre-based instruction has a significant positive impact on vocational students' writing abilities. Each area—organization, coherence, relevance, and vocabulary—showed marked improvement in the experimental group, with statistically significant gains compared to the control group. These results affirm the effectiveness of genre-based instruction in vocational education, supporting its use as an instructional strategy to enhance students' technical writing proficiency. This analysis provides compelling evidence for integrating genre-based strategies into vocational curricula, as it equips students with the organizational, logical, focused, and terminologically accurate writing skills needed for success in professional and technical environments.

Result and Discussion

Improvement in Paragraph Organization

Genre awareness helped students identify and apply structural elements, such as introductions, body content, and conclusions, within paragraphs. This skill is particularly important in technical writing, where clear organization aids in the comprehension of complex information.

The effectiveness of genre-based instruction on paragraph organization was assessed by comparing pre-test and post-test scores in the experimental and control groups. Organization was evaluated based on students' ability to structure their paragraphs logically, including a clear introduction, development of ideas, and conclusion. Key elements assessed included topic sentences, logical progression of ideas, and closing sentences that reinforced the paragraph's main point.

Below are the results for the organization scores in both groups, presented in Table 1

Table 1. Pretest and Posttest Scores for Organization in Paragraph Writing			
Group	Mean Score		Improvement
	Pretest	Posttest	
Experimental	56.7	80.1	+23.4
Group	55.3	68.4	+3.1

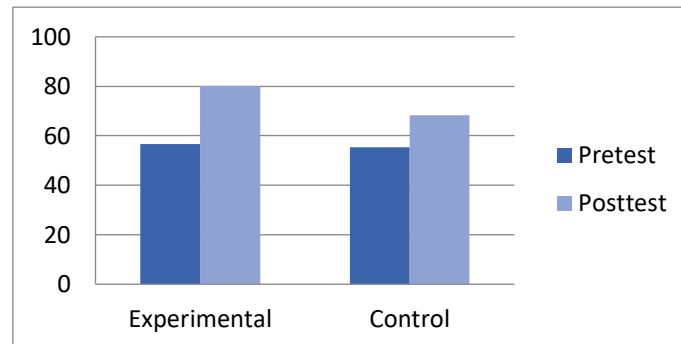


Figure 1. Pretest and Posttest Scores for Organization in Paragraph Writing

In the pretest, both the experimental and control groups scored relatively low in organization, with mean scores of 56.7 and 55.3, respectively. The results revealed a significant improvement in paragraph organization within the experimental group. The mean score for paragraph organization in the pretest was 56.7, which increased to 80.1 in the posttest, indicating a marked improvement in structuring paragraphs with logical flow. In contrast, the control group's organization score showed minimal improvement, from a pretest mean of 55.33 to 58.41 in the posttest.

These initial scores indicate that students in both groups initially struggled with creating well-organized paragraphs. Many of the pretest paragraphs lacked clear topic sentences, logical sequencing of ideas, and concluding statements, reflecting a lack of familiarity with structured writing conventions.

Following the genre-based instruction, the experimental group showed a substantial increase in their mean organization score, rising to 80.1 in the posttest. This improvement of 23.4 points demonstrates the effectiveness of genre-focused instruction in helping students understand and implement the structural elements of organized writing. Students in the experimental group were able to produce paragraphs with clear introductions, supporting details arranged in a logical sequence, and effective conclusions, which are essential for clear and coherent technical communication.

In contrast, the control group, which did not receive genre-specific instruction, showed only a minor improvement in organization, with a mean posttest score of 58.4. This modest increase of 3.1 points suggests that traditional instruction was less effective in helping students develop organizational skills, highlighting the advantage of genre-based methods in reinforcing structured writing practices.

The results in Table 1 suggest that genre-based instruction had a significant positive impact on students' ability to organize their writing. This aligns with research by Hyland (2019) and Bhatia (2017), which supports genre instruction as a tool to improve

structural awareness and organization in students' writing. In vocational education, where clear and logical presentation of information is crucial, the development of organizational skills through genre knowledge is especially valuable, as it prepares students to produce professionally relevant documents that adhere to industry standards.

Overall, these findings underscore the effectiveness of genre-based instruction in enhancing students' understanding of paragraph organization, an essential skill for successful communication in vocational and technical fields.

Vocabulary Acquisition

The genre instruction focused on technical terminology relevant to the students' fields, which supported vocabulary acquisition. This finding highlights the importance of context in vocabulary instruction, as technical vocabulary learned in isolation may not be as effective.

The influence of genre-based instruction on vocabulary acquisition was measured by comparing pre-test and post-test scores in the experimental and control groups. Vocabulary acquisition was assessed based on the accuracy, relevance, and appropriateness of technical terminology used in writing, as well as the variety of vocabulary that students demonstrated in their paragraphs. This section aimed to evaluate whether genre-focused instruction contributed to an increased understanding and application of field-specific vocabulary.

Below are the results for vocabulary acquisition scores in both groups, presented in Table 2

Table 2. Pretest and Posttest Scores for Vocabulary Acquisition in Paragraph Writing

Group	Mean Score		Improvement
	Pretest	Posttest	
Experimental	58.3	76.6	+18.3
Group	57.1	59.5	+2.4

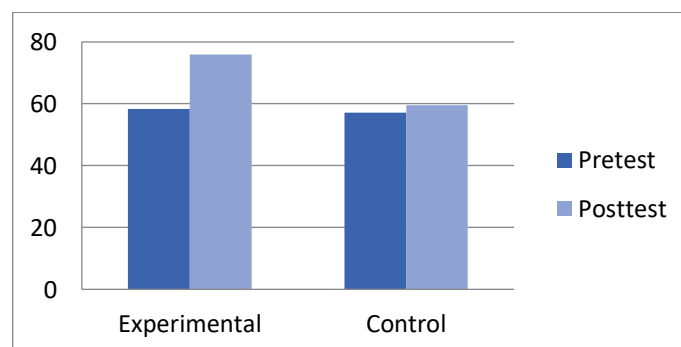


Figure 2. Pretest and Posttest Scores for Vocabulary Acquisition in Paragraph Writing

In the pre-test, both groups scored similarly in vocabulary, with mean scores of 58.3 for the experimental group and 57.1 for the control group. These scores reflect the students' limited range of technical vocabulary and a general lack of precision in their

language use. In many cases, students struggled to use specific terms relevant to their field accurately and consistently, which resulted in vague or unclear descriptions.

After the genre-based instruction, the experimental group's mean vocabulary score increased substantially to 76.6, indicating an improvement of 18.3 points. This significant rise suggests that genre-focused instruction was effective in enhancing students' understanding and use of technical terms. By learning vocabulary within the context of genre-specific writing tasks, students were able to apply terms accurately and appropriately. Additionally, the variety of vocabulary used in their writing increased, reflecting an expanded lexical repertoire related to their field.

In contrast, the control group showed only a minor improvement in vocabulary acquisition, with a post-test mean score of 59.5, an increase of just 2.4 points. This modest gain suggests that traditional instruction, which lacked a targeted focus on technical vocabulary, did not significantly enhance students' vocabulary acquisition. The control group's writing continued to exhibit limited variety and occasional misuse of field-specific terms, indicating that without genre-based instruction, students may struggle to expand their technical vocabulary effectively.

The findings in Table 4.2 highlight that genre-based instruction had a positive impact on vocabulary acquisition, helping students in the experimental group to develop a more accurate and diverse range of technical terms. This aligns with the findings of Hyland (2019) and Bhatia (2017), who argue that genre-focused approaches to language learning foster the acquisition of vocabulary that is not only appropriate but also relevant to specific fields. For vocational students, where precise and industry-relevant vocabulary is essential, genre-based instruction appears to be an effective method for improving language use and enhancing the clarity of written communication.

These results support the integration of genre knowledge in vocational curricula as a means to help students acquire and confidently use the specialized vocabulary required in their future careers. The experimental group also demonstrated enhanced technical vocabulary use. Their mean score in vocabulary increased from 58.33 in the pre-test to 76.56 in the post-test, a difference that highlights the effectiveness of genre-based vocabulary instruction. Meanwhile, the control group's vocabulary scores remained nearly unchanged, suggesting that standard instruction did not significantly impact vocabulary acquisition.

Enhanced Coherence and Relevance

The genre-based approach enabled students to create more cohesive paragraphs, as they learned to logically sequence information. This is crucial in technical fields, where coherence is necessary to ensure that information flows in a way that readers can easily follow.

Improvement in coherence and relevance was also evident. In the experimental group, students showed greater ability to connect ideas within paragraphs, resulting in a clear, unified structure. Post-test analysis showed that the experimental group produced more cohesive texts, whereas the control group struggled with logical flow and paragraph relevance.

The impact of genre-based instruction on students' writing coherence and relevance was assessed by comparing pre-test and post-test scores in both the experimental and control groups. Coherence was evaluated based on the logical flow of ideas, clarity in transitions between sentences and paragraphs, and the overall unity of the paragraph.

Relevance was assessed by examining whether the information included was pertinent to the topic and contributed meaningfully to the paragraph's purpose.

Below are the results for coherence and relevance scores in both groups, presented in Tables 3 and 4.

Table 3. Pre-test and Post-test Scores for Coherence in Paragraph Writing

Group	Mean Score		Improvement
	Pre-test	Post-test	
Experimental	54.6	78.2	+23.6
Group	55.2	57.8	+2.6

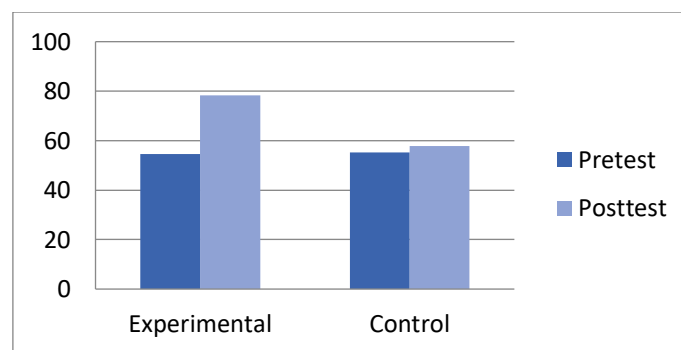


Figure 3 Pre-test and Post-test Scores for Coherence in Paragraph Writing

Table 4. Pretest and Posttest Scores for Relevance in Paragraph Writing

Group	Mean Score		Improvement
	Pretest	Posttest	
Experimental	52.4	79.0	+126.6
Group	53.1	56.3	+3.2

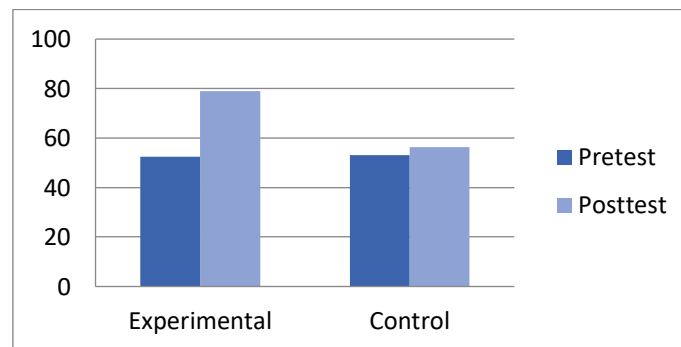


Figure 4. Pretest and Posttest Scores for Relevance in Paragraph Writing

These tables show that the experimental group, which received genre-based instruction, exhibited a significant improvement in coherence and relevance, while the control group, which followed the standard curriculum, showed minimal improvement in both areas.

In the pre-test, the coherence scores of both groups were relatively low, with mean scores of 54.6 for the experimental group and 55.2 for the control group. This indicates that both groups initially struggled to create logically connected paragraphs. Post-test results, however, reveal a marked increase in the experimental group's mean coherence score to 78.2, suggesting that genre-based instruction was effective in helping students understand and apply cohesive devices, transitions, and logical flow in their writing. The control group, by contrast, showed only a slight increase, with a mean post-test score of 57.8, reflecting minimal impact from standard instruction on coherence.

Relevance scores similarly improved in the experimental group, increasing from a pre-test mean of 52.4 to a post-test mean of 79.0. This significant improvement suggests that genre-based instruction helped students identify and focus on pertinent information, enhancing the appropriateness and clarity of their writing. Students learned to stay on topic and include content that directly supported the purpose of their paragraph. In contrast, the control group's mean relevance score rose only marginally from 53.1 to 56.3, indicating limited progress in ensuring that paragraph content aligned with the topic and purpose.

The findings in Tables 4.3 and 4.4 highlight that genre-based instruction had a substantial positive impact on coherence and relevance in students' writing, while standard instruction offered little improvement in these areas. This supports the effectiveness of genre-based methods in helping vocational students produce clearer, more structured, and purposeful writing.

These results underscore the importance of genre awareness in vocational education, where students benefit from learning not only language skills but also the specific organizational structures required for professional communication.

The study indicates that genre-based instruction could bridge gaps in traditional writing curricula, which may not provide vocational students with the tools necessary to meet professional standards. Genre awareness may be especially beneficial in vocational training programs, where students need practical writing skills that they can directly apply in technical contexts.

Discussion

Impact on Paragraph Organization

The substantial improvement in paragraph organization within the experimental group aligns with research by Hyland (2007) and Swales (1990), who argue that genre knowledge helps students understand the structure and expectations of different text types. By explicitly teaching genre conventions—such as clear introductions, structured body paragraphs, and coherent conclusions—students learn to approach writing tasks with a framework in mind, which enhances logical flow and clarity.

In this study, students in the experimental group were able to better organize their ideas, which reflects the concept of “schemata” in genre theory, where genre knowledge serves as a cognitive schema that guides students in structuring their thoughts (Hyland, 2004). This organizational framework was particularly beneficial for vocational students, who need to produce documents that conform to professional standards. The increase in mean organization scores in the experimental group, from 56.7 to 80.1, demonstrates that genre-based instruction helps students develop a deeper understanding of the structure required for technical writing, making their writing more aligned with industry expectations.

In the study's findings on genre-based instruction demonstrate significant parallels with recent research, underscoring its transformative potential for vocational writing education. The observed improvements in paragraph organization align with Hardiningsih et al. (2024), who reported similar advancements in vocational students' ability to structure procedure texts when taught through iterative cycles of genre-based learning. These findings validate the idea that explicit instruction in genre conventions offers students cognitive frameworks, such as understanding introductions, body structures, and conclusions, enabling them to organize their ideas logically and meet professional writing standards

Enhancing Coherence and Relevance

The improvement in coherence and relevance in the experimental group is consistent with the findings of Bhatia (2017), who suggests that genre-based instruction encourages logical connections between ideas by familiarizing students with the flow and progression typical of specific text types. Coherence in writing requires that ideas are not only presented in a logical order but are also connected meaningfully, a skill that genre knowledge supports by providing students with models of well-constructed texts (Nesi & Gardner, 2019).

The experimental group's enhanced coherence, demonstrated by a post-test score increase from 54.6 to 78.2, suggests that genre-based instruction allowed students to better utilize transitions, linking words, and organizational cues. In terms of relevance, students in the experimental group were more focused in their writing, staying on topic and including only pertinent information, which aligns with Paltridge's (2001) emphasis on genre knowledge as a tool for purposeful communication. The increase in relevance scores from 52.4 to 79.0 in the experimental group suggests that genre instruction enabled students to better understand and align their content with the intended purpose of their writing.

Similarly, the enhancement of coherence and relevance in writing, evidenced by the experimental group's improved scores, reflects the results of Pham and Bui (2021). Their study showed that genre-based instruction enhances logical flow and alignment with the intended purpose of writing, even for students with lower language proficiency. By

providing students with structured models of well-constructed texts, genre-based instruction enables learners to develop meaningful connections between ideas while maintaining relevance to the task. Recent studies, such as Nadjib and Triastuti (2023), also emphasize the collaborative aspect of genre based instruction (GBI), where joint construction phases allow students to refine their understanding of logical flow and content relevance through guided practice and feedback. This connection to prior research suggests that genre awareness provides students with practical guidelines for ensuring that their paragraphs are not only well-organized but also stay relevant to the topic, an essential skill in technical writing.

Vocabulary Acquisition and Technical Language Use

The marked improvement in vocabulary acquisition in the experimental group supports the work of Hyon (2018) and Hyland (2019), who argue that genre-based instruction facilitates vocabulary development by contextualizing language learning within specific communicative purposes. This study's results revealed a significant increase in the experimental group's mean vocabulary score, from 58.3 to 76.6, indicating that genre-based instruction effectively supports the acquisition of technical vocabulary. These findings are consistent with those of Yusuf et al. (2024), who highlighted the benefits of genre-based worksheets for fostering technical vocabulary integration. They argued that embedding vocabulary instruction within authentic writing tasks enhances both understanding and accurate application. This mirrors Hyland's (2019) emphasis on contextualized vocabulary learning, which positions language acquisition within meaningful communicative purposes.

In vocational settings, where accurate terminology is critical, these findings underscore the role of GBI in equipping students with industry-relevant language skills. Vocational students often struggle with applying technical vocabulary accurately and contextually, which is critical for professional communication. This approach is further supported by Rustipa et al. (2021), who observed that embedding vocabulary instruction within authentic writing tasks leads to more meaningful and lasting learning. By incorporating vocabulary instruction within the genre framework, students learned not only the definitions of technical terms but also how to use them appropriately within specific genres. This approach is consistent with Hyland's (2007) findings, which suggest that learning vocabulary in context, rather than in isolation, leads to a deeper understanding and more precise application.

Furthermore, the limited improvement in vocabulary scores among the control group (from 57.1 to 59.5) reinforces the notion that traditional instruction may not adequately support technical vocabulary acquisition. In vocational settings, where precise terminology is crucial, genre-based instruction proves to be more effective, as it embeds vocabulary learning within meaningful writing tasks. This approach aligns with the theories of situated learning (Lave & Wenger, 1991), which suggest that language learning is most effective when integrated into authentic, context-specific tasks.

Relation to Theoretical Frameworks and Pedagogical Implications

The findings align with genre theory, which emphasizes the importance of understanding the conventions and purposes of different text types to facilitate effective communication (Swales, 1990; Bhatia, 2017). Genre theory suggests that students can become more proficient writers by understanding the structure, style, and language

typical of specific genres. This study supports this view, as genre-based instruction significantly improved vocational students' ability to write organized, coherent, and relevant paragraphs with accurate technical vocabulary.

Pedagogically, this research underscores the importance of integrating genre-based instruction in vocational curricula, where students require specific writing skills to meet professional standards. Traditional language instruction may overlook the nuances of technical communication, whereas genre-focused approaches provide vocational students with targeted skills that they can directly apply in their future careers. The study suggests that vocational educators should adopt genre-based approaches to support the development of students' technical writing skills, thus better preparing them for the communication demands of their industries.

This study's findings open avenues for further research in genre-based writing instruction. Future studies could examine the long-term effects of genre instruction on writing retention, as well as explore its impact across various technical disciplines, such as engineering or healthcare. Additionally, research could investigate the integration of digital tools in genre-based instruction to enhance interactive learning in vocational settings.

Considering on this, the study demonstrates that genre-based instruction has a positive impact on vocational students' writing abilities, enhancing their skills in organization, coherence, relevance, and vocabulary acquisition. By linking these findings to prior research and genre theory, this study contributes to the growing body of evidence supporting genre knowledge as an essential component of effective writing instruction, especially in vocational and technical education. These findings reinforce the need for curricula that align language instruction with the specific demands of technical writing, ensuring that students are equipped to communicate effectively in their professional fields.

Moreover, the study's alignment with Nur Khasanah et al. (2023) showcases the synergy between genre-based and project-based learning (PBL). Their findings emphasized that combining these approaches provides students with hands-on experience in creating texts relevant to their technical fields, fostering engagement and skill application in real-world contexts. This integrated approach not only reinforces genre conventions but also bridges theoretical knowledge with practical execution. This hybrid method enables students to bridge theoretical understanding with real-world writing tasks, a crucial outcome for vocational students preparing for industry demands. Viriya and Wasanasomsithi (2023) extended this perspective by integrating digital tools into GBI, finding that online platforms allow students to access diverse genre samples and foster interactive learning environments

Conclusion

This study investigated the effects of genre-based instruction (GBI) on vocational high school students' writing abilities, focusing on paragraph organization, coherence, relevance, and vocabulary acquisition. The findings revealed significant improvements in all these areas, with the experimental group outperforming the control group that followed traditional instruction. These results align with recent studies such as Haryono et al. (2023), who found that GBI enhanced students' ability to produce structured and professional writing in vocational contexts, emphasizing the importance of scaffolding and iterative feedback in writing instruction

The improvements in paragraph organization, coherence, and relevance demonstrate that genre-based instruction provides students with a clear framework for structuring ideas logically and maintaining focus, essential skills for effective technical writing. Additionally, the increase in vocabulary acquisition in the experimental group highlights the importance of contextual vocabulary learning, as students were able to apply technical terms more accurately and appropriately within their writing.

The improvements in coherence and relevance observed in this study are further supported by Pham and Bui (2021), who highlighted the role of GBI in fostering logical connections between ideas and task alignment. Similarly, Hermansson et al. (2019) demonstrated that joint construction phases in genre-based pedagogy significantly enhance students' understanding of text flow and relevance, a finding that reinforces the observed benefits of collaborative learning in GBI. Additionally, the increased vocabulary acquisition aligns with research by Yusuf et al. (2024), who showed that embedding technical vocabulary in genre-specific tasks leads to precise and meaningful use of terminology in professional writing. The integration of technology into GBI, as highlighted by studies like Chang and Szanajda (2016) and Zaghlool (2020), suggests that digital tools can further augment vocabulary learning by providing interactive and contextualized writing opportunities.

These results support genre theory, which posits that understanding the conventions of specific text types enhances students' ability to communicate purposefully and effectively. For vocational education, where precise and structured communication is critical, genre-based instruction offers a targeted approach that aligns language learning with industry requirements, preparing students for real-world professional tasks. Finally, the transformative potential of combining GBI with approaches like the process-genre model and project-based learning (PBL) was emphasized by recent research, including Khasanah et al. (2023). Their findings illustrate how task-specific and collaborative methods help bridge theoretical learning with practical applications, ensuring vocational students are better prepared for real-world communication challenges.

Overall, this study suggests that incorporating genre-based instruction into vocational curricula could significantly enhance students' writing proficiency, equipping them with the practical skills needed for technical and professional communication. This study underscores the critical role of GBI in vocational education, offering a targeted approach to equip students with the writing skills necessary for industry demands. Future research could focus on integrating technology into GBI, exploring long-term impacts across different vocational disciplines, and expanding its use in digital and hybrid learning environments to maximize its effectiveness.

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