Need Analysis of Teaching Materials for *Kitabah* Using the Genre-Based Pedagogy

Renti Yasmar[1], Faisal Mahmud Adam[2], Umi Machmudah[3], Rahadian Kurniawan[4], Aidillah Suja[5]

UIN Maulana Malik Ibrahim Malang, Indonesia[1,3]
University of The Holy Qur'an and Islamic Sciences, Sudan[2]
Institut Agama Islam Negeri Curup, Indonesia[4]
STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia[5]
220104310023@student.uin-malang.ac.id[1], faisalmahmudadam@gmail.com[2],
umimachmudah@pba.uin-malang.ac.id[3], rahadian@iaincurup.ac.id[4],
aidillahsuja87@gmail.com[5]

Abstract

This study aims to analyze students' needs for *Kitabah* (Arabic writing) teaching materials through the lens of Genre-Based Pedagogy at IAIN Curup, Indonesia. Although *Kitabah* is a core component of language acquisition, its instruction remains heavily centered on grammar, with limited emphasis on developing coherent and meaningful texts. Employing a mixed-methods approach, data were gathered from 88 students and lecturers through a 5-point Likert scale survey, in-depth interviews, and classroom observations. The findings reveal that existing teaching materials lack structured guidance to support the progressive development of writing skills. Approximately 85% of students reported difficulties in writing independently, citing insufficient practice and a lack of constructive feedback from instructors. Moreover, the primary textbook used prioritizes grammatical forms over functional writing skills. This study recommends the development of instructional materials grounded in Genre-Based Pedagogy to enhance students' ability to produce well-organized and purposeful texts. The findings contribute to Arabic language instruction by offering empirical insights for designing more effective *Kitabah* teaching resources. Theoretically,

the study advances understanding of Genre-Based Pedagogy as applied to *Kitabah* instruction within the Indonesian context.

Keywords: Arabic writing; Genre Pedagogy; teaching materials; writing proficiency.

Introduction

Kitabah (Arabic writing skills) learning is one of the fundamental aspects in the acquisition of comprehensive language competence.[1] It have an urgency that is no less important than other Arabic language skills.[2] This skill functions not only as a way to express ideas but also demonstrates language proficiency encompassing syntactic, morphological, and discourse components.[3] In applied linguistics studies, writing ability is seen as a complex productive skill, considering that the writing process involves not only mastering linguistic rules, but also understanding the structure of the text and communicative purposes in context. Therefore, the approach used in teaching *Kitabah* has a strategic role in improving students' competence in writing Arabic texts effectively.

Although *Kitabah* is a crucial skill, previous research shows that teaching methods applied in Arabic language educational institutions still focus heavily on grammatical aspects and pay little attention to text-based writing strategies. [4] An excessively structural approach frequently limits students' ability to compose texts that are both communicative and suitable for academic contexts.[5] Therefore, this

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[1] S A Alwaely and H Lahiani, "Assessing Argumentative Writing Skills in Online Environments among Arabic Language Teachers of Grades 5 to 7 in UAE Schools," *International Journal of Emerging Technologies in Learning* 15, no. 18 (2020): 202–17, https://doi.org/10.3991/ijet.v15i18.13581.

[2] Noza Aflisia, Kasmantoni, and Yunika Febri Yanti, "Writing Errors: A Study of Students Linguistic Errors in Insya Muwajjah Learning," *An Nabighoh* 26, no. 1 (June 14, 2024): 79–96, https://doi.org/10.32332/ANNABIGHOH.V26I1.79-96.

[3] Y L Kim, W J Crawford, and K McDonough, "The Role of Communicative Purpose in Describing and Interpreting Lexico-Grammatical Variation in L2 Writing," *Journal of Second Language Writing* 67 (2025), https://doi.org/10.1016/j.jslw.2025.101176; M M B Pereira, "The Development of Written Communicative Effectiveness in SFL: The Arabic Speakers under Consideration," *Logos: Revista de Linguistica, Filosofia y Literatura* 30, no. 2 (2020): 268–80, https://doi.org/10.15443/RL3021; R Schoonen, "L2 Writing: Theory and Research," in *Bilingual Processing and Acquisition*, vol. 13, 2022, 87–107, https://doi.org/10.1075/bpa.13.04sch; P Tatsanajamsuk, "Unpacking the Roles of Reading-to-Write and Writing-Only Approaches: A Comparative Case Study of Thai Undergraduate Students," *REFLections* 31, no. 1 (2024): 199–234, https://doi.org/10.61508/refl.v31i1.272763.

[4] Rustamaji Rustamaji et al., "A Need Analysis for Developing Arabic Writing Materials: A Study at Higher Education Institution," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 255, https://doi.org/10.29240/jba.v8i1.9825.

[5] I Morales-Escobar and J Flórez-Parra, "Evaluation of the Level of Communicative Writing Competence in University Students," *Educacion y Humanismo* 24, no. 42 (2022): 106–25, https://doi.org/10.17081/eduhum.24.42.5181.

study emphasizes the importance of an approach that not only pays attention to linguistic rules, but also skills in constructing meaningful texts.

Theoretically, various approaches have been applied in learning foreign language writing skills, including grammar-based, process-based, and genre-based approaches.[6] The grammar-based approach emphasizes mastering linguistic rules but is often criticized for failing to offer students authentic and meaningful writing experiences.[7] In contrast, the genre-based approach developed in the study of functional systemic linguistics emphasizes understanding the structure and function of texts in various communication contexts.[8] This approach is founded on the idea that writing is a skill developed progressively by exploring text models, analyzing structures, and practicing genre-based writing tailored to academic and professional communication needs.[9]

The main difference between these three approaches lies in their focus on developing students' writing skills. The grammar-based approach prioritizes linguistic accuracy, whereas the process approach concentrates more on the various stages involved in writing. Meanwhile, the genre-based approach integrates linguistic aspects with an understanding of the broader context of communication, thus providing a more explicit framework for students to understand different types of texts and improve their writing skills gradually.

In the context of Arabic language learning, genre-based approaches are increasingly being studied as a more effective strategy than structural methods in improving students' writing skills.[10] This is because the approach not only aids

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[6]D Myhill, S Jones, and H Lines, "Supporting Less Proficient Writers through Linguistically Aware Teaching," *Language and Education* 32, no. 4 (2018): 333–49, https://doi.org/10.1080/09500782.2018.1438468; D Jiang and S Kalyuga, "Learning English as a Foreign Language Writing Skills in Collaborative Settings: A Cognitive Load Perspective," *Frontiers in Psychology* 13 (2022), https://doi.org/10.3389/fpsyg.2022.932291; X Xu and X Li, "Teaching Academic Writing through a Process-Genre Approach: A Pedagogical Exploration of an EAP Program in China," *TESL-EJ* 22, no. 2 (2018).

[7]J Marjokorpi, "The Relationship between Grammatical Understanding and Writing Skills in Finnish Secondary L1 Education," *Reading and Writing* 36, no. 10 (2023): 2605–25, https://doi.org/10.1007/s11145-022-10405-z; D Ferris, "Teaching Grammar in the L2 Writing Class: Why, How, and When?," in *Practical Grammar Teaching for the Second Language Classroom*, 2024, 103–26, https://doi.org/10.4324/9781032650883-7.

[8]Y Huang and L Jun Zhang, "Does a Process-Genre Approach Help Improve Students' Argumentative Writing in English as a Foreign Language? Findings From an Intervention Study," *Reading and Writing Quarterly* 36, no. 4 (2020): 339–64, https://doi.org/10.1080/10573569.2019.1649223.

[9]A Sangamitra and M A Mohamed Sahul Hameed, "Developing the Writing Skills in English Ofstudents at College Level–Aprocess Approach," *International Journal of Applied Engineering Research* 11, no. 1 (2016): 40–43; F Xiaoxiao and N M B Ibrahim, "The Impact of Joint Construction of a Process Genre Approach on EFL Tertiary Level Students' Argumentative Writing Development," *Eurasian Journal of Educational Research* 2023, no. 103 (2023): 190–207, https://doi.org/10.14689/ejer.2023.103.011.

[10]Alwaely and Lahiani, "Assessing Argumentative Writing Skills in Online Environments among Arabic Language Teachers of Grades 5 to 7 in UAE Schools."

students in grasping linguistic patterns within texts but also fosters writing skills that are more communicative, contextually relevant, and aligned with specific goals. [11]

Previous studies have also shown that the use of systematically designed teaching materials with a genre pedagogy approach can improve students' skills in building text cohesion and coherence.[12] Therefore, conducting a needs analysis for *Kitabah* teaching materials based on genre pedagogy is essential to optimize Arabic writing skill instruction. Beyond the teaching approach, the availability of appropriate materials also plays a key role in supporting students' writing development. Several studies indicate that teaching materials lacking systematic organization and alignment with student needs can significantly hinder the mastery of *Kitabah* skills.[13] Hyland emphasizes that effective teaching materials should include gradual exercises, clear text models, and feedback systems that support the development of writing skills. Nation and Paltridge also highlighted the importance of integrating linguistic theory with student needs-based writing practices in the development of *Kitabah* teaching materials.

In the context of Arabic language teaching, previous research shows that the pedagogical approach used largely determines the effectiveness of teaching writing skills. The genre-based approach is increasingly adopted in language education as it emphasizes both text structure and communicative purpose within the learning process.[14] Alhammad asserts that this approach provides a more

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[11]B Besral et al., "Bridging the Learners from Local Cultures to Global EFL Learning to Write Effectively," *International Journal of Learning in Higher Education* 28, no. 2 (2021): 81–97, https://doi.org/10.18848/2327-7955/CGP/V28I02/81-97; H Liu, L Ismail, and N K Ahmad, "Genre-Based Approaches and ESL/EFL Writing: A Review of the Literature," *World Journal of English Language* 14, no. 2 (2024): 25–35, https://doi.org/10.5430/wjel.v14n2p25; J Dong and X Lu, "Promoting Discipline-Specific Genre Competence with Corpus-Based Genre Analysis Activities," *English for Specific Purposes* 58 (2020): 138–54, https://doi.org/10.1016/j.esp.2020.01.005.

[12]H Kartika-Ningsih and D Rose, "Intermodality And Multilingual Re-Instantiation: Joint Construction In Bilingual Genre Pedagogy," *Ikala* 26, no. 1 (2021): 185–205, https://doi.org/10.17533/udea.ikala.v26n01a07; X Zhai and A B Razali, "Triple Method Approach to Development of a Genre-Based Approach to Teaching ESL/EFL Writing: A Systematic Literature Review by Bibliometric, Content, and Scientometric Analyses," *SAGE Open* 13, no. 1 (2023), https://doi.org/10.1177/21582440221147255.

[13]Rustamaji et al., "A Need Analysis for Developing Arabic Writing Materials: A Study at Higher Education Institution"; Faisol Faisol, "Follow The Line: Development and Design to Upgrade Materials for Teaching Writing Skills for Students," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 411–34.

[14]P Mathew, G R Kiran, and R L Sankara Narayanan, "Introducing Swalesian Genre-Pedagogy to Arab EFL Learners: A Case Study," in *English Language Education*, vol. 24, 2022, 235–49, https://doi.org/10.1007/978-3-030-91881-1_12; D Worden, "Developing L2 Writing Teachers' Pedagogical Content Knowledge of Genre through the Unfamiliar Genre Project," *Journal of Second Language Writing* 46 (2019), https://doi.org/10.1016/j.jslw.2019.100667; C Liu and M Chen, "A Genre-Based Approach in the Secondary School English Writing Class: Voices from

explicit framework for students in understanding different types of texts and improving writing skills gradually.[15] In the context of Arabic language teaching, previous research shows that genre-based approaches can improve students' competence in writing texts more systematically and communicatively.[16] In contrast, grammar-based teaching methods that are still widely used in various educational institutions are often less effective in building cohesive and coherent writing skills[17]

In addition to the learning approach, the availability of teaching materials is also an important factor in supporting students' writing skills.[18] Several studies have found that poorly structured teaching materials that are not aligned with student needs can significantly hinder the acquisition of *Kitabah* skills. Hyland highlights that effective teaching materials should feature step-by-step exercises, clear text models, and feedback mechanisms that facilitate the development of writing proficiency.[19] Nation and Paltridge also highlighted the importance of integration between linguistic theory and writing practices based on student needs in the development of *Kitabah* teaching materials. [20] Thus, this study seeks to analyze students' needs for *Kitabah* teaching materials based on genre pedagogy in order to optimize more effective and contextualized writing learning strategies.

While there have been many studies examining grammar, process, and genre-based approaches, there are still few studies that identify specific needs in *Kitabah* teaching. This study fills that gap by exploring the essential components

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Student-Teachers in the Teaching Practicum," *Frontiers in Psychology* 13 (2022), https://doi.org/10.3389/fpsyg.2022.992360.

[15] A I Alhammad, "Implementing a Genre-Based Approach to Enhance Essay Writing Skills in Saudi EFL Learners," *Journal of Language Teaching and Research* 16, no. 1 (2025): 295–301, https://doi.org/10.17507/jltr.1601.31.

[16] M Abdel-Malek, "A Genre-Based Approach to Teaching and Assessing the Recount of Habitual Events in Arabic," in *Genre in World Language Education: Contextualized Assessment and Learning*, 2020, 121–44, https://doi.org/10.4324/9780429321009-7.

[17] U S Ismail et al., "Monitor Model Theory as a Solution to Overcome the Problem of Mastering Arabic Grammar Among Students in Malaysia," *Theory and Practice in Language Studies* 12, no. 8 (2022): 1516–24, https://doi.org/10.17507/tpls.1208.07; M F M Zaki et al., "Teaching Methods of Arabic Language Grammar Lessons Among Arabic Teachers at Religious Secondary Schools in Malaysia," *Theory and Practice in Language Studies* 14, no. 10 (2024): 3100–3108, https://doi.org/10.17507/tpls.1410.11; A Maulana, T N Ma'mun, and H S Mannaa, "The Curriculum Development of Arabic Instruction to Improve Student's Writing Skills," *Universal Journal of Educational Research* 8, no. 9 (2020): 4261–72, https://doi.org/10.13189/ujer.2020.080952.

[18] Mamluatul Hasanah Mamluatul Hasanah and Miftahul Huda, "The Development of Teaching Materials for Science of Nahwu Muyassar by Syauqi Dhoif Using a Constructivist Approach for Beginners at Islamic Boarding School," *Arabiyatuna: Journal of Arabic* 8, no. 1 (2024).

[19] K Hyland, "Genre Pedagogy: Language, Literacy and L2 Writing Instruction," *Journal of Second Language Writing* 16, no. 3 (2007): 148–64, https://doi.org/10.1016/j.jslw.2007.07.005.

[20] Abdul Wahab Rasyidi and Suci Ramadhanti Febriani, "Uslub Taâ€™Lim Maharah Al-Kalam Bi Asas Al-Dzakaâ€⁽ᵀᴹ⁾at Al-Mutaâ€⁽ᵀᴹ⁾Addah Fi Al-Marhalah Al-Ibtidaiyyah," *Arabiyatuna: Journal of Arabic* 4, no. 2 November (2020): 193-210.

in the development of *Kitabah* teaching materials that are in line with the Genre Based Pedagogy. Thus, this study is expected to provide a more in-depth academic contribution in the field of Arabic language education as well as a foundation for the development of teaching materials that are more effective and based on student needs.

This study aims to analyze students' needs for *Kitabah* teaching materials with a Genre Based Pedagogy. This analysis encompasses various factors that influence the effectiveness of teaching materials, including the organization of content, the diversity of writing exercises, the integration of texts, and a feedback system that continuously supports the learning process. By comprehensively understanding students' needs, this research is expected to provide strategic recommendations in the development of teaching materials that are not only relevant and systematic, but also able to gradually improve students' writing skills in accordance with academic demands and real communication contexts.

This study uses a mixed-methods approach, which combines qualitative and quantitative methods, to analyze students' needs for Genre Based Pedagogy *Kitabah* teaching materials at IAIN Curup. The qualitative approach seeks to explore the challenges in *Kitabah* learning through observation, interviews, and analysis of academic documents. Meanwhile, the quantitative approach is employed to analyze questionnaire data, providing a statistical overview of students' needs for more structured and genre-based teaching materials.

The research subjects consisted of lecturers teaching *Kitabah* courses, the Head of the Arabic Language Education Study Program, and 88 students from semester two, four, six, and ten. Selecting students from various semesters is intended to capture a broader range of perspectives. The purposive sample was chosen based on the criteria of those who had taken the *Kitabah* course.

Qualitative data was collected through classroom observations to identify teaching methods, teaching materials used, and obstacles in learning. Semi-structured interviews were carried out with both lecturers and students to gain insight into writing challenges and their expectations regarding teaching materials. Academic documentation such as RPS, curriculum, and student evaluation results were also analyzed to assess the suitability of *Kitabah* learning in the curriculum.

Quantitative data were obtained through a questionnaire containing 12 statements about the needs of teaching materials, including the structure of the material, gradual writing exercises, variety of text types, feedback from lecturers, and design of teaching materials. The instrument's validity was assessed using the Delphi technique, involving two experts in Arabic language education to evaluate the appropriateness and relevance of the questionnaire items. This validation process ensured that the instruments used were relevant and appropriate to the needs of the study.

Qualitative data was analyzed by thematic analysis, to identify the main themes related to challenges in *Kitabah* learning. Quantitative data was analyzed using descriptive analysis to identify patterns in teaching material needs. To

minimize bias, students were assured of the confidentiality of their responses and informed about the study's purpose to ensure they did not feel compelled to provide expected answers.

The results of this analysis will be used to develop a model of *Kitabah* teaching materials based on Genre Pedagogy, which is expected to improve students' writing skills gradually, systematically, and in accordance with academic demands.

Findings and Discussion
Kitabah Learning Observation

Based on observations in *Kitabah* 1 and *Kitabah* 3 classes taught by Ustadz Muhammad Arif Mustofa, it was found that *Kitabah* learning at IAIN Curup is still dominated by a teacher-centered approach. In the learning process, lecturers tend to focus on explaining theories related to Arabic sentence structure, while students primarily listen and take notes, with limited active participation in writing exercises.

Students rarely get the opportunity to write independently, which causes their writing skills to develop slowly. In one semester, students are only given two independent writing assignments, which is not enough to build writing skills progressively.

In addition, the teaching materials used have not been oriented towards progressive writing skills. Lecturers use *Al-Arabiyah Baina Yadaik and An-Nahwu al-Wadih* as the main references, but both books focus more on grammar and sentence structure rather than genre-based writing techniques. The following are the main findings from the observation:

Table 1: *Kitabah* learning observation results

No.	Observation Findings	Description
1	Domination of teacher-centered method	Students only receive theory without sufficient writing practice.
2	Lack of gradual practice in writing	Students do not have the opportunity to develop their writing from simple sentences to more complex texts.
3	No clear evaluation system for writing skills	The assessment focuses more on nahwu and shorof, without measuring aspects of cohesion, coherence and communicative function of the text.
4	Lack of feedback from lecturers	Students have no clear guidance in improving their writing.

The findings from these observations were reinforced by interviews conducted with lecturers and students to dig deeper into the challenges of *Kitabah* teaching.

Interview Results with Lecturers and Students

Interviews were conducted with *Kitabah* lecturers, Head of Study Program, and students. Interview results reveal that most lecturers continue to prioritize grammar instruction over practical writing activities. Here are some findings from the interviews:

- **Lecturer's Perspective:**
  - The main focus of lectures is still on strengthening the rules of nahwu and shorof, while productive writing practice has not been the main concern.
  - The majority of students are not from a pesantren background, so they have limited understanding of Arabic grammar.
  - There are no special teaching materials available to improve writing skills, so lecturers still rely on *Al-Arabiyah Baina Yadaik and Nahwu Wadhih* books.
  - Students often copy sample sentences rather than writing independently.
- **Student Perspective:**
  - Students find it difficult to write because of their weak understanding of *nahwu and shorof.*
  - Learning methods have not provided many opportunities for students to write independently.
  - Students suggested that there should be more systematic writing exercises, starting from composing sentences, creating paragraphs, to writing more complex essays.

This finding is further strengthened by the results of analyzing academic documents to get a more objective picture of the *Kitabah* learning policy and curriculum.

Results of Academic Document Analysis

This study also reviewed the curriculum, Semester Learning Plan (SSP), and student evaluation results. Some of the findings from the document analysis are:

Table 2: results of academic document analysis

No.	Observation Findings	Description
1	Learning objectives are still general	There are no specific achievement indicators in *Kitabah* writing skills.
2	Learning outcomes focus more on understanding grammatical structures.	There is no emphasis on developing genre-based writing skills.
3	Evaluation focuses more on grammatical accuracy	There are no parameters to assess the cohesion, coherence and communicative function of the text.

4	The absence of teaching materials tailored to student needs	Students do not get teaching materials that help them understand text structure systematically.

The absence of genre-based teaching materials causes *Kitabah* learning to be less oriented towards improving students' writing skills in academic and professional contexts.

Results of the Teaching Material Needs Questionnaire

A total of 88 students from various semesters filled out a questionnaire aimed at identifying their specific needs for *Kitabah* teaching materials based on Genre Pedagogy. The questionnaire results indicated that students have a strong need for teaching materials that are more structured, diverse, and oriented toward practical application.

Table 3: Results of Teaching Material Needs Questionnaire

No.	Statements in the Questionnaire	Approval (%)
1	The teaching materials present more examples of texts that are relevant to students' needs.	95%
2	Text structure explanations are presented in more detail	90.9%
3	The writing exercises in the teaching materials are designed in stages, starting from sentences, paragraphs, to whole texts.	94,09%
4	A variety of text types (narrative, description, procedural, argumentation) are included in the teaching materials.	93,6%
5	Systematic guidance on constructing genre-appropriate texts is included in the teaching materials.	92.7%
6	Learning materials are easier to understand if presented in order: Examples → Explanations → Rules → Exercises → Feedback	91.5%
7	The learning flow from the construction of simple sentences to the construction of complete and coherent paragraphs is presented systematically.	94%
8	Teaching materials include texts relevant to daily life and academic contexts.	92,04%
9	Detailed feedback from lecturers is needed to help students improve the quality of their writing.	95%
10	Varied exercises are added in the teaching materials to improve writing skills.	94.3%
11	Collaborative exercises in writing shared texts are included in *Kitabah* learning	95%

12	The design of teaching materials is equipped with pictures, tables, and visualization of concepts to facilitate understanding of the material.	95.9%

These results show that most students (95%) strongly support the development of teaching materials that are more structured and provide diverse exercises. To deepen the analysis, the findings were also reviewed based on the students' semester levels. Although no statistical tests were applied, descriptive analysis was used to identify trends or patterns in students' needs across different semesters.

Conclusion of Research Results

Based on the research findings, some of the main challenges in *Kitabah* learning today are:
1. Lack of gradual writing practice.
2. The dominance of teacher-centered methods.
3. Lack of constructive feedback.
4. Lack of genre-based teaching materials.

To overcome this problem, a *Kitabah* learning model based on Genre Pedagogy is proposed with the approach of text modeling, joint construction of texts, independent writing tasks, and feedback cycles to improve students' writing skills effectively.

Chart of *Kitabah* Learning Model Based on Genre Pedagogy

Based on the research results, the proposed teaching material model includes:
- Building Context (Building Knowledge of the Field): Students are given vocabulary and practice writing simple sentences related to the topic and theme of the text to be taught.
- Modeling of the Text: The lecturer shows how the text is organized according to the genre being studied.
- Joint Construction of Texts: Students construct texts collaboratively with the guidance of the lecturer.
- Independent Writing Tasks: Students apply the learned strategies to compose texts independently.
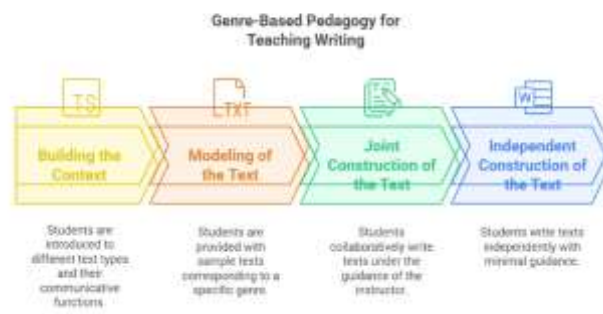
Figure 1.Genre-Based Pedagogy for Teaching Writing

This visual chart will help understand how the Genre Pedagogy approach can be applied in teaching *Kitabah* to improve students' writing skills gradually and systematically.

The results of this study indicate that the teacher-centered approach that still dominates *Kitabah* learning at IAIN Curup inhibits the development of students' writing skills. This is in line with the findings of Marjokorpi (2023)[21] who asserts that teaching writing that focuses too much on grammar without practice-based exercises can hinder the development of cohesion and coherence in the text. The lack of opportunities for students to write independently causes them to be unable to develop their writing skills well.[22] A previous study by Kuiper[23] also indicated that genre-based learning methods can improve writing skills gradually through a scaffolding model, which unfortunately has not been applied optimally in teaching *Kitabah* in Islamic universities.

In addition, the findings of this study indicate that the teaching materials used today do not fully support the development of genre-based writing skills. Students more often use grammar-oriented books, such as *Al-Arabiyah Baina Yadaik* and *An-Nahwu al-Wadih*, without any teaching materials specifically designed to improve writing skills progressively. This is in line with research by

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[21]Marjokorpi, "The Relationship between Grammatical Understanding and Writing Skills in Finnish Secondary L1 Education."

[22]K Anaktototy et al., "Beyond Linguistics: Exploring the Cognitive and Motivational Barriers to Essay Writing for Tertiary Students," *International Journal of Language Education* 7, no. 3 (2023): 447–68, https://doi.org/10.26858/ijole.v7i3.37070.

[23]C Kuiper and J Smit, "Scaffolding Genre-Based Writing in the Subjects: Lecturers' Learning Processes in a Design-Based Research Project," *Journal of University Teaching and Learning Practice* 19, no. 5 (2022).

Reiff[24] and Dow[25] , who emphasize that writing instruction at the college level should be context-based and use teaching materials that reflect relevant academic and professional genres.

The questionnaire analysis also reinforces this finding, where the majority of students stated that they need more systematic teaching materials, with relevant text examples and graded exercises. This is in line with the research of Lu [26] and Mathew[27] , which highlighted that a genre-based approach that integrates text structure, communicative function, and practice-based exercises can significantly improve students' academic writing skills. Feedback from lecturers is also an important factor that needs to be improved, given that Stritrakan's study[28] shows that clear and constructive feedback can accelerate the development of students' writing skills.

These findings reinforce the principles of Genre Pedagogy, highlighting the significance of structured, step-by-step text development in *Kitabah* instruction. For instance, the emphasis on students requiring progressive writing exercises and varied textual models illustrates their demand for a more holistic and contextually grounded writing experience. This is in line with the theory of genre-based approach that integrates linguistic aspects with broader communication contexts, aiming to equip students with writing skills that can be applied in various situations.

In addition, the finding that students need detailed feedback from lecturers indicates the need for collaboration between lecturers and students in the writing learning process. The joint construction method, integral to the genre-based approach, offers a solution to the lack of constructive feedback by facilitating collaborative sessions in which students and lecturers co-construct texts together. This approach allows students to get clearer and more in-depth directions on how to develop their texts, which in turn can improve the quality of their writing.

However, it is important to acknowledge that these findings are specific to the context of IAIN Curup and, as such, cannot be broadly generalized to other universities or Arabic language education institutions. This limitation should be

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[24]M J Reiff, "Written Communication Skills," in *Verbal Communication*, 2016, 567–86, https://doi.org/10.1515/9783110255478-029.

[25]D W Dow, "Business and Technical Writing Pedagogy: Readers, Arguments, Context, and Contingency," *Writing and Pedagogy* 14, no. 2 (2022): 203–16, https://doi.org/10.1558/wap.21616.

[26]X Lu, J Elliott Casal, and Y Liu, "Towards the Synergy of Genre- And Corpus-Based Approaches to Academic Writing Research and Pedagogy," *International Journal of Computer-Assisted Language Learning and Teaching* 11, no. 1 (2021): 59–71, https://doi.org/10.4018/IJCALLT.2021010104.

[27]Mathew, Kiran, and Sankara Narayanan, "Introducing Swalesian Genre-Pedagogy to Arab EFL Learners: A Case Study."

[28]N.-O. Sritrakarn, "Using the SFL Genre-Based Approach to Improve Thai Learners' Writing of an Explanation," *New English Teacher* 14, no. 1 (2020): 56–77.

considered in the interpretation of the results of this study, as well as in the development of broader teaching materials that can be applied in various institutions.

This study has several limitations. First, the sample is limited to students at IAIN Curup, which restricts the generalizability of the findings to other universities. Second, the study did not directly assess the improvement of students' writing skills following the implementation of Genre Pedagogy-based teaching materials, an aspect that will be explored in future research.

Based on the results of this study, we recommend the development of more structured and genre-based *Kitabah* teaching materials, with graded writing exercises, the use of various types of texts, as well as the integration of more constructive feedback from lecturers. The materials should be organized in a logical sequence and supplemented with visual aids and collaborative activities to enhance students' writing skills more effectively.

Conclusion

This study identifies students' needs for *Kitabah* teaching materials based on Genre Pedagogy at IAIN Curup, which shows that students need more structured, varied, and practice-based teaching materials. Based on these findings, developing genre-based teaching materials appears to be an effective strategy for enhancing students' writing skills. Accordingly, it is recommended to design a structured writing module that aligns with students' needs and is implemented progressively. Further research can focus on testing the implementation of genre-based teaching materials in the long term, with more specific indicators such as the improvement of writing quality and student acceptance of this method.

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