

EFL STUDENTS' PERCEPTIONS OF LEARNING LISTENING THROUGH RECOUNT TEXTS USING A GENRE-BASED APPROACH

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Abstract:

Listening is a key part of learning a language as it helps learners understand what people are saying. Many English as a foreign language learners find it hard to understand listening materials because they don't get enough practice with organized listening texts and proper teaching methods. Therefore, this study aims to investigate EFL students' perceptions of learning listening through recount texts using a genre-based approach. The study used a descriptive qualitative research design. The participants were the private senior high school students. Data were collected through a structured questionnaire comprising 20 items that assessed four indicators of students' perceptions: the perceived usefulness of recount texts, learning engagement and motivation, clarity of genre-based learning stages, and perceived improvement in listening comprehension. The findings showed that students mostly had good feelings about learning to listen by using recount texts with a genre-based method and helped them better understand the order of events in listening passages and made it easier to find important information in spoken texts. The organized steps of the genre-based method helped them stay involved and offer a clear way to learn during listening activities. The implication of the study showed that combining teaching based on different genres with listening activities could improve students' learning and help them better understand what they heard in English language classes.

Keywords:

EFL students' perception, genre-based approach, listening comprehension, recount texts



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INTRODUCTION

Listening is a vital part of learning a language and effective communication. It lays the foundation for speaking, writing, and reading by helping learners acquire new vocabulary and proper pronunciation. Good listening skills enable individuals to grasp meanings and understand word usage in context, facilitating comprehension during conversations (Salem, 2017). Despite its importance, many students struggle with listening in English as a Foreign Language classroom. This challenge makes it essential to focus on developing listening skills for better communication.

At the senior high school level, students must learn to use English effectively for communication and building relationships through various texts. The Merdeka Curriculum emphasizes the importance of applying English in real-life situations, such as listening to recount texts. However, traditional listening lessons often fail to engage students in meaningful language use. Instead of merely answering questions, lessons should focus on helping students understand context and meaning, enabling them to apply their language skills in practical, everyday scenarios.

The genre-based approach (GBA) is an effective method for teaching language by focusing on different text types and their purposes. This approach helps students grasp the structure and language features of various texts, enhancing their overall understanding of spoken language. By specifically using recount texts, GBA aids students in improving their listening skills. This method allows learners to recognize how storytelling works, which supports their ability to engage with and comprehend spoken narratives more effectively, ultimately leading to better communication skills.

Many studies highlight the challenges students face in writing, such as Alshakhi (2018), who noted that they often focus too much on essays and grammar rules. Irawansyah, I. (2016) found that while students used shorter sentences to create paragraphs, their supporting sentences lacked coherence, making their writing ineffective. Setyowati, L., Sukmawa, S., & Latief, M. A. (2017) pointed out that students often struggled with writing because of self-doubt. In contrast, understanding different genres in listening can significantly aid language learners, as it helps improve comprehension and reduces the mental effort needed to understand texts. Numerous studies have examined genre-based pedagogy in language learning, mainly focusing on writing instruction, with fewer exploring its application in listening instruction, especially concerning recount texts. Additionally, there is limited research on students' perceptions of using genre-based approaches for listening in EFL contexts. This study aims to address this gap by investigating EFL students' views on learning listening through recount texts and determining which aspects of this genre-based instruction they find most beneficial for enhancing their listening comprehension.

This study aims to explore EFL students' perceptions of learning listening skills through recount texts using a genre-based approach. Specifically, it seeks to answer two research questions: First, what do students think about using recount texts for improving their listening abilities? Second, which elements of the listening instruction do they find most beneficial? By addressing these questions, the research hopes to identify effective

strategies that enhance listening comprehension and make learning more engaging for English as a Foreign Language students.

Students' Perceptions in Listening Learning

Understanding students' perceptions is crucial for assessing how effective instructional methods are in language learning. These perceptions reflect students' experiences and beliefs about the learning process. When students view instructional strategies positively, they are often more motivated and engaged, leading to better learning outcomes. Research shows that meaningful and interactive activities enhance this engagement. By exploring students' views on techniques like recount texts and genre-based instruction, educators can identify effective practices and areas for improvement in listening instruction, ultimately enriching learners' experiences.

Listening in EFL Learning

Listening is a vital skill in learning a second or foreign language, as it provides essential exposure to linguistic input. According to Stephen Krashen, effective language acquisition happens when learners receive comprehensible input slightly beyond their current proficiency. Listening allows learners to absorb vocabulary, pronunciation, and grammar, enhancing their ability to construct meaning from spoken language. The research supports that listening aids in vocabulary acquisition and pronunciation accuracy, while Salem (2017) highlights its role in understanding word context and meaning.

Listening is a crucial yet challenging skill for English as a Foreign Language (EFL) learners. Many struggle with identifying key ideas, understanding fast speech, and processing language in real time. As the researcher notes, effective listening requires complex cognitive tasks, including sound recognition and meaning interpretation. Unfortunately, traditional classroom activities focus more on comprehension tests than on developing listening strategies. This limits engagement and understanding. Therefore, innovative teaching methods are essential to improve students' listening skills and foster a deeper connection with spoken language.

Genre-Based Approach (GBA) and Systemic Functional Linguistics

The Genre-Based Approach (GBA) to teaching language, rooted in systemic functional linguistics, aims to equip learners with the skills to create and comprehend various text types for specific social purposes. This methodology involves clear explanations of each genre's structure and language features. The teaching cycle includes modelling, collaborative text building, and independent writing. By understanding the cultural context and functions of texts, both teachers and students can grasp essential language patterns. Ultimately, GBA enhances students' ability to navigate writing in different social interactions (Harmer, 2015); (Kutay Uzun & Ece Zehir Topkaya, 2018); (Anis S. Bawarshi, 2010); Nasihin et al., 2021).

One instructional approach gaining traction in language education is the Genre-Based Approach (GBA), rooted in M. A. K. Halliday's systemic functional linguistics. This approach categorizes texts into genres based on their social function, structure, and linguistic traits. It helps learners understand how language operates in various contexts. According to Ken Hyland, genre pedagogy enables students to recognize structural patterns and communicative purposes in texts, enhancing their comprehension and production skills. By providing explicit instruction on text features, students become more aware of how meaning is organized within specific genres.

The genre-based approach involves several stages: building knowledge of the field, modelling the text, joint construction, and independent construction. This method not only aids in writing instruction but also shows potential in listening instruction. By understanding a genre's structure and purpose, learners can better predict and interpret spoken texts. Research indicates that genre awareness enhances comprehension, allowing learners to focus on key information instead of trying to process every word. Thus, this approach fosters more effective listening skills and improves overall language understanding.

Applying GBA to Listening

Listening comprehension involves a dynamic process where listeners employ both bottom-up and top-down strategies. The bottom-up approach focuses on recognizing sounds and words, while the top-down method utilizes background knowledge and expectations. Effective listening also relies on various strategies, including metacognitive, cognitive, social, and emotional methods. Research highlights the benefits of teaching these strategies, with suggestions to incorporate planning and evaluation activities. Furthermore, the genre-sensitive listening method prepares learners for specific types of spoken texts, enhancing their understanding of familiar language features and genre elements.

Teaching listening is a crucial strategy for students' language development. Before diving into listening exercises, it's essential to establish effective listening training strategies. These strategies guide learners in understanding and evaluating their responses. They serve as methods that help students approach listening tasks more effectively. By teaching specific techniques, educators can empower listeners to manage activities better, enhance their comprehension, and improve their overall communication skills. Ultimately, effective listening training lays a strong foundation for academic success and personal growth.

Recount Texts as a Teaching Genre

Recount texts are a popular writing form in schools, designed to share past experiences. They typically consist of three parts: an introduction, a sequence of events, and a conclusion or reflection. Using past tense verbs and time-related words, recount texts describe events, whether fun, sad, or memorable, such as trips or meetings with famous individuals. Their clear structure makes them easy for students to grasp, making recount

texts engaging and relatable for both primary and secondary education, as they focus on personal stories (Nusri & Syafar, 2017).

Recount texts are valuable in language learning as they present events chronologically, helping students retell past experiences. These texts usually have three stages: orientation, series of events, and re-orientation, which aid in understanding narrative structure. In listening instruction, recount texts allow learners to engage with authentic spoken narratives, enhancing their ability to follow sequences and identify main ideas. The Merdeka Curriculum in Indonesia encourages using such texts in real-life contexts, fostering students' communicative competence in both transactional and interpersonal English.

Many classroom practices still rely on traditional listening exercises that primarily emphasize comprehension questions. While these methods can help students understand spoken content, they often overlook the importance of recognizing the organizational structure and communicative purpose of spoken texts. A genre-based approach to listening instruction can effectively bridge this gap by guiding students to identify patterns and functions within recount texts. This strategy not only enhances their listening skills but also deepens their overall understanding of spoken communication.

METHOD

Before conducting a listening test, researchers should assess their students' listening abilities through a pre-test and initial activities. Listening can be challenging, as students may struggle to clearly understand words (Alrawashdeh & Al-zayed, 2017). Factors like limited vocabulary, lack of motivation, and insufficient self-evaluation hinder learning. To enhance speaking skills, students must first strengthen their listening skills (Pratiwi, 2024). Therefore, grouping students by listening abilities is essential, using vocabulary teaching and reading texts to illustrate native pronunciation and context for better comprehension.

This study utilized a descriptive qualitative design to explore the perceptions of EFL students regarding learning listening skills through recount texts within a genre-based approach. Conducted with 20 senior high school students from SMA PGRI 5 Sidoarjo, participants were selected via purposive sampling due to their enrolment in a listening course and experience with various text types in English. Voluntary participation ensured informed consent, while ethical considerations, including confidentiality and anonymity, were upheld throughout the research process from 2nd January to 13th February 2026.

The study utilized a structured questionnaire to assess students' perceptions of learning listening through recount texts using a genre-based approach. Comprising 20 items, the questionnaire measured dimensions such as engagement, usefulness, clarity of learning stages, and overall experience, using a five-point Likert scale. Based on genre-based pedagogy theories, items reflected key stages like knowledge building and text

modelling. To enhance instrument validity, two English teaching experts reviewed the questionnaire, offering suggestions to clarify language and ensure relevance to students' experiences with this instructional approach.

The researchers collected information while students were doing listening activities with stories about what happened, called recount texts. The lessons followed four main steps. First, in the Building Knowledge of the Field step, students learned about the topic and what recount texts are. Next, in the Modelling of the Text step, students listened to recordings of recount texts and learned about their parts, like the beginning, the order of events, and the ending. Then, in the Joint Construction of the Text step, students worked together with the teacher and friends to understand the listening stories better. Finally, in the Independent Construction of the Text step, students listened and completed tasks on their own. After all the activities, everyone answered a survey to share their thoughts about how well the lessons worked and what they learned from using recount texts in listening activities.

This part asks if students feel recount texts help them understand what they hear, find out what happened, and follow the order of events in spoken stories. This part asks about how interested, involved, and motivated students feel when learning to listen with recount texts. This part asks if students think the steps of the genre-based approach, like learning about the topic, seeing examples, working together, and doing it alone, are clear and useful. This part asks if students believe that using recount texts and this teaching method helps them become better at understanding what they hear.

The answers from the questionnaire were looked at carefully. Each answer on the scale from 1 to 5 showed how much students agreed or disagreed. The study counted how many students said each answer, figured out the percentage, and found the average score for each question. This helped see how students generally felt about listening lessons using stories called recount texts. The average scores were used to decide if students felt very good, good, neutral, bad, or very bad about it. The results were shown in tables and explained simply so it was easy to understand what students thought. Finally, the results were compared with other studies and ideas about teaching language with stories.

RESULTS AND DISCUSSION

What students think about learning to listen using recount stories with a special teaching method was studied. The answers from the students were looked at carefully, and the average scores for how they felt about using recount stories to learn listening were shown.

Table 1 Percentage Distribution of Students' Responses Based on Likert Scale

| No | Statements | RESPONSES | | | | |
|----|--|-----------|-------|-------|-------|--------|
| | | SD (%) | D (%) | N (%) | A (%) | SA (%) |
| 1 | Perceived Usefulness of Recount Texts | 2 | 5 | 10 | 48 | 35 |
| 2 | Learning Engagement and Motivation | 3 | 6 | 12 | 50 | 29 |
| 3 | Clarity of Genre-Based Learning Stages | 2 | 4 | 11 | 52 | 31 |
| 4 | Perceived Improvement of Listening Comprehension | 1 | 5 | 9 | 49 | 36 |
| | Average | 2 | 5 | 11 | 50 | 32 |

Table 1 shows how students' answers are spread out across the five levels of the Likert scale. Most of the students chose "Agree" or "Strongly Agree" for every indicator.

The highest percentage of "Strongly Agree" responses (36%) was observed in the indicator Perceived Improvement of Listening Comprehension, indicating that students strongly believed the use of recount texts enhanced their listening skills. Similarly, the indicator on how useful students found the recount texts also had many positive answers, with 83% of students choosing Agree or Strongly Agree.

The Clarity of Genre-Based Learning Stages indicator showed that most students found the instructional stages clear and helpful, as seen in 83% of the positive responses. Learning Engagement and Motivation also showed a high level of agreement, indicating that the learning activities effectively engaged the students. Overall, the data show that over 80% of the responses are positive, which means students generally had a good view of learning how to listen using recount texts with a genre-based approach.

A big finding is that students feel they get better at understanding spoken English when they listen to recount texts. These stories follow a simple order, which makes it easier for students to follow and understand what is being said. Because the stories are organized, it's less confusing for students to listen carefully. The study also showed that students found recount texts helpful because they included familiar parts like the beginning, the order of events, and the ending. Knowing these parts helped students make sense of what they heard, not just in listening but also in reading and writing. Another important point is that the way the researchers teach these stories step-by-step make the learning easier.

First, students learned about the topic, then saw examples, practiced together, and finally tried on their own. This step-by-step way helped students learn gradually and felt more confident. Students also said that listening to these stories and doing related activities makes learning fun and interesting. When students understood the stories and their structure, they wanted to participate more and stay motivated. This made learning more effective and enjoyable for everyone

CONCLUSION

This study aimed to investigate EFL students' perceptions of learning listening through recount texts using a genre-based approach. The findings reveal that students generally hold positive perceptions toward the implementation of this approach in listening instruction. The results indicate that the use of recount texts, combined with the structured stages of genre-based pedagogy, effectively supports students in understanding spoken English.

The study demonstrates that the chronological structure of recount texts helps learners follow the sequence of information, while the genre-based instructional stages provide a clear and systematic learning process. As a result, students perceive improvements in their listening comprehension, as well as increased engagement and motivation during learning activities. These findings confirm that integrating text-based instruction with scaffolded teaching strategies can enhance the effectiveness of listening learning in EFL contexts.

From a theoretical perspective, this study contributes to the expansion of genre-based pedagogy by highlighting its applicability not only to productive skills such as writing, but also to receptive skills, particularly listening. From a practical perspective, the findings suggest that English teachers are encouraged to incorporate genre-based approaches and appropriate text types, such as recount texts, to create more meaningful and structured listening activities.

The study also said that learning worked best when people heard and saw clear, meaningful language. Knowing about different kinds of texts helped students understand better. Students said they liked this way of learning because it helped them understand better and made them more excited to learn.

RECOMMENDATION

Teachers should use these story types in listening classes to make lessons clearer, keep students interested, and help them understand spoken language more easily. In short, understanding how texts are put together, providing step-by-step help, and using meaningful materials make listening lessons better.

However, this study is limited by its focus on a relatively small sample and its reliance on self-reported data, which may not fully capture students' actual listening performance. Therefore, future research is recommended to involve larger and more diverse samples, as well as to combine perception data with experimental or performance-based measures to provide a more comprehensive understanding of the effectiveness of genre-based listening instruction. In conclusion, the integration of recount texts within a genre-based approach offers a promising strategy for improving students' listening comprehension and enhancing their overall learning experience in EFL classrooms.

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