



The Impact of Genre-Based Approach and Canva on Students' Speaking Ability

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Abstract : This study investigates the impact of the Genre-Based Approach (GBA) and Canva as learning media in improving students' speaking skills at SMA Negeri 12 Bandar Lampung. The participants were 70 students divided into two groups: XII KP 1.1 (control class) and XII KP 2.2 (experimental class). Both groups were given pre-tests and post-tests to assess their speaking performance using a rubric adapted from Figueras (2019), covering fluency, pronunciation, grammar, vocabulary, content, and coherence. In addition, the assessment also included genre-related indicators, namely the mastery of text structure and linguistic features. The control class, taught using conventional methods, showed an improvement in the mean score from 51.81 to 63.05, while the experimental class, taught through GBA combined with Canva, demonstrated a greater increase from 52.65 to 66.60. The paired sample t-test results confirmed that both groups experienced significant progress, yet the experimental class achieved a higher mean difference (13.95) compared to the control class (11.23). These findings suggest that the integration of GBA and Canva not only enhances students' fluency, pronunciation, grammar, vocabulary, content, and coherence, but also improves their awareness of genre conventions and ability to construct coherent texts. Therefore, this method can be considered an effective instructional strategy to foster speaking skills in EFL classrooms.

Keywords: Argumentative Text, Genre-Based Approach, Canva, Speaking Skills, Text Structure

1. INTRODUCTION

The English language competence is an essential skill for Indonesian students as the nation becomes more engaged in global interactions. Mastery of the four language skills—listening, speaking, reading, and writing—is required at the senior high school level, but speaking is widely acknowledged as the most challenging for EFL learners. Unlike reading and writing, speaking demands real-time integration of grammar, vocabulary, pronunciation, and fluency, which makes it difficult for learners to organize their ideas coherently while maintaining accuracy and confidence. Speaking is not only an academic requirement but also a key indicator of communicative competence since it demonstrates how effectively learners can apply their linguistic knowledge in authentic contexts (Richards, 2008). Factors such as limited exposure to authentic communication, lack of practice opportunities, speaking anxiety, weak pronunciation, insufficient vocabulary, and grammar problems affect students' confidence and fluency (Al Hosni, 2014; Gilakjani & Sabouri, 2016; Tsipakides & Keramida, 2009; Krashen, 1982). In the Indonesian context, the implementation of the Kurikulum Merdeka emphasizes communicative competence and critical thinking, yet many students still find it difficult to achieve speaking objectives. These barriers often reduce students' willingness to participate actively in oral tasks and highlight the urgent need for innovative

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teaching strategies that not only build linguistic accuracy but also strengthen confidence and fluency in speaking.

One promising strategy is the Genre-Based Approach (GBA), which is rooted in Systemic Functional Linguistics and emphasizes that language is a social semiotic resource for making meaning (Halliday & Matthiessen, 2014; Derewianka, 2011). GBA introduces learners to different text types and their communicative purposes through explicit teaching and scaffolded stages: building knowledge of the field, modeling, joint construction, and independent construction. In the teaching of argumentative texts, GBA provides clear guidance on organizing a thesis, developing arguments with evidence, and concluding with a strong reiteration. It also directs attention to essential linguistic features such as connectors, modality, persuasive vocabulary, and logical sequencing (Martin & Rose, 2008; Emilia, 2011). Previous studies confirm its effectiveness: Emilia (2011) demonstrated that GBA enhanced the argumentative writing of Indonesian high school students, while Feez and Joyce (2002) showed that explicit teaching of structure and language features enhanced both speaking and writing competence. Yan (2018) also found that Chinese EFL learners using GBA developed more coherence and fluency in oral debates.

The pedagogical potential of GBA has been further expanded with the use of digital learning tools. Canva, a web-based design platform, enables teachers and students to create multimodal learning materials that support organization of ideas and visualization of genre structures. Research shows that Canva increases students' motivation and engagement (Rahmawati & Kurniawan, 2021), while Al-Ahdal (2020) and Graziella et al. (2023) highlight its ability to provide interactive scaffolding that complements classroom instruction. By combining textual and visual representations, Canva assists students in internalizing genre conventions more effectively and facilitates the retention of argumentative structures.

Although research on GBA has demonstrated promising outcomes, most studies have concentrated on writing rather than speaking. Similarly, studies on Canva have predominantly explored its use in visual communication or general presentation skills, with limited focus on how it can be integrated into language teaching to enhance oral performance. To the best of the authors' knowledge, there has been no study that specifically investigates the integration of GBA and Canva to improve students' speaking performance in the Indonesian EFL context, particularly in argumentative genres. This gap necessitates empirical studies that test the effectiveness of combining a pedagogical framework like GBA with a digital tool such as Canva in EFL speaking classrooms.

In response to this gap, the present study investigates the effect of the Genre-Based Approach supported by Canva on Indonesian senior high school students' speaking ability. The research addresses two questions: (1) How effective is the Genre-Based Approach supported by Canva in enhancing students' speaking ability? (2) How does the combination of the Genre-Based Approach and Canva influence students' mastery of text structures and genre-specific linguistic features? The objective is to evaluate the effectiveness of integrating GBA and Canva in improving oral performance. The novelty of this research lies in combining GBA with Canva, thereby offering both linguistic scaffolding and multimodal digital support to strengthen learners' oral communication, genre awareness, and argumentative competence. This study is among the first in Indonesia to empirically test such integration in speaking instruction, providing evidence of its pedagogical potential in the EFL classroom.

2. METHOD

In This study investigated the influence of the Genre-Based Approach (GBA) on the speaking abilities of twelfth-grade students at SMA Negeri 12 Bandar Lampung using a quantitative research design with a quasi-experimental method. The main goal of the study was to assess how high school students' speaking abilities were affected by the incorporation of GBA, assisted by digital resources, particularly Canva. This approach aimed to provide structured guidance in teaching speaking, allowing students to learn both the content and the specific linguistic features required for argumentative texts. By integrating GBA with digital media, the study sought not only to improve students' general speaking skills such as fluency, pronunciation, grammar, and vocabulary, but also to enhance their ability to organize and present ideas coherently, develop logical arguments, and conclude persuasively. The research design allowed for a comparison between an experimental group that received GBA-based instruction and a control group that followed traditional speaking instruction, thus providing measurable evidence of the effectiveness of this teaching approach in a high school context.

The participants of this study were divided into two groups: class XII KP 2.2 as the experimental group and class XII KP 1.1 as the control group, with 35 students in each class. The experimental group received explicit instruction using the GBA framework integrated with Canva, while the control group was taught through conventional speaking instruction without the integration of GBA or Canva. The 70 participating students needed to be proficient in speaking to succeed academically and communicate well in everyday situations. All participants and their guardians provided informed consent. Anonymity and confidentiality

were preserved by assigning each participant a unique identification number and ensuring that no personal information was revealed in any study-related reports or publications.

To measure changes in students' speaking proficiency, a speaking test was given both before and after the intervention as part of the data collection strategy. The pre-test allowed the researchers to determine the students' initial proficiency level by providing a baseline assessment. This pre-test included measures of fluency, pronunciation, grammar, vocabulary, content, and coherence to gauge the students' capacity to arrange and communicate their ideas verbally. In addition, mastery of argumentative text structure and genre-specific linguistic features was evaluated, focusing on the presence and organization of a clear thesis, logically developed arguments with supporting evidence, and a persuasive conclusion or reiteration, as well as the accurate and context-appropriate use of connectors, modal verbs, and persuasive vocabulary. The post-test was administered after the intervention with the same format as the pre-test, allowing the researchers to assess growth in both general speaking skills and genre-related competencies. Each test took approximately five to seven minutes to complete.

In the experimental group, the intervention was structured according to the four stages of the Teaching and Learning Cycle (TLC) in GBA. In the Building Knowledge of the Field (BKoF) stage, students were introduced to the topic through discussions, brainstorming activities, and targeted vocabulary building to prepare them for argumentative speaking. In the Modeling of the Text (MoT) stage, the teacher presented model argumentative texts, highlighting their structure—thesis, arguments, conclusion—and genre-specific language features. In the Joint Construction of the Text (JCoT) stage, students collaboratively constructed spoken arguments with teacher guidance, using Canva to visually map ideas and plan their speech. Finally, in the Independent Construction of the Text (ICoT) stage, students individually prepared and delivered their speeches, applying the genre structure and linguistic features they had learned. Meanwhile, the control group engaged in traditional speaking activities that emphasized grammar and vocabulary practice without explicit focus on text structure or visual scaffolding. The topics for the speaking tasks were designed to be relevant and engaging, encouraging students to express their opinions with supporting evidence. Examples included: “Do you agree or disagree that social media brings more harm than good for teenagers? Explain your reasons” and “Do you agree or disagree that technology makes people less social? Provide examples to justify your answer.”

To determine the effectiveness of the intervention, statistical techniques were employed in the data analysis. The students' pre-test and post-test scores were compared using a paired t-test, a robust statistical method for determining whether there was a significant difference

between the means of two related groups—in this case, the speaking scores before and after the intervention. The analysis focused on specific speaking skills such as fluency, pronunciation, grammar, vocabulary, content, and coherence, as well as mastery of argumentative text structures and linguistic features. Statistical measures like p-values and confidence intervals were employed to ensure the accuracy and reliability of the results.

This study used a rubric-based assessment to gauge students' speaking proficiency since rubrics are thought to be useful instruments for guaranteeing consistency and objectivity in performance evaluation. The evaluation process was made more transparent and dependable by using a rubric, which offered precise criteria that helped teachers and students alike comprehend the elements being evaluated. SMA Negeri 12 Bandar Lampung used the Speaking Pre-Test and Post-Test Assessment Rubric in this study. Fluency, pronunciation, grammar, vocabulary, content, coherence, thesis statement, argumentation, and reiteration were the nine elements of the rubric. Each component was rated on a five-point scale from 1 (Very Poor) to 5 (Excellent), producing a total score between 9 and 45 points. The final results were categorized into Excellent (40–45), Good (34–39), Fair (28–33), Poor (22–27), and Very Poor (below 21). This comprehensive rubric ensured a fair assessment of both linguistic and content-related factors and provided teachers with a foundation for giving precise, helpful, and focused feedback to help students improve their speaking skills.

3. RESULT & DISSCUSSION

The results indicate that while both the experimental and control groups made progress from the pre-test to the post-test, the experimental group's improvement was much stronger because they used the Genre-Based Approach (GBA), which is supported by Canva. Even though traditional approaches made a contribution, their influence was restricted because they primarily taught grammar and vocabulary without educating students on how to construct coherent arguments. While the control class, which lacked digital media, frequently gave speeches haphazardly without any obvious framework, the experimental class's use of Canva allowed them to visually plan their thoughts, which increased their confidence and organization when presenting arguments. Additionally, GBA's Teaching and Learning Cycle (TLC) offered students a step-by-step scaffolding from Building Knowledge to Independent Construction that taught them how to successfully use modal verbs, persuasive vocabulary, and connectors to create logical and compelling arguments. These findings support earlier research on the value of creative pedagogical approaches in English language learning by demonstrating that GBA

combined with Canva is more successful than traditional approaches in improving students' fluency and pronunciation as well as their capacity to formulate cogent arguments.

Table 1. Speaking Pre-Test & Post-Test Assessment Class XII KP. 1.1

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PostTest	35	15.56	60.00	75.56	63.0460	2.95688	8.743
PresTest	35	20.00	42.22	62.22	51.8089	4.30364	18.521
Valid N (listwise)	35						

The descriptive statistical results of class XII KP 1.1 (control group) indicate moderate improvement in speaking performance. The pre-test mean was 51.81 with a standard deviation of 4.30, showing uniformly low abilities within a narrow score range (42.22–62.22). After instruction, the post-test mean rose to 63.05 with a reduced standard deviation of 2.95, while the score range shifted upward (60.00–75.56). This suggests that structured training under conventional teaching helped all students progress, although within a limited scope.

Despite these gains, the improvement of the control class remained modest because the instruction did not apply the systematic stages of the Genre-Based Approach (GBA) or integrate digital media, which are proven to provide richer learning experiences. This finding aligns with Gilakjani & Sabouri (2016) on the role of feedback and exposure, and with Azis, Damayanti, & Nurlaelawati (2025) on the benefits of GBA in enhancing confidence and accuracy. The narrowing standard deviation shows that weaker students caught up with stronger peers, giving more uniform outcomes and serving as a baseline for comparison with the experimental group expected to achieve higher progress through GBA and multimedia use.

Table 2. Speaking Pre-Test & Post-Test Assessment Class XII KP. 2.2

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PostTest	36	24.44	60.00	84.44	66.6039	5.73340	32.872
PresTest	36	22.22	42.22	64.44	52.6536	4.94911	24.494
Valid N (listwise)	36						

The descriptive statistical analysis of the experimental group, class XII KP 2.2, revealed significant improvement in speaking performance after the treatment. The mean score increased from 52.65 in the pre-test to 66.60 in the post-test, with the minimum score rising from 42.22 to 60.00 and the maximum score from 64.44 to 84.44. This indicates not only overall progress but also greater achievement among higher-performing students, even though the increased standard deviation showed varying degrees of advancement. These findings suggest that the integration of Canva with the Genre-Based Approach (GBA) effectively supported students' oral skill development by providing structured guidance and opportunities for improvement.

The treatment followed the four GBA stages—Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT)—with Canva incorporated at each stage through visual mind maps, annotated texts, and collaborative templates. This integration enhanced students' understanding of genre features, encouraged active participation, and built confidence in oral production. The results are consistent with prior studies, such as Aulia & Nugroho (2025), Hidayati (2023), and Bich (2024), which highlight the benefits of Canva in improving organization and engagement, and GBA in systematically scaffolding speaking skills. In line with the research questions, the study confirms that GBA combined with Canva not only improved students' overall speaking performance (RQ1) but also deepened their comprehension of genre-specific structures and linguistic features (RQ2).

Table 3. Paired Sample Test Class XII KP 1.1

Paired Differences										
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)	
				Lower	Upper					
Pair 1 PostTest - PreTest	11.23714	4.57105	.77265	9.666693	12.80735		14.544	34	.000	

The paired sample t-test results for class XII KP 1.1 (control group) showed a statistically significant improvement in students' speaking performance from pre-test to post-test. With a t-value of 14.544 (df = 34, p = .000) and a mean difference of 11.23 (SD = 4.57, SE = .77), the 95% CI of 9.66–12.80 confirmed that the progress was reliable and not incidental. These gains

reflect the benefits of conventional classroom learning, where exposure to speaking activities, teacher guidance, and repetition contributed to measurable growth. The reduced performance gap also suggests that consistent feedback enabled weaker learners to catch up with their peers, a trend often noted in EFL contexts.

However, the improvement of the control group was still modest compared to classes that apply Genre-Based Approach (GBA) and digital tools like Canva. Prior research supports this difference: Ahmad Nahid et al. (2018) found that GBA improved oral descriptive text production, Graziella, Samsi, & Kamil (2023) showed it enhanced confidence and fluency, and Zendrato et al. (2024) highlighted Canva's role as a visual aid to strengthen speaking preparation. These findings reinforce that while conventional instruction can foster steady improvement, the integration of GBA and Canva provides a more systematic, engaging, and effective pathway for advancing both linguistic mastery and communicative competence.

Table 3. Paired Sample Test Class XII KP 2.2

		Paired Differences								
	Pair 1	PostTest - PretTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
						Lower	Upper			
	Pair 1	PostTest - PretTest	13.95028	4.55815	.75969	12.40802	13.49254	18.363	35	.000

The paired sample t-test for class XII KP 2.2 (experimental group) revealed a stronger improvement than the control group, with a mean difference of 13.95 (SD = 4.55, SE = .76), a t-value of 18.363 (df = 35), and p = .000 (p < .05). The 95% confidence interval (12.40–13.49) confirmed the reliability of the gains, indicating that the Genre-Based Approach (GBA) supported by Canva significantly enhanced students' speaking scores. This improvement reflects the value of systematic scaffolding, authentic practice, and multimodal engagement offered by integrating digital media with structured genre instruction. Canva's visual mind maps and templates further supported motivation, organization, and learner creativity, making the learning process more dynamic and effective.

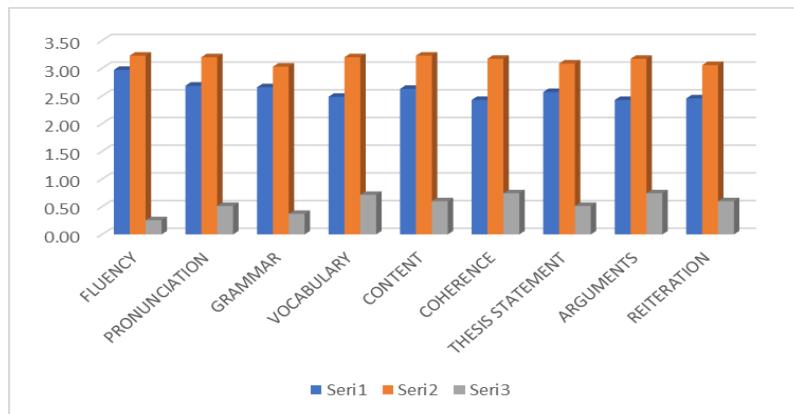
The experimental results are consistent with prior research emphasizing the benefits of combining GBA with digital learning tools. Graziella, Samsi, & Kamil (2023) found that GBA improved speaking confidence and fluency through explicit teaching of genre structures, while Ahmad Nahid et al. (2018) reported gains in coherence and accuracy in oral production. Similarly, Zendrato et al. (2024) highlighted Canva's role in providing visual prompts that

enhanced learner autonomy and preparation in speaking tasks. Collectively, these findings reinforce that GBA integrated with Canva not only strengthens linguistic mastery but also leverages multimodal resources to meet diverse learner needs and foster higher engagement in EFL classrooms.

The descriptive analysis of students' speaking scores revealed improvement in both the control class (XII KP 1.1) and the experimental class (XII KP 2.2). In the control class, the mean increased from 51.81 to 63.05 with a reduced standard deviation from 4.30 to 2.95, indicating better performance and greater consistency, though within a moderate range (60.00–75.56). In contrast, the experimental class achieved a greater increase, with the mean rising from 52.65 to 66.60. The wider score range (60.00–84.44) and higher standard deviation (5.73) showed more varied individual progress, reflecting the differentiated outcomes commonly found in approaches like the Genre-Based Approach (GBA) combined with digital media such as Canva.

Statistical tests further confirmed these patterns. The control class recorded a mean difference of 11.23 ($t = 14.544$; $p = .000$), proving that conventional teacher-centered explanation and repetition significantly improved speaking skills. Meanwhile, the experimental class showed a higher mean difference of 13.95 ($t = 18.363$; $p = .000$), with the 95% confidence interval confirming the reliability of the results. These outcomes highlight the effectiveness of integrating GBA with Canva, as students benefited from explicit scaffolding on text structures, social functions, and linguistic features, while Canva's visual mind maps and prompts reinforced understanding and motivation through multimodal engagement.

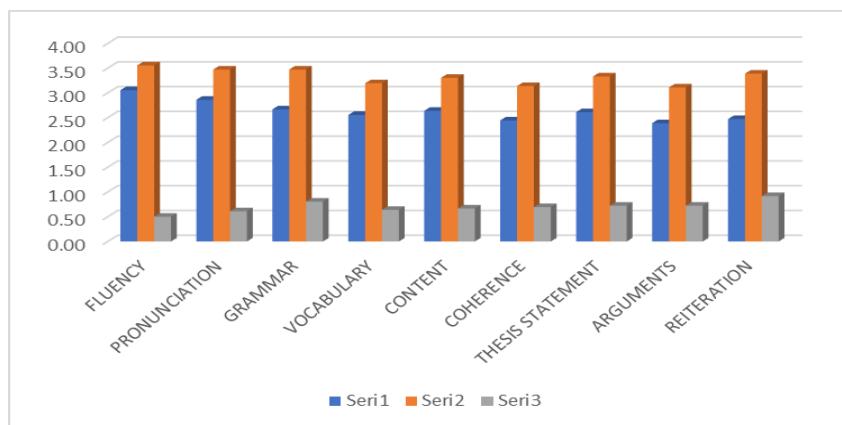
Overall, the comparison shows that while traditional methods can foster significant yet moderate improvement, GBA combined with Canva produced greater and more varied progress, answering the research question regarding its effectiveness. This aligns with Graziella, Samsi, & Kamil (2023), who noted GBA's role in enhancing genre awareness, and Zendrato et al. (2024), who emphasized Canva's contribution to creativity and speaking performance. Thus, the integration of GBA and Canva emerges as a powerful instructional strategy to address EFL challenges, reduce achievement gaps, and enhance students' overall learning outcomes.

Graphic 1. The Improvement Pre-Test & Post-Test Score Class XII KP 1.1

The speaking performance of the control group (XII KP 1.1) was assessed through nine components: fluency, pronunciation, grammar, vocabulary, substance, coherence, thesis statement, argumentation, and reiteration. The post-test mean scores increased slightly to the range of 3.06–3.23 compared with the pre-test means of 2.43–2.97, indicating modest progress across all areas. The most notable gains were in coherence and reasoning (+0.74), vocabulary (+0.71), and substance (+0.60), showing that conventional instruction supported improvement in idea organization and content development. However, fluency showed the smallest improvement (+0.26), suggesting that students still struggled to speak more confidently and naturally. This implies that while traditional methods helped structure arguments and improve language accuracy, they were less effective in fostering spontaneity and oral performance.

The control class was conducted under a quasi-experimental design (pre-test–post-test with non-equivalent groups). Students first completed a speaking pre-test assessed using a rubric with nine components, then underwent instruction based on conventional teacher-centered methods without the use of the Genre-Based Approach (GBA) or Canva. After the instructional period, a post-test with the same rubric was administered, and the descriptive analysis compared mean scores and gain scores to evaluate progress. The results highlighted that conventional methods can stimulate measurable but limited growth, especially in organizational skills rather than fluency. These findings provided an important baseline for comparison with the experimental group, where the systematic scaffolding of GBA and the integration of Canva were expected to yield more dynamic, varied, and sustainable improvements in students' speaking performance.

Graphic 2. The Improvement Pre-Test & Post-Test Score Class XII KP 2.2



The experimental group (XII KP 2.2) demonstrated significant improvement in speaking performance across nine assessed aspects: fluency, pronunciation, grammar, vocabulary, content, coherence, thesis statement, arguments, and reiteration. Their average scores increased from 2.39–3.06 in the pre-test to 3.11–3.56 in the post-test. The most notable gains were found in reiteration (+0.92) and grammar (+0.81), followed by arguments and thesis statements (+0.72 each) and coherence (+0.69). Although fluency showed the lowest increase (+0.50), the improvement was still higher than that of the control group.

In contrast, the control group taught through conventional methods showed only modest progress. Their highest gains occurred in coherence (+0.74), vocabulary (+0.71), and content (+0.60), while fluency recorded the lowest improvement (+0.26). This indicates that while the traditional approach allowed for some development in organization and vocabulary, it was less effective in improving fluency and overall oral delivery, resulting in unbalanced growth across the nine evaluation criteria.

The comparative results emphasize the effectiveness of integrating the Genre-Based Approach with Canva. This method provided structured stages and visual support, enabling students to organize ideas more logically, strengthen language structures, and enhance delivery skills. Consequently, the experimental group outperformed the control group in almost all aspects, proving that the combination of GBA and Canva is a more effective strategy for improving students' speaking ability comprehensively.

4. CONCLUSION & SUGGESTION

The study concludes that the Genre-Based Approach (GBA) integrated with Canva significantly improves students' speaking ability in argumentative contexts. Both groups showed progress, but the experimental group achieved a higher mean increase (52.65–66.60, +13.95) compared to the control group (51.81–63.05, +11.23), covering aspects such as

fluency, grammar, vocabulary, coherence, thesis statement, argumentation, and reiteration. GBA with Canva proved more effective than conventional methods by offering systematic, structured, and multimodal learning through the Teaching and Learning Cycle (BKoF, MoT, JCoT, ICoT), which gradually built students' knowledge, modeling, collaboration, and independent performance (Feez & Joyce, 2002). This approach enhanced students' mastery of argumentative text structures, confidence, and critical thinking, consistent with Hyland (2007) and Emilia & Hamied (2022). Canva provided visual scaffolding that boosted engagement, creativity, and motivation (Rahmawati & Kurniawan, 2021; Vicentini et al., 2022). Thus, this integrative method not only strengthens linguistic competence but also develops effective communication, making it a relevant and innovative strategy for EFL classrooms in Indonesia. The study is limited to two classes in a single school and focuses only on argumentative speaking skills, so the results should be generalized with caution.

Based on these findings, it is recommended that future research involve more classes or schools to improve generalizability, explore other genres or language skills such as writing or reading to examine broader effectiveness, and encourage teachers to develop creative multimodal strategies using interactive digital media. Such strategies are expected to enhance students' motivation, critical thinking, and overall communication skills, providing a more comprehensive approach to language learning in EFL contexts.

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