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The Implementation of Genre-Based Approach in Writing Narrative Text of Eighth Grade Students at SMP 19 Palu

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ABSTRACT

The Implementation of Genre-Based Approach in Writing Narrative Text aims to examine the effectiveness of the Genre-Based Approach (GBA) in enhancing narrative text writing skills among eighth-grade students at SMP Negeri 19 Palu. The research method employed is quasi-experimental with two groups: an experimental group applying GBA and a control group that did not receive this treatment. Data were collected through pre-test and post-test assessments to measure students' writing skill improvements. The findings indicate that the average score of the experimental group increased from 54.55 to 73.62, while the control group improved from 40.07 to 64.15. In addition to score improvements, the quality of students' writing also showed enhancement in aspects of content, organization, vocabulary, language use, and mechanics. This study provides evidence that the Genre-Based Approach can significantly improve students' writing skills.

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1. Introduction

Writing is a skill that is used to convey messages by generating signs. This is done when someone cannot convey it in written form. These signs can be in the form of a symbol that can be understood by the reader. These symbols are used to express state and communicate feelings to another person. Writing is eventually something that needs to be taught because writing is a necessary part of communication in addition to speaking. Writing skill requires good mastery in order to produce a good and cohesive writing (Rahman et al., 2019; Prihandoko etal., 2021; Abbas et al., 2024; Youngsun et al., 2024). This writing skill is a skill that must be mastered by a student in order to master other knowledge.

Writing is a crucial talent that utilized in a variety of settings, including academic, professional, and interpersonal communication. According to Hughes and Weigle (cited in Marbun & Siahaan. 2019) that the best way to test people's writing ability is to get them to write. This is because writing skills are difficult skills for a person to master. There are several studies discuss about the importance of writing skills in teaching English, "Writing as an art form is fundamentally important for several reasons and also involves more than just imitating spoken language. Focusing on writing helps bridge the gap between expression and the written word through innovative designs that students can easily explore and understand. Therefore, writing offers a more effective means of communication than simply deciphering a written code. Moreover, writing is a form of thinking that goes beyond conventional understanding." Elashri (2013). Rahmawati et al. (2019) stated that Among the four language skills that learners are required to master, writing is one of the skills that is considered the most crucial to master. Writing, like any other skill, is very important in English lessons. Yulianti et al. (2019).

Meanwhile, one of the skills that students learning English need to master is writing. English is a vital language in today's world. However, learning English as a foreign language is part of the educational curriculum. Writing is one of the four skills that must be understood. Its implementation emphasizes students' initiative in gathering ideas and their creative thinking in producing texts. This applies to the SMP Negeri 19 Palu School which uses the independent curriculum for its learning.

Based on preliminary observations at SMP Negeri 19 Palu, the researcher found students' difficulties in writing or composing sentences, especially in narrative text. By looking at the learning objectives listed in the lesson plan where students must be able to understand the structure of narrative text, by paying attention to social functions, text structure, and linguistic elements in narrative text. Then, the researcher found out what difficulties these students faced in

understanding a narrative text given to them as a learning task. The difficulties faced by the students included errors in the use of tenses, organization and vocabulary. Students had difficulty in organizing important things in writing skills such as often mistaking the appropriate punctuation marks, error in using capital letter, errors in the placement of the text structure and errors in the use of tenses, especially in using simple past tense. It has an impact on the wrong use of appropriate vocabulary. Apart from the difficulties mentioned above, students often exhibit a lack of diligence in their writing efforts, at least based on their experience. This lack of writing experience makes it difficult for them to gather ideas. This is because writing skills are difficult skills for a person to master. Writing requires the ability to process an idea so that the resulting writing is good and attracts the reader's interest. Therefore, to facilitate writing, there are various approaches that make it easier for someone to write, one of which is a Genre-Based Approach (GBA).

2. Methodology

In conducting this research, the researcher used quasi-experimental research. There are two groups in quasi experimental design. There are experimental and control groups. Fraenkel et.al on their book stated "the experimental research enables researchers to go beyond description and prediction, beyond the identification of relationship, to at least a partial determination of what causes them." Quasi-experimental design is widely used in the field of educational research. Researchers often use existing groups in educational settings, which make quasi-experimental studies quite common in this area. This implies that the writer will choose samples from classes that are already established within the school. The researcher will use a design of research by Cohen, Manion, and Morisson (2005, p. 213) as follows:

Experimental X

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Control

Where:

O1: The Pre-Test of Experimental Group

O2: The Post-Test of Experimental Group

O3: The Pre-Test of Control Group

O4: The Post-Test Control Group

X: The Treatment of Experimental Group

Both groups will take from classes that will be form by looking at the same condition. Then, the groups has pre-test and post-test, but treatment only give to the experimental group, while the control group is not.

3. Result and Discussion

3.1 Result of the Test

To assess students' writing skills, the researchers employed two different test formats in this chapter: a pre-test and a post-test. Both tests were administered to the experimental and control groups. The pre-test was conducted prior to any treatment to identify the challenges students encountered in writing. To evaluate whether the intervention improved students' writing skills, a post-test was administered after the treatment period.

a. Results of Pre-test

Before applying the treatment, the researchers conducted preliminary tests to evaluate the students' basic understanding of narrative writing skills. The pre-test in experimental class was conducted on May 5th , 2025 and pre-test in control class was conducted on May 6th, 2025. The complete results of this analysis were presented in the following table:

Table 1. Experimental Group's Score on Pre-test

No	Initial	Students' score					Obtained score	Max. Score	Standard score
		C	O	V	LA	M			
1	MS	17	9	16	14	2	58	100	58
2	TRQA	13	7	9	6	2	37	100	37
3	ZK	20	12	17	19	3	71	100	71
4	AA	14	7	9	13	2	45	100	45
5	FA	14	7	9	13	2	45	100	45
6	SZR	14	7	9	13	2	45	100	45
7	Z	25	17	17	23	3	85	100	85
8	AK	13	7	7	6	2	35	100	35
9	MRAR	13	7	7	6	2	35	100	35
10	N	24	16	16	18	2	76	100	76
11	HA	19	17	13	19	3	71	100	71
12	MSH	16	9	12	19	2	58	100	58
13	MA	13	7	8	7	3	38	100	38
14	IKD	13	7	11	19	3	53	100	53
15	CPA	13	7	7	8	3	38	100	38
16	GJ	12	7	15	12	2	48	100	48
17	RAP	24	15	19	15	5	78	100	78
18	DMD	18	11	18	16	3	66	100	66
19	ZSSZ	24	15	15	7	4	65	100	65
20	WTA	20	12	12	20	3	67	100	67
21	RJ	25	16	13	16	2	72	100	72
22	RR	14	7	7	6	2	36	100	36
23	MR	18	15	16	17	3	69	100	69
24	MR	15	8	12	20	4	59	100	59
25	A	13	7	7	6	2	35	100	35
26	AA	18	12	8	8	3	49	100	49
27	AV	17	7	10	22	5	61	100	61
28	AP	13	7	8	5	5	38	100	38
29	SA	15	7	7	16	4	49	100	49
Total		**487**	**289**	**334**	**389**	**83**	**1495**	**2700**	**1582**
Mean									**54,55**

Table 1. showed that students total scores was 1582, where the highest score was 85 and the lowest score was 35.

Table 2. Control Group's Score on Pre-Test

No	Initial	Students' Score					Obtain Score	Max. Score	Standard Score
		C	O	V	LU	M			
1	AI	26	16	17	20	4	57	100	57
2	MR	13	7	8	8	3	26	100	26
3	MA	16	9	8	8	2	27	100	27
4	SDA	21	17	15	16	3	51	100	51
5	PR	17	7	9	7	3	26	100	26
6	MI	21	17	15	16	3	51	100	51
7	NAY	18	11	18	19	4	52	100	52
8	AAD	15	8	19	17	5	49	100	49
9	GR	16	9	9	10	3	31	100	31
10	ABM	21	16	12	13	3	44	100	44
11	AGM	20	7	17	13	4	41	100	41
12	CR	28	8	20	5	2	35	100	35
13	IY	27	7	19	16	4	46	100	46
14	MSR	16	7	10	12	4	33	100	33
15	NRF	13	9	3	17	3	32	100	32
16	R	14	13	13	12	3	41	100	41
17	RS	18	11	18	19	3	51	100	51
18	MFK	16	9	9	10	3	31	100	31
19	AAAA	21	17	15	18	3	53	100	53
20	S	17	7	15	20	4	46	100	46
21	MA	13	7	7	6	2	22	100	22
22	AU	17	10	10	14	2	36	100	36
23	FR	17	9	11	19	3	42	100	42
24	AAM	16	8	16	14	3	41	100	41
25	S	14	7	7	12	3	29	100	29
26	ACP	17	10	10	19	5	44	100	44
27	KA	25	10	13	19	3	45	100	45
Total									**1082**
Mean									**40,07**

Table 2. showed that the students total scores was 1082, where the highest was 57 and the lowest was 22.

b. Results of Post-test

After conducting the pre-test, the researcher administered a post-test to measure students' descriptive text writing skills after receiving treatment for 6 meetings. The post test was conducted on May 28th, 2025 in experimental class and the post-test in control class was conducted on May 27th, 2025. The following table shows the complete results:

Table 3. Experimental Group's Score on Post-test

no	initial	C	O	V	LU	M	obtained score	max. score	standard score
1	MS	25	17	19	19	3	83	100	83
2	TRQA	24	15	16	20	3	78	100	78
3	ZK	18	9	11	6	5	49	100	49
4	AA	25	17	17	21	4	84	100	84
5	FA	25	10	15	20	5	75	100	75
6	SZR	21	13	13	18	3	68	100	68
7	Z	29	18	18	20	5	90	100	90
8	AK	21	14	13	18	3	69	100	69
9	MRAR	19	12	18	14	4	67	100	67
10	N	17	14	14	16	3	64	100	64
11	HA	25	18	8	14	2	67	100	67
12	MSH	24	16	14	19	3	76	100	76
13	MA	14	8	8	8	4	42	100	42
14	IKD	24	17	18	19	4	82	100	82
15	CPA	23	17	16	19	3	78	100	78
16	GJ	28	18	18	18	2	84	100	84
17	RAP	25	19	17	19	3	83	100	83
18	DMD	21	11	13	18	4	67	100	67
19	ZSSZ	24	15	8	7	5	59	100	59
20	WTA	26	17	16	19	4	82	100	82
21	RJ	23	14	18	21	3	79	100	79
22	RR	20	13	14	18	3	68	100	68
23	MR	26	20	18	19	5	88	100	88
24	MR	28	18	13	19	5	83	100	83
25	A	15	8	8	7	5	43	100	43
26	AA	26	16	17	20	4	83	100	83
27	AV	22	14	16	20	4	76	100	76
28	AP	23	13	19	22	4	81	100	81
29	SA	26	19	17	20	5	87	100	87
TOTAL		**667**	**430**	**430**	**498**	**110**	**1967**	**2700**	**2135**
Mean									**73,62**

Table 3. showed that students total scores was 2135, where the highest score was 90 and the lowest scores was 32.

Table 4. Control Groups' Score on Post-test

no	initial	C	O	V	LU	M	obtained score	max. score	standard score
1	AI	26	16	17	20	4	83	100	83
2	MR	16	10	9	20	3	58	100	58
3	MA	18	10	11	20	3	62	100	62
4	SDA	25	13	15	20	3	76	100	76
5	PR	18	11	12	20	2	63	100	63
6	MI	28	18	19	20	2	87	100	87
7	NAY	18	15	12	20	3	68	100	68
8	AAD	13	7	10	20	5	55	100	55
9	GR	13	8	11	20	3	55	100	55
10	ABM	24	17	18	20	3	82	100	82
11	AGM	19	11	18	20	4	72	100	72
12	CR	23	16	19	20	3	81	100	81
13	IY	14	8	10	20	5	57	100	57
14	MSR	14	8	10	20	2	54	100	54
15	NRF	14	8	18	20	4	64	100	64
16	R	13	8	18	20	5	64	100	64
17	RS	14	7	17	20	3	61	100	61
18	MFK	23	19	19	20	4	85	100	85
19	AAAA	30	19	19	20	3	91	100	91
20	S	13	7	7	20	4	51	100	51
21	MA	13	7	7	20	3	50	100	50
22	AU	18	12	19	20	4	73	100	73
23	FR	18	11	13	20	4	66	100	66
24	AAM	14	11	11	20	4	60	100	60
25	S	18	8	15	20	3	64	100	64
26	ACP	24	15	13	20	5	77	100	77
27	KA	27	19	19	19	4	88	100	88
TOTAL		**508**	**319**	**386**	**539**	**95**	**1847**	**2700**	**1847**
Mean									**64,15**

Table 4. showed that the total score in control group was 1847, where the highest was 95 and the lowest score was 36. After the data were calculated. It can be seen that the mean score of the post-test of control group was 64,15 and the mean score of the post-test in experimental group was 73,62. These indicates that the mean score in experimental group was higher than mean score in control group.

c. Result Descriptive Statistics Description

Table 5. Descriptive Statistics Description

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Eksperimen	29	35	85	1582	54.55	2.823	15.205
post-test eksperimen	29	42	90	2135	73.62	2.370	12.766
pre-test control	27	22	57	1082	40.07	1.889	9.813
post-test control	27	36	95	1732	64.15	3.177	16.508
Valid N (listwise)	27						

As indicated by table above, the mean score of pre-test in the experimental class was 54.55. Meanwhile, the lowest score was 35 and the highest score was 85. In the other hand, the experimental class's posttest mean score was 73.62. Therefore, the lowest score was 42 and the highest score was 90.

In the table indicates that the control class's pretest mean score was 40.07. On the other hand, the lowest score was 22 and the highest score was 57.

In contrast, the post-test mean score for the control group was 64.15. Meanwhile, the lowest score was 36 and the highest score was 95.

d. Result of Test Normality and Homogeneity

Table 6. Test of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]		
	Classes	Statistic	df	Sig.
Results	pre-test experiment class	.138	29	.169
	post-test experiment class	.164	29	.045
	pre-test control class (conventional)	.130	27	.200*
	post-test control class (conventional)	.101	27	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data is considered normally distributed if the p-value exceeds 0.050. Conversely, a p-value below 0.050 indicates that the data is not normally distributed. According to the analysis, the pretest results for the experimental class yielded a probability value (sig) of 0.169 for the pretest and 0.045 for the posttest. In the control class, the pretest results showed a probability value (sig) of 0.200 for both the pretest and posttest. Therefore, since all four probability values (sig) were higher than 0.050, it indicates that the data was normally distributed.

Table 7. Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.693	1	54	.107
	Based on Median	2.809	1	54	.100
	Based on Median and with adjusted df	2.809	1	53.866	.100
	Based on trimmed mean	2.895	1	54	.095

The data is homogeneous if the p-values is more than 0.050. Based on the analysis of the results on the table, the four data have values greater than 0.05 (0.107, 0.100, 0.100, 0.095), so it can be concluded that the variance between data groups is homogeneous.

e. Results of the Hypothesis Testing

Table 8. Paired Samples-Test

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Pre-Test Eksperiment - post-test eksperiment	-19.069	17.599	3.268	-25.763	-12.375	-5.835	28	<,001	<,001
Pair 2	pre-test control post-test control	--24.074	15.630	3.008	-30.257	-17.891	-8.003	26	<,001	<,001

Based on the results presented in Table 8. the Paired Sample T-Test indicates a mean difference between the pre-test and post-test scores for both classes. The control class had a mean increase of 19.06, while the experimental class saw a mean increase of 24.07. This increase signifies that the Genre-Based Approach positively impacted students' writing scores.

The t-test results for the control class revealed a calculated t-value of -8.003 with 26 degrees of freedom, while the experimental class had a t-value of -5.835 with 28 degrees of freedom. The significance value (p-value) for both one-sided and two-sided tests was less than 0.001, indicating a highly statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (Ho), which posits that there is no significant difference between the pre-test and post-test scores, is rejected. Instead, the alternative hypothesis (Ha), which asserts that there is a significant difference, is accepted. This confirms that the implementation of the Genre-Based Approach significantly improved students' writing skills.

3.2 Discussion

The researcher has summarized the study's findings. The research sample was drawn from SMP Negeri 19 Palu. The aim of this research was to assess the implementation of the genre-based approach in teaching narrative text writing to eighth-grade students at SMP Negeri 19 Palu. To achieve this goal, the researcher utilized a quasi-experimental design focused specifically on writing skills.

This research was carried out in response to common challenges students encounter in writing, particularly when it comes to crafting narrative texts. Many students struggle with using appropriate vocabulary, generating ideas and content, and organizing their writing. The study specifically aims to enhance the writing skills of eighth-grade students at SMP Negeri 19 Palu using the Genre-Based Approach. It focuses on five key components of writing: content, organization, vocabulary, language usage, and mechanics.

In terms of content, students showed improvement in developing their ideas in a detailed and focused manner. They were able to develop ideas in detail and in an original way. They were also able to develop their chosen topics in a clear and interesting manner, incorporating deep reflection. The Genre-Based Approach method guides students in distinguishing between different genres of stories. With this method, students could develop a story using the Genre-Based Approach (GBA) to differentiate between each genre.

According to Dirgeyasa (2016), the genre-based approach in teaching and learning writing seems to be effective and relevant for students with low abilities and low motivation, indicating that students' abilities can be further developed, which shows that students' abilities can be developed even further. Before the intervention, most students were very weak in developing ideas in a story. For example, during the pre-test, some students did not understand what a sentence or a paragraph was. They did not understand the difference between a word and a sentence. They tended to struggle with organizing sentences into coherent paragraphs. Additionally, regarding content, they lacked knowledge about the content of the stories they were to write. Therefore, a treatment involving the provision of materials with images was implemented. The aim was to stimulate students to better understand how to organize the content of a story.

In terms of writing organization, this aspect is crucial for creating a text that is well-structured and easy to comprehend in paragraphs. An effective organization ensures that ideas and events are well connected, creating a logical flow. During the pre-test, many students had difficulty organizing their ideas. For example, when writing a story about Malin Kundang, some sentences were unclear in relation to the previous ideas, so that the sentences did not flow properly. According to Rose, (2008), the genre-based approach provides a structured framework for students to help them understand the complexity of various types of texts, enabling them to produce more coherent and effective writing. Therefore, through the Genre-Based Approach, students can organize their story ideas into a text. As a result, students' writing skills become more structured and easier to understand.

In terms of vocabulary, students had difficulty changing words into past tense and were confused about past tense vocabulary. For example, a student with the initials GJ wrote a story about red onions and white onions. In the story, he wrote, “Long ago, there lived bawang merah and bawang putih, a and hard wording gril who was bawang merah,” where the words “wording” and “gril” were spelling mistakes. These words could not describe and explain the characters in the story. The correct words should have been ‘working’ and “girl.” The student made a spelling error, which led to confusion in the story. During the pre-test, the student scored 48, and in the post-test, the student scored 84. This indicated the student's progress in writing stories. With the introduction of the genre-based approach, students became more familiar with various types of vocabulary in the past tense, speech, words, time expressions, and much more. This genre-based introduction also improved students' knowledge in organizing the words they wrote in the texts they composed. According to Herman (2020), the use of GBA could improve students' motivation to write texts and also enhance their vocabulary, as through this, students became more familiar with vocabulary, especially in the past tense, which made them more comfortable in writing and expressing their ideas.

In terms of language use, there were students who did not use complex sentences correctly and effectively, and wrote sentences that contained pattern errors. For example, a student with the initials CPA wrote the sentence “Once upon a time, in a great castle,” which did not contain a verb or object. In addition, she placed a period after every two words, indicating that he misunderstood what a sentence was. On the pre-test, they scored 38, and on the final test, they scored 78, which showed an improvement of 40 points as a result of applying the genre-based approach. According to Dzukhriyah (2023), a genre-based approach was effective in improving students' writing skills, especially in terms of organization, coherence, and clarity. By focusing on the features of different genres, students learned how to use language to achieve specific goals and how to adapt their writing to different contexts and audiences.

In the last aspect, which was mechanics, many students made mistakes in spelling, punctuation, and capitalization. For example, there was a student with the initials GJ. The student wrote a story about red onions and white onions. In their sentence, they wrote, “The red onion and her mother were consumet by greed, made a mistake, and were punishet. The onion, with her kitnes and hard worgk, livet happily ever after.” In this sentence, there were spelling errors in the words “consumed,” “punishment,” “work,” and “lived,” which should have been spelled correctly as “consumed,” “punishment,” “work,” and “lived.” Additionally, another error was the placement of periods after the words “punishment” and “onion,” where there should not have been periods after those two words. This indicated that the student still lacked proficiency in the mechanics of writing. With this in mind, the researcher introduced a genre-based approach so that students could recognize and master good writing techniques. On the other hand, during the pre-test, the student scored 48, and during the post-test, the student scored 84. This indicated that after being taught using the genre-based approach method, the student was able to master narrative writing techniques well and accurately. According to Hani (2023), as cited by Fedora

Daka (2024), the Genre-Based Approach referred to a systematic and clear writing process that could be followed by both teachers and learners. This indicated that the genre-based approach influenced good and proper writing mechanics.

After the researcher implemented the treatment, the students writing skills showed improvement. The students successfully created simple texts, which helped them learn more about verbs and other complements. They learned about text techniques and patterns, as well as text structure. The students also learned about the past tense forms of verbs. After that, the post-test results for both the experimental and control groups were compared. In the experimental group, the highest score was 90, and the lowest was 42. In the control group, the highest score was 95, and the lowest score was 36. The mean post-test score for the experimental group was 73.62, while the control group had a mean score of 64.15. This indicates that the experimental group's mean score was higher that that of the control group.

After collecting data, the researcher conducted an analysis; the data described above were derived from 27 students from control class and 29 students from experimental class. The researcher administered a pre-test to both group during the first meeting. The results showed that in the experimental group, the highest score was 85 and the lowest was 35, while in the control group, the highest score was 57 and the lowest was 22. The mean pre-test score for the experimental group was 54.55, compared to 40.07 for the control group, indicating that the experimental group's mean score was 14.48 points higher than that of the control group. These findings indicate that the process of learning to write uses various methods, including teaching past tense verbs, text structure, good text patterns using verbs, and good writing mechanics in the form of punctuation, lowercase and uppercase letters, and spelling.

Based on the testing hypothesis, to find out which hypothesis is received between null hypothesis and alternative hypothesis. The results showed that the significance value (p-value) for both one-sided and two-sided tests was less than (<0.001), indicating a highly statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (Ho), which posits that there is no significant difference between the pre-test and post-test scores, is rejected. Instead, the alternative hypothesis (Ha), which asserts that there is a significant difference, is accepted.

The implementation of a genre-based approach can improve students' writing skills, which include five aspects: content, organization, vocabulary, language usage, and mechanics. Through a genre-based approach, students find it easier to organize their ideas for writing, pour their ideas into the correct text structure, choose the right vocabulary, write complex sentences, and write with correct mechanics, especially spelling and punctuation. All these aspects make it easier for students to develop a narrative story based on their own ideas. Improving writing skills through a genre-based approach not only makes writing more enjoyable but also has a positive impact, especially in the social and cultural aspects inherent in the surrounding environment. According to Tuan (2011) as cited by Senny (2024), GBA emphasizes the importance of considering the cultural and social context of English usage within a written piece.

4. Conclusion

The findings of this research indicated that the Genre-Based Approach (GBA) effectively enhanced students' writing skills, especially in narrative text composition. This was evident from the pre-test and post-test results in the experimental class, where the initial score of 54.55 increased to 73.62 after implementing the GBA treatment. In contrast, the control class improved from 40.07 to 64.15, highlighting a significant advancement in the experimental group compared to the control group that did not receive GBA treatment. Alongside the score improvements, the quality of students' writing also showed enhancement in five critical areas: content, organization, vocabulary, language use, and mechanics. During the treatment, students exhibited greater motivation and enjoyment in writing. They expressed their ideas more clearly, utilized more precise vocabulary, showed increased confidence, organized their paragraphs effectively, and improved their mechanics. The application of this method made the writing class more interactive and meaningful, positively impacting students' overall learning experience.

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