

The Implementation of A Genre-Based Approach Assisted By Artificial Intelligence (AI) To Enhance Accounting Students' Business Email Writing Skills In A Business English Course

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Abstract.

This study aimed to improve Accounting students' business email writing skills through an Artificial Intelligence (AI)-assisted Genre-Based Approach in a Business English course. The study employed Classroom Action Research involving 44 second-semester Accounting students at Universitas Islam Kebangsaan Indonesia (UNIKI). The research followed the stages of planning, action, observation, and reflection. The learning process integrated four stages of the Genre-Based Approach: Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text, with AI providing examples, formative feedback, and revision support. Data were collected through observation, documentation, and writing tests and analyzed descriptively using quantitative and qualitative approaches. The findings showed improvement in students' ability to organize business emails, express communicative purposes, use appropriate vocabulary, apply grammatical accuracy, and maintain professional language. Students also demonstrated increased participation and engagement. The study concludes that an AI-assisted Genre-Based Approach can support the development of business email writing skills and prepare Accounting students for professional communication.

Keywords: Artificial Intelligence, Business Email, Business English, Genre-Based Approach and Writing Skills.

I. INTRODUCTION

English proficiency has become an essential competence for university students, particularly those preparing to enter an increasingly globalized and technology-driven workplace. For accounting students, English proficiency extends beyond the ability to understand accounting terminology. They are also expected to communicate accounting and business-related information accurately, clearly, and professionally in both oral and written forms. One of the most common forms of written communication in professional settings is the business email. Business emails are frequently used to convey information, make requests, provide confirmations, respond to inquiries, and maintain professional relationships. Consequently, the ability to write effective business emails is an important component of Business English competence for accounting students (Bhatia, 2019).

Writing an effective business email requires more than grammatical accuracy. Students need to understand the communicative purpose of the email, organize information logically, select appropriate business vocabulary, use formal and contextually appropriate expressions, and follow the conventions of professional communication. The structure of a business email, including the opening, statement of purpose, development of the message, and closing, needs to be appropriately organized to ensure that the intended message is communicated clearly and effectively. These requirements may present challenges for students who have limited experience with authentic business communication. In the context of Business English instruction, students may understand individual grammatical rules but still experience difficulties when applying those rules to produce coherent and professionally appropriate business emails (Hyland, 2022).

The challenges observed in the Business English learning process indicate that students require systematic guidance in developing their business email writing skills. Some Accounting

students continue to experience difficulties in organizing the content of an email, determining appropriate expressions for different communicative purposes, selecting business-related vocabulary, and maintaining an appropriate level of formality. In addition, limited opportunities to receive immediate and constructive feedback may restrict students' ability to identify weaknesses and improve their written work. These conditions suggest that writing instruction should not focus solely on the final product but should provide students with structured support throughout the process of understanding, developing, and revising a particular type of text.

One approach that can address these challenges is the Genre-Based Approach (GBA). The Genre-Based Approach views writing as a social and communicative activity in which texts are produced according to particular purposes, contexts, structures, and linguistic characteristics (Hyland, 2022; Widodo, 2006). Rather than asking students to write independently without sufficient guidance, the approach provides a systematic learning process through which students gradually develop their ability to produce a target genre. In the context of business email writing, students can first develop relevant knowledge and vocabulary, examine authentic or model texts, identify the organization and linguistic features of business emails, construct texts with guidance, and eventually produce their own emails independently. This process is commonly represented through the stages of Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. Such a structured sequence enables students to understand not only what to write but also why and how a particular text should be constructed.

The effectiveness of genre-based instruction in developing writing competence has been reported in previous research. Yassin and Sood (2024), for example, found that the implementation of a Genre-Based Approach through classroom action research contributed to improvements in students' writing performance. The approach provided students with systematic stages for understanding text models, developing ideas, constructing texts, and producing written work independently. These findings indicate that genre-based instruction can provide meaningful scaffolding for students who require explicit guidance in developing writing competence. Nevertheless, the effectiveness of such an approach may be further strengthened through the integration of appropriate technological support, particularly in learning environments where students need continuous opportunities to receive feedback and revise their writing.

The rapid development of Artificial Intelligence (AI) has created new possibilities for supporting language learning and writing instruction. Generative AI tools, such as ChatGPT, can provide students with examples; language suggestions, formative feedback, and assistance in identifying aspects of their writing that require improvement. Kasneci et al. (2023) and Tlili et al. (2023) emphasize the potential of generative AI to facilitate interactive and personalized learning experiences when used appropriately. In writing instruction, AI can support students during the revision process by helping them recognize grammatical problems, improve clarity, consider alternative expressions, and evaluate whether their texts are appropriate for a particular communicative context. However, the use of AI should remain pedagogically guided so that students continue to engage actively in composing, evaluating, and revising their own work rather than relying entirely on AI-generated text.

Recent empirical studies have also demonstrated the potential of AI-assisted writing instruction. Mahapatra (2024) reported that ChatGPT could function as a formative feedback tool that supported ESL students' writing development, particularly in relation to grammatical accuracy, clarity, and text refinement. Polakova and Ivenz (2024) similarly found that ChatGPT-based feedback could assist students in evaluating and revising their written work. Furthermore, Han et al. (2023) showed that the integration of ChatGPT into English writing instruction could support students' revision processes by encouraging interaction and reflection on their writing. These findings suggest

that AI has considerable potential as a complementary tool for writing instruction, particularly when its use is integrated into a structured pedagogical framework.

Despite the growing body of research on genre-based writing instruction and AI-assisted language learning, the integration of these two approaches in Business English instruction remains relatively underexplored, particularly in the context of accounting students' business email writing. Previous studies have largely focused on general academic writing, ESL/EFL writing, or the use of AI as a feedback tool. Business email writing, however, has distinctive characteristics because it requires students to simultaneously consider communicative purpose, genre conventions, professional tone, organizational structure, and business-specific vocabulary. Therefore, combining the systematic scaffolding of the Genre-Based Approach with the feedback and revision support provided by AI may offer a more relevant and contextualized learning experience for accounting students.

In response to this need, the present study implements an Artificial Intelligence-assisted Genre-Based Approach to improve the business email writing skills of accounting students enrolled in a Business English course. The study focuses on the implementation of genre-based learning stages supported by AI to help students understand the characteristics of business emails, organize their ideas, use appropriate linguistic and professional conventions, and revise their written work. Through this integration, the study seeks to provide a practical instructional model that connects genre-based pedagogy with contemporary technological developments in language education. The findings are expected to contribute to the development of more systematic, contextualized, and technology-supported Business English instruction and to provide practical implications for preparing Accounting students to communicate effectively in professional business environments.

II. RESEARCH METHOD

This study employed a Classroom Action Research (CAR) design to improve the business email writing skills of 44 second-semester Accounting students at Universitas Islam Kebangsaan Indonesia (UNIKI), consisting of 10 male and 34 female students enrolled in the Business English course. The research was conducted in cycles comprising planning, action, observation, and reflection (Arikunto et al., 2021). The instructional intervention applied a Genre-Based Approach consisting of Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text, with Artificial Intelligence (AI) integrated as a supplementary tool to provide examples, formative feedback, and revision support. Each cycle was evaluated to identify students' progress and determine necessary improvements for the subsequent cycle.

Data were collected through classroom observation, documentation of students' business email writing, and writing tests. Students' writing performance was assessed using an analytical rubric covering organization and structure, content, vocabulary, grammatical accuracy, and appropriateness of language for professional communication. The data were analyzed using descriptive quantitative and qualitative approaches (Sugiyono, 2022). Quantitative data were obtained from students' writing scores and compared across cycles to determine improvement, while qualitative data from observations and students' written work were analyzed to identify changes in participation, learning difficulties, and writing performance. The findings were used as a basis for reflection and instructional improvement throughout the research cycles.

III. FINDINGS AND DISCUSSION

The implementation of the Artificial Intelligence (AI)-assisted Genre-Based Approach showed a positive improvement in the business email writing skills of the Accounting students. The improvement was observed through changes in students' writing performance, classroom participation, and ability to apply the structural and linguistic features of business emails. Before the intervention, several students experienced difficulties in organizing email content, expressing the

purpose of communication clearly, selecting appropriate business vocabulary, using grammatically accurate sentences, and maintaining a professional tone. These difficulties indicated that students needed systematic guidance throughout the writing process rather than being asked to produce business emails independently.

Following the implementation of the Genre-Based Approach, students demonstrated gradual improvement in understanding and producing business emails. Through the stages of Building Knowledge of the Field and Modeling of the Text, students were introduced to the communicative purposes, structure, vocabulary, and language features commonly used in business emails. The Joint Construction of the Text stage provided opportunities for students to develop emails with guidance, while the Independent Construction of the Text stage encouraged them to apply their knowledge independently. The integration of AI further supported this process by providing examples, identifying language-related problems, and offering feedback that students could consider when revising their drafts. As a result, students became more aware of the importance of organization, grammatical accuracy, vocabulary selection, and professional language in business email writing.

The students' improvement was also reflected in their classroom participation. During the initial stage of the research, some students were reluctant to express ideas and appeared uncertain when composing business emails. As the instructional cycles progressed, students became more actively involved in analyzing model texts, discussing appropriate expressions, developing email content, and revising their writing. The use of AI as a supplementary learning tool also provided students with additional opportunities to examine alternative expressions and evaluate their written work. Nevertheless, the role of AI remained under the guidance of the lecturer so that students continued to make decisions about their own writing rather than relying entirely on AI-generated responses.

These findings are consistent with previous research demonstrating the potential of the Genre-Based Approach to improve students' writing abilities. Yassin and Sood (2024) reported that genre-based instruction provided systematic stages that helped students understand and produce texts more effectively. The present findings further indicate that this structured approach is particularly relevant to business email writing because students need explicit knowledge of genre conventions, communicative purposes, organization, and professional language. The improvement observed in this study suggests that students benefited from moving gradually from guided analysis toward independent text production.

The findings also support previous studies concerning the use of Artificial Intelligence in English writing instruction. Mahapatra (2024) found that ChatGPT could provide formative feedback that supported students' writing development, particularly in grammar, clarity, and text refinement. Similarly, Polakova and Ivenz (2024) reported that AI-generated feedback could assist students in evaluating and revising their written work. Han et al. (2023) also emphasized the potential of ChatGPT to facilitate interaction and reflection during the writing process. In the present study, AI contributed primarily as a supplementary feedback and revision tool within the Genre-Based Approach. This combination allowed students to receive structured pedagogical guidance while also obtaining additional support during the drafting and revision stages.

Overall, the findings indicate that the integration of the Genre-Based Approach and Artificial Intelligence created a more structured and supportive learning environment for developing Accounting students' business email writing skills. The Genre-Based Approach provided the pedagogical framework through which students learned how business emails are organized and constructed, while AI provided additional support during the writing and revision processes. The combination of these two components therefore appears to be a promising strategy for Business English instruction, particularly when learning activities are closely connected to students' academic and future professional needs in the field of accounting.

IV. CONCLUSION

Ultimately, based on the findings of this study, the authors discovered that the implementation of an Artificial Intelligence (AI)-assisted Genre-Based Approach contributed to the improvement of accounting students' business email writing skills in the Business English course. The improvement addressed the main difficulties identified at the beginning of the study, particularly students' limited ability to organize email content, express communicative purposes clearly, use appropriate business vocabulary, construct grammatically accurate sentences, and maintain a professional tone. Through the systematic stages of Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text, students gradually developed a better understanding of how business emails are structured and produced according to their communicative purposes and professional contexts.

The findings further revealed that the integration of AI provided additional support throughout the writing and revision processes. By using AI as a supplementary learning tool, students were able to examine examples, identify language-related problems, receive formative feedback, and revise their business email drafts. This support was particularly relevant to the students' difficulties in grammar, vocabulary, clarity, and professional language use identified during the learning process. In line with the classroom observations, students also demonstrated greater participation and engagement as the instructional cycles progressed, particularly when analyzing model texts, developing email content, and revising their writing. Thus, the combination of structured genre-based instruction and AI-supported feedback provided students with gradual and contextualized assistance from guided learning toward independent writing.

In conclusion, the findings confirm that an AI-assisted Genre-Based Approach is a relevant instructional strategy for developing business email writing competence among accounting students. Rather than treating AI as a replacement for students' writing, the study positioned AI as a complementary tool within a structured pedagogical process. This integration enabled students to strengthen both their linguistic competence and their understanding of professional business communication. The study therefore contributes to the development of Business English instruction by demonstrating how genre-based pedagogy and AI technology can be integrated to provide a more systematic, contextualized and supportive learning experience for students preparing to communicate in professional accounting environments.

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