

Unlocking Student Writing Potential: Exploring Genre-Based Learning in the English Classroom

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ABSTRACT

Writing remains one of the most challenging skills for Indonesian English as Foreign Language (EFL) learners, particularly at the secondary education level. This study investigates the effectiveness of Genre-Based Learning (GBL) in enhancing students' writing abilities and explores their learning experiences throughout the instructional process. Employing a mixed-methods pre-experimental design, the research involved 32 eleventh-grade students from SMA PGRI 1 Pati who participated in an eight-session GBL intervention following the Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT) cycle. Data were collected through pre-test and post-test writing assessments focusing on narrative and analytical exposition texts, complemented by student learning journals completed after each session by a purposively selected subsample of 18 students who demonstrated significant performance variations. Quantitative analysis using paired sample t-tests revealed statistically significant improvement in students' writing performance across five key components: content relevance and development, genre-specific structure, grammatical accuracy, vocabulary use, and text coherence and cohesion ($t = -10.019$, $df = 31$, $p < .001$, Cohen's $d = 1.77$). Qualitative thematic analysis of student reflections indicated enhanced confidence, understanding of text structures, and motivation to write, though some challenges with complex grammatical forms persisted. Findings suggest that GBL offers effective scaffolding for Indonesian EFL learners, fostering genre awareness and writing competence while supporting positive learning experiences.

Keywords: *English Classroom, EFL, Genre-Based Learning, Writing Skill*

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INTRODUCTION

Writing is one of the most complex skills for Indonesian EFL learners, demanding not only grammatical control but also awareness of purpose, structure, and social meaning. Many students struggle to link linguistic features with communicative intent, resulting in surface-level writing performance (Alt et al., 2022; Hamdani et al., 2025; Thi & Nikolov, 2022). Traditional teaching often prioritizes grammar over context, limiting students' engagement and critical understanding, overlooking the social and cognitive dimensions of writing. Consequently, a more structured, explicit, and context-based pedagogy is needed (Chigbu et al., 2023; Mercer & Dörnyei, 2020; Skar et al., 2021).

This need for structured genre pedagogy is particularly pressing in Indonesia, where both the 2013 Curriculum (Kurikulum 2013) and the Merdeka Curriculum explicitly mandate text-based approaches emphasizing the functional and communicative purposes of different genres (Ministry of Education, Culture, Research and Technology, 2022). This curricular orientation aligns with contemporary second language writing pedagogy that recognizes writing as a social practice embedded within specific contexts, audiences, and purposes rather than merely a demonstration of linguistic competence. Investigating GBL's systematic implementation within this curricular context thus provides both theoretical validation and practical guidance for improving writing instruction nationwide.

Genre-Based Learning (GBL), grounded in Systemic Functional Linguistics (SFL) developed by Halliday & Matthiessen (2014) and advanced by the Australian and Sydney Schools, integrates form, function, and context (Barrot, 2023; Gebhard & Accurso, 2020; Yu et al., 2020). GBL

explicitly teaches how texts work by relating purpose, structure, and language features through the Teaching and Learning Cycle (TLC), consisting of Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT) (Hakim, 2023; Rose & Martin, 2012). These stages guide learners from contextual understanding to independent writing, providing structured scaffolding that develops students' ability to produce purposeful and coherent texts (Accurso & Marr, 2023; Suharyadi & Basthomi, 2020).

Empirical studies affirm GBL's effectiveness in improving writing competence and overcoming learners' writing difficulties, enhanced students' organization and linguistic control, especially through model text analysis in the MOT stage (Herman et al., 2020) Thongchalem & Jarunthawatchai (2020) and Zhang & Zhang (2021). Similarly, studies in Indonesian contexts reported that GBL improved students' ability to write analytical exposition, narrative, and recount texts by strengthening content development and structural awareness during the BKOF stage (Abdullah et al., 2020; Aljafen, 2025; Fatmawati et al., 2022; Lail, 2022; Listiyawati et al., 2025; Mastura et al., 2020; Nasir et al., 2021; Zebua & Rozimela, 2020). Evidence from diverse text types, including descriptive texts, confirms GBL's broad applicability in developing students' writing competence (Dzikhriyah & Rini, 2023; Lukmawardani & Badriyah, 2022; Maulani, 2021). However, studies noted that many teachers do not fully implement all TLC stages, particularly JCOT, which is essential for scaffolding and collaborative meaning-making (Bahri et al., 2024; Kuiper & Smit, 2022; C. Liu & Chen, 2022). Moreover, narrative texts tend to be easier to master than analytical exposition texts, which require abstract reasoning (Thongchalem & Jarunthawatchai, 2020).

Although the existing literature provides valuable insights into GBL's effectiveness, a notable gap remains in research integrating both quantitative and qualitative analyses of GBL implementation across multiple genres (Hitimala et al., 2024; Zhai & Razali, 2023). Most studies tend to focus on either numerical improvement or descriptive evaluations of student perceptions, but seldom combine both systematically. This study bridges this gap by examining pre-test and post-test data alongside detailed qualitative reflections from student learning journals, investigating GBL's impact on Narrative and Analytical Exposition at the 11th-grade high school level.

This study addresses two fundamental questions: first, how effective is Genre-Based Learning in improving students' writing abilities, and second, how do students experience and perceive this instructional approach throughout their learning journey. By employing a mixed-methods design combining quantitative assessment with qualitative exploration of student voices, this research contributes to genre-based pedagogy evidence while providing practical insights for teachers, curriculum developers, and educational policymakers in Indonesia and similar EFL contexts worldwide.

METHOD

This study employed an embedded mixed-methods pre-experimental design with a one-group pretest-posttest format to examine both the effectiveness of Genre-Based Learning (GBL) and students' learning experiences. Following Ivankova & Creswell (2009), the design prioritized quantitative data as the main source for measuring writing improvement, complemented by qualitative reflections that provided contextual insights into the learning process. The pre-experimental design was selected as the most appropriate methodological framework for this classroom-based investigation, as it allows for systematic measurement of learning outcomes while maintaining the authentic educational context essential for understanding how GBL functions within real Indonesian secondary school environments (Kothari, 2004). This design provides a practical and ethically sound approach to educational research that avoids the potential disadvantages associated with denying instruction to control groups while still enabling rigorous assessment of intervention effects (Takona, 2024). However, the pre-experimental design without a control group limits causal inferences, though the large effect size and consistency with previous research provide supporting evidence. The combination of quantitative and qualitative methods

offered a holistic view of writing development, capturing both performance gains and cognitive-affective dimensions of learning.

The research was conducted at SMA PGRI 1 Pati, a public senior high school in Central Java, during the second semester of the 2024/2025 academic year. This context reflects typical Indonesian secondary school settings where GBL implementation has shown promising but varied results (Rusmawaty et al., 2023; Wijaya et al., 2020). One intact class of 32 eleventh-grade students was selected from 337 students to preserve the ecological validity of classroom-based research (Kothari, 2004). The class was chosen based on intermediate English proficiency, common writing challenges, and the English teacher's readiness to participate. All 32 students took part in the quantitative phase, which included the pretest, posttest, and GBL intervention. For the qualitative component, 18 students were purposively selected based on diverse proficiency levels, score improvement variations, and journal reflection depth (Ivankova & Creswell, 2009). To protect participant confidentiality, all student names have been replaced with numerical codes (Student 1 through Student 32) corresponding to their classroom attendance list numbers throughout this study.

Data were collected through pretest-posttest writing assessments and student learning journals. The writing tests evaluated students' ability to compose coherent and structured texts in two major genres which is Narrative and Analytical Exposition, reflecting key areas in the Indonesian high school curriculum (Pham & Bui, 2021; Rahimi & Zhang, 2022). Prompts were adapted from validated instruments by Emi Emilia (2022) and aligned with the current curriculum standards. The pre-test assessed narrative event sequencing and descriptive detail, while the post-test evaluated analytical exposition argumentation, cohesion, and coherence (Samad et al., 2024). Both tests were rated using an analytic rubric adapted from the Ministry of Education, Culture, Research and Technology (2022), assessing content, organization, grammar, vocabulary, and cohesion on a five-point scale consistent with assessment frameworks used in similar Indonesian EFL studies (Prakoso et al., 2021; Wicaksono et al., 2022).

The qualitative data came from reflective journals capturing students' experiences with GBL cycles stage and evolving perceptions of their writing development (Riwayatinationsih et al., 2025; Y. Zhang et al., 2022). The journal template used five key prompts emerging from preliminary research on learner experience in genre-based contexts, refined through pilot testing (Smith et al., 2021). The prompts were designed to be accessible to students' English proficiency levels while encouraging thoughtful reflection on both cognitive and affective dimensions of their learning experience. The journal prompts were: "What did you learn today?" to capture students' perceptions of new knowledge and skills; "What part of the lesson helped you most? Why?" to identify effective instructional components; "Was anything difficult today? Explain" to prompt reflection on challenges; "How do you feel about your writing improvement?" to assess progress and emotions; and "Any suggestions or comments for next class?" to invite feedback and preferences. Students completed journals after each of the eight sessions, using simple English. These reflections provided ongoing feedback and a longitudinal perspective on students' genre awareness and confidence development (Rahimi & Zhang, 2022).

The GBL intervention consisted of eight sessions, divided equally between Narrative and Analytical Exposition genres. Each pair of sessions corresponded to two stages of the Teaching and Learning Cycle (TLC): Building Knowledge of the Field (BKOF) and Modelling of Text (MOT) in the first two sessions, followed by Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT) in the next two (Nguyen & Truong, 2024; Rusmawaty et al., 2023). The process repeated for Analytical Exposition in sessions five to eight. The teacher provided explicit modelling, collaborative guidance, and formative feedback aligned with GBL principles.

For data analysis, both quantitative and qualitative methods were applied. Quantitative data from pretest-posttest scores were analyzed using descriptive statistics (mean and standard deviation) and a Paired Sample T-test to determine significant differences. Normality and homogeneity tests were conducted beforehand to ensure validity. Qualitative data from the 18 selected journals were analyzed through thematic analysis following Braun et al. (2019), identifying and categorizing patterns reflecting students' learning experiences, including genre awareness,

writing confidence, collaboration, and linguistic challenges. Integrating both datasets provided comprehensive interpretation of how GBL influenced writing development as both measurable outcome and learning process.

FINDINGS AND DISCUSSION

Students' Writing Improvement Through the Implementation of Genre-Based Learning

The quantitative analysis examined the effectiveness of Genre-Based Learning (GBL) in enhancing students' writing abilities through pre-test and post-test comparisons. Descriptive statistics revealed that students demonstrated considerable improvement in their writing performance following the eight-session GBL intervention. The pre-test scores ranged from 50 to 87 points ($M = 72.94$, $SD = 8.25$), while post-test scores showed a notable increase, ranging from 66 to 95 points ($M = 81.25$, $SD = 7.85$). This represents an average improvement of 8.31 points per student, indicating that the GBL intervention had a positive impact on students' writing abilities across the entire class.

Table 1. Descriptive Statistics for Pre-test and Post-test Scores

Assessment	N	Mean	Std. Deviation	Std. Error Mean	Minimum	Maximum
Pre-test	32	72.94	8.25	1.46	50	87
Post-test	32	81.25	7.85	1.39	66	95

The distribution of learning outcomes was examined through normality testing to determine the appropriate statistical procedures for inferential analysis. The Shapiro-Wilk test, which is most suitable for sample sizes under 50 participants, indicated that the combined learning outcome data was normally distributed (Statistic = .983, $df = 64$, $p = .540$). Since the p-value (.540) exceeded the significance level of .05, the assumption of normality was satisfied, supporting the use of parametric statistical tests for further analysis.

Table 2. Tests of Normality

Test	Statistic	df	Sig.
Kolmogorov-Smirnov	.072	64	.200*
Shapiro-Wilk	.983	64	.540

*This is a lower bound of the true significance.

A paired samples t-test was conducted to determine whether the observed improvement in writing scores was statistically significant. The analysis revealed a strong positive correlation between pre-test and post-test scores ($r = .831$, $p < .001$), indicating consistency in students' relative performance while demonstrating overall improvement. The paired samples t-test yielded highly significant results ($t = -10.019$, $df = 31$, $p < .001$), confirming that students' post-test writing performance was significantly higher than their pre-test performance.

Table 3. Paired Samples Correlations

Pair	N	Correlation	Sig.
Pre-test & Post-test	32	.831	.000

Table 4. Paired Samples Test Results

Pair	Mean Difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pre-test - Post-test	-8.31250	4.69342	.82969	-10.00466	-6.62034	-10.019	31	.000

The effect size calculation using Cohen's d revealed a large practical effect ($d = 1.77$), indicating that the GBL intervention produced not only statistically significant but also practically meaningful improvements in student writing performance. According to Cohen's conventions, effect sizes above 0.8 are considered large, and the observed effect of 1.77 suggests that the average student who received GBL instruction performed better than approximately 96% of students would have performed without the intervention.

Individual student progress varied considerably, with improvements ranging from 1 point (Student 16) to 23 points (Student 27). Notable improvements were observed across different initial proficiency levels. Students who scored lowest on the pre-test showed substantial gains: Student 28 improved from 50 to 70 points (+20), Student 17 from 56 to 66 points (+10), and Student 22 from 63 to 71 points (+8). Similarly, higher-performing students also demonstrated meaningful progress: Student 1 improved from 83 to 95 points (+12), Student 8 from 82 to 94 points (+12), and Student

15 from 87 to 93 points (+6).

Table 5. Individual Student Performance Changes

Student Name	Pre-test	Post-test	Improvement
Student 27	67	90	+23
Student 28	50	70	+20
Student 18	75	88	+13
Student 1	83	95	+12
Student 8	82	94	+12
Student 25	76	87	+11
Student 20	70	81	+11
Student 7	79	89	+10
Student 24	67	77	+10
Student 26	73	83	+10
Student 17	56	66	+10

The 95% confidence interval for the mean difference between pre-test and post-test scores ranged from -10.00 to -6.62 points, indicating that we can be 95% confident that the true population mean improvement lies within this range. This confidence interval does not include zero, further supporting the conclusion that the GBL intervention produced significant positive effects on student writing performance.

Students' Experience on Genre-Based Learning in Their Writing

The analysis of students' reflection journals revealed six interrelated themes that characterize their experiences with Genre-Based Learning (GBL). These themes include the development of structural awareness in writing, vocabulary and language expression, increased confidence and independence, the importance of collaboration, challenges in generating and organizing ideas, and heightened motivation and engagement throughout the learning process. Together, they demonstrate how GBL guided students' progress in writing while also revealing areas where additional instructional scaffolding could enhance learning outcomes.

A prominent theme that emerged was students' growing awareness of text structures. Many reported that before the GBL intervention, they tended to write without understanding how to organize their ideas into coherent sections. Through exposure to model texts and explicit instruction in the stages of both narrative and analytical exposition genres, students began to internalize how ideas are logically sequenced within each genre. Student 1 reflected that "I understand now that a narrative must have orientation, complication, and resolution. Before, I only wrote a story without clear parts" (16/02/24). Student 3 expressed a similar realization, stating that "I learned the parts of analytical exposition. The sample text made it clear" (15/03/24). For many, the use of sample texts served as a crucial model to visualize structure. Student 13 noted that "The model text helped me. Writing the thesis was hard, but my opinions are clearer now" (15/03/24). Likewise, Student 2 explained, "I learned the structure of analytical exposition. The model text explained it well" (15/03/24), while Student 18 observed, "The model text was clear. Making the thesis was tricky, but my points are sharper" (15/03/24). Collectively, these reflections indicate that GBL's focus on genre stages (deconstruction, modeling, and joint construction) enhanced students' understanding of text organization and the purpose of each section within a genre.

A second major theme concerned students' development in vocabulary and language expression. Across the reflections, many students described challenges in word selection, grammar accuracy, and descriptive precision, but also recognized clear improvement as the lessons progressed. Student 2 explained that "Finding good adjectives was tricky. My descriptions are more detailed" (23/02/24). Similarly, Student 7 noted that "Choosing words was hard. My descriptions are more vivid" (23/02/24). Student 1 observed the benefit of peer discussion in this area, saying, "Group talk gave me more ideas. Picking the right words was hard. My description improved" (23/02/24). Other students linked their improvement directly to the exposure provided by model texts. Student 27 mentioned, "The example story helped me. My writing feels more complete" (16/02/24), while Student 17 added, "The example story helped me understand. My story starts are better" (16/02/24). Similarly, Student 11 reflected that "Group sharing gave ideas. Choosing the right words was hard. My descriptions are richer" (23/02/24). These comments

collectively show how scaffolding through reading examples and peer interaction helped students enrich their vocabulary, become more expressive, and consciously choose language appropriate for each genre.

Another strong theme emerging from the reflections was the rise of confidence and independence in writing. At the beginning of the program, many students expressed uncertainty and hesitation, particularly when faced with composing longer texts. However, as they advanced through the GBL stages, they began to develop trust in their own abilities. Student 2 proudly stated, "I feel more confident ending essays" (05/04/24), while also acknowledging earlier progress: "My story openings are better. I can write introductions better now" (16/02/24). Similarly, Student 1 described the satisfaction of achieving improvement, saying, "My writing feels more organized" (16/02/24). Another student, Student 13, mentioned, "I feel confident now" (05/04/24), and Student 8 shared, "My endings are better and I feel more confident finishing my writing" (05/04/24). In one particularly revealing reflection, a student described the shift from fear to accomplishment: "Before this program, I was afraid to write because I thought my English was bad. Now, step by step, I can finish a text by myself" (Student 20, 05/04/24). These voices collectively suggest that GBL's gradual scaffolding, moving from teacher-led modeling to independent text construction successfully nurtured students' confidence, allowing them to see themselves as capable writers.

Collaboration also featured prominently across students' reflections. They consistently emphasized the importance of group work, peer discussion, and teacher feedback as key supports in developing their writing. Student 1 wrote, "Group writing helped me" (08/03/24), while Student 2 reflected that "Group feedback helped me the most" (08/03/24). Student 13 described the value of peer learning in argument development: "Listening to classmates helped. Finding examples was hard, but my reasons are stronger" (22/03/24). Student 3 expressed that "Group talk helped me see more ideas" (23/02/24), and Student 8 added, "Group work gave me ideas. Choosing the right words was hard, but my descriptions improved" (23/02/24). Other students echoed similar sentiments, such as Student 7 who shared, "Group discussion helped me. Finding words was hard, but my details improved" (23/02/24), and Student 2, who noted that "Group discussion gave me ideas and made writing easier" (23/02/24). These reflections reveal that collaborative engagement was not only motivational but also cognitively supportive, allowing students to co-construct understanding through shared dialogue and feedback.

Despite the overall improvement, students repeatedly mentioned challenges in generating ideas and organizing their writing. Many found it difficult to create story conflicts or formulate clear thesis statements and supporting arguments. Student 1 acknowledged that "Making up problems was tough" (01/03/24), while Student 2 shared, "It was hard to make the thesis statement" (15/03/24). Student 13 expressed difficulty with organization, explaining, "Organizing paragraphs was tricky" (29/03/24), and Student 17 reflected, "Finding strong reasons was hard" (22/03/24). Similarly, Student 27 stated, "Arranging ideas was hard, but my writing is more logical" (29/03/24), and Student 15 added, "Creating a conflict was tricky, but my plots are stronger" (01/03/24). Other students echoed the same sentiment, such as Student 20, who wrote, "Making a problem was tricky, but my plots are better" (01/03/24), and Student 14, who noted, "Thinking of a conflict was tricky. My plots are more interesting" (01/03/24). These reflections suggest that while GBL successfully improved students' awareness and confidence, idea generation and organization remain key areas where additional scaffolding and guided practice are necessary.

The final major theme that emerged was students' heightened motivation and engagement in the writing process. The structured and step-by-step approach of GBL transformed their perception of writing from a burdensome task into an enjoyable learning experience. Many students expressed that writing became more manageable and interesting as they understood what to do in each stage. One student reflected, "Writing is more fun because we work step by step, not directly making a long essay" (Student 10, 08/03/24). Student 3 suggested, "More brainstorming time" (01/03/24), while Student 8 commented, "More sharing sessions" (08/03/24). Similarly, Student 10 mentioned, "Share stories aloud. My endings are more satisfying" (08/03/24), and

Student 24 added, “I enjoy the class more because I know what to do in each stage. It’s not confusing anymore” (22/03/24). Another student, Student 26, emphasized the motivational value of peer exchange: “Share our stories more often. It helps me learn from others” (08/03/24). These reflections illustrate how the interactive and sequenced nature of GBL not only enhanced students’ writing skills but also cultivated enthusiasm and a sense of ownership in their learning.

Overall, the six themes demonstrate that GBL supported students’ writing development in interconnected ways. It helped them gain awareness of genre structures, enrich their vocabulary, and develop confidence through scaffolded instruction. The process also highlighted the significance of collaboration and revealed the persistent challenges students faced in generating and organizing ideas. Most importantly, GBL fostered motivation and positive engagement, transforming writing from a daunting exercise into a structured, collaborative, and rewarding experience.

Discussion

Interpretation of Quantitative Results

The quantitative findings of this study confirm that Genre-Based Learning (GBL) effectively enhances students’ writing proficiency in Indonesian EFL classrooms. Beyond statistical improvement, the results show that scaffolded instruction guided learners from limited control of text features to a deeper understanding of how linguistic resources achieve communicative purposes (Aljafen, 2025; Atmazaki et al., 2023; Ganapathy et al., 2022; Nguyen & Truong, 2024; Zhang & Zhang, 2021). This supports the principles of Systemic Functional Linguistics (SFL), which views language as a social semiotic system shaped by context, purpose, and audience (Liu et al., 2024). Within this framework, writing development is evaluated not only through accuracy but also through a learner’s ability to construct meaning in contextually appropriate ways.

The steady improvement in students’ writing performance highlights the value of explicit modelling and contextualised scaffolding for second-language learners. Such an approach helps students understand both the structural and functional aspects of writing across diverse learner populations and educational contexts (Ganapathy et al., 2022; Poonpon et al., 2022; Wardani et al., 2022). This inclusivity aligns with findings from Wardani et al. (2022), who reported that technology-assisted GBL enhances linguistic achievement and learner confidence. Collectively, these results demonstrate that structured genre instruction produces measurable and meaningful progress when implemented consistently across instructional stages.

Analysis of Qualitative Themes and Their Implications

The qualitative results extend the quantitative findings by revealing how students internalised genre knowledge and reconceptualised writing as a purposeful communicative act. Learners reported that GBL clarified the relationship between purpose, audience, and linguistic choice, helping them write more coherently and confidently. These reflections are consistent with studies showing that explicit genre instruction improves metacognitive awareness and genre sensitivity among Indonesian EFL learners (Mustafa et al., 2023; Riwayatiningasih et al., 2025; Y. Zhang et al., 2022).

Students’ reflections also suggested affective development. Many who were initially hesitant to write became more confident and motivated after collaborative and scaffolded learning experiences. The process of joint text construction provided space for peer interaction, negotiation of ideas, and shared responsibility, which enhanced both linguistic and emotional engagement (Arsiyana et al., 2023; Gayatri et al., 2020). These outcomes align with sociocultural perspectives asserting that learning occurs through mediated interaction and collaboration within learners’ zones of proximal development (Arsiyana et al., 2023; Gayatri et al., 2020; Vygotsky, 1978). Through guided cooperation, students developed greater autonomy and a sense of collective achievement.

Despite notable progress, grammatical and lexical difficulties persisted. While GBL has been shown to effectively address various writing challenges (Herman et al., 2020), recent studies found that genre pedagogy enhances discourse-level skills but does not always resolve micro-linguistic limitations even in Indonesian contexts (Hamdani et al., 2025; Zhai & Razali, 2023). Similarly, Barrot (2023) observed that GBL fosters organization and coherence but requires complementary strategies to refine sentence-level accuracy. These studies indicate that teachers

should integrate additional grammar and vocabulary support within the GBL cycle to strengthen overall writing competence.

The effectiveness of GBL in this study resonates with similar results reported internationally. Research across Asian EFL contexts demonstrated that students exposed to genre-based instruction produced texts that were more coherent and rhetorically effective than those taught through traditional methods (Ganapathy et al., 2022; Nagao, 2022). Likewise, cross-context studies highlight that GBL's scaffolded process empowers learners to understand textual conventions while building confidence in writing (Poonpon et al., 2022). However, as Wardani et al. (2022) caution, incomplete implementation of the Teaching and Learning Cycle (TLC) can reduce scaffolding effectiveness. Teachers who omit or shorten stages such as Joint Construction or Reflection limit opportunities for feedback and collaborative meaning-making. Therefore, consistent adherence to the TLC stages remains essential for sustaining the pedagogical impact of GBL.

From a pedagogical perspective, the findings offer several implications. Teachers should maintain coherence between TLC stages and make explicit links between linguistic features and communicative purposes (Bahri et al., 2024; Sani et al., 2023). Collaborative writing and reflective journals can foster engagement and provide insight into learners' evolving awareness. These strategies align with Yusuf & Rofiawati (2024), who advocate expanding SFL-based instruction toward multimodal and critical literacies that reflect the demands of modern communication.

In practical terms, this study underscores the importance of professional development for teachers implementing GBL. Educators need sustained training in SFL-based analysis, scaffolding strategies, and assessment of genre-specific competencies (Bahri et al., 2024; Liu & Chen, 2022; Sani et al., 2023). Curriculum developers should also embed genre-based frameworks into writing syllabi to ensure alignment between classroom practices, assessment standards, and real-world communicative needs. Furthermore, teacher education programs should model GBL pedagogy in pre-service training to help future teachers integrate explicit genre instruction, collaborative learning, and reflective practice into their classrooms. Emerging research also suggests that integrating technology-enhanced materials, multimodal resources, and local cultural content within GBL frameworks can further strengthen student engagement and writing outcomes (Arsiyana et al., 2023; Wardani et al., 2022). By equipping teachers with both theoretical and procedural knowledge, GBL can become a sustainable model for improving writing instruction in EFL contexts.

Overall, both the quantitative and qualitative findings confirm that GBL is an effective pedagogical framework that integrates linguistic, cognitive, and affective dimensions of learning. When implemented holistically through explicit modelling, collaboration, and reflection, it empowers students to become autonomous, contextually aware writers. Future research could investigate longitudinal effects of GBL and explore how integrating digital and multimodal practices further enhances writing proficiency and literacy development

CONCLUSIONS

This study demonstrated that Genre-Based Learning (GBL) effectively enhances Indonesian EFL students' writing competence through explicit instruction, scaffolding, and collaboration throughout the Teaching and Learning Cycle (Gebhard & Accurso, 2020; Mercer & Dörnyei, 2020). Quantitative results confirmed substantial gains in content development, organization, and linguistic accuracy with a large effect size (Cohen's $d = 1.77$), while qualitative findings revealed increased confidence, motivation, and structural awareness. These outcomes validate GBL's comprehensive impact on cognitive and affective dimensions of writing development (Gayatri et al., 2020; Poonpon et al., 2022). Theoretically, the study validates the systematic teaching-learning cycle (BKOF-MOT-JCOT-ICOT) in the Indonesian EFL context, with the strong correlation between pre-test and post-test scores ($r = .831$) demonstrating that GBL enhances performance across different proficiency levels. The findings align with research emphasizing that effective writing pedagogy depends on linguistic awareness, cohesive text organization, and reflective practices strengthening teacher assessment and feedback literacy (Ansori et al., 2023; Prastikawati et al.,

2025). For practice, teachers should prioritize explicit modeling through exemplar texts while integrating peer interaction and joint construction activities, though persistent challenges with vocabulary and complex grammatical structures suggest that GBL implementation should be supplemented with focused language instruction. The findings validate the curricular emphasis on genre-based approaches in the 2013 Curriculum and Merdeka Curriculum while highlighting the need for comprehensive teacher training and ongoing support (Bahri et al., 2024; Sani et al., 2023). However, this study has several limitations that should be acknowledged. The pre-experimental design without a control group limits causal inferences, though the large effect size and consistency with previous research provide supporting evidence. The eight-week intervention may not capture longer-term effects or transfer to other writing contexts. Additionally, while the study examined narrative and analytical exposition genres, GBL's effectiveness across other academic genres such as explanation, procedure, and discussion texts require further investigation (Hitimala et al., 2024; Prakoso et al., 2021). The qualitative sample of 18 from 32 participants potentially limits comprehensiveness of insights into student experiences. Future research should employ randomized controlled designs, longitudinal tracking, comparative studies across genres and proficiency levels, and exploration of teacher implementation fidelity to deepen understanding of GBL's pedagogical potential (Aljafen, 2025; Gayatri et al., 2020). Investigating technology integration and multimodal approaches within GBL may reveal new pathways for enhancing student engagement and writing outcomes (Wardani et al., 2022). Teacher training on GBL implementation, including pre-service preparation and in-service professional development alongside explicit grammar instruction, may also enhance its pedagogical effectiveness (Bahri et al., 2024; Gintings, 2020; Sani et al., 2023; Suharyadi & Basthomi, 2020).

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