

IMPLEMENTATION OF GENRE-BASED EFL WRITING: CLASSROOM REALITIES IN A VOCATIONAL MUSIC SCHOOL

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Abstract

This study investigates the implementation of the Genre-Based Approach (GBA) in EFL writing instruction at a vocational music senior high school, focusing on the challenges teachers face in classroom practice. A qualitative case study design was employed, with data collected through classroom observations, in-depth interviews with an English teacher, and document analysis. Thematic analysis was used to identify patterns related to instructional practices, scaffolding strategies, and contextual constraints. GBA was implemented through its core pedagogical stages from Building Knowledge of the Field (BKOF) to Independent Construction of Text (ICOT) in alignment with its theoretical framework. However, implementation was constrained by several interrelated challenges, including limited instructional time, heterogeneous beginner-level proficiency, and restricted technological resources. In response, the teacher employed adaptive strategies such as flexible scaffolding, differentiated instruction, collaborative learning, bilingual explanations, and the use of artificial intelligence. Flexible scaffolding and bilingual explanations, in particular, enabled students to produce genre-appropriate texts despite their limited proficiency. The findings reveal a persistent gap between the idealized conceptualization of GBA and its actual realization in classroom practice. Effective GBA implementation requires pedagogical flexibility and contextual awareness, not rigid adherence to procedural implementation. This study enriches empirical GBA research by illustrating how teachers negotiate its principles under non-ideal classroom conditions.

Keywords: *genre-based approach; EFL writing instruction; scaffolding strategies; classroom challenges; adaptive strategies; vocational education.*

1. Introduction

The teaching of writing in EFL contexts has shifted significantly, moving away from isolated grammar instruction toward meaning-making, communicative purpose, and genre awareness. Modern writing pedagogy emphasizes students' ability to construct texts that are socially situated, purposeful, and rhetorically appropriate. In line with this shift, the Genre-Based Approach (GBA) has emerged as one of the most influential frameworks in EFL writing instruction, as it explicitly teaches the social function, rhetorical structure, and linguistic features of texts within real communicative contexts (Hyland, 2019). This makes GBA particularly relevant in Indonesia, where students' limited exposure to English outside the classroom often results in difficulty producing coherent and purposeful texts.

In practice, GBA implementation often falls short of its ideal framework. Although GBA theoretically provides a systematic scaffolding cycle from Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), to Independent Construction of the Text (ICOT), teachers frequently encounter difficulties in enacting all stages consistently. Challenges such as limited instructional time, heterogeneous student abilities, large class sizes, and insufficient understanding of scaffolding principles often cause genre-based learning to stall at the modeling stage, leaving JCOT and ICOT under-implemented (Nadjib & Triastuti, 2023).

Despite a growing body of GBA research, a critical gap remains. Most existing studies focus on learning outcomes or examine isolated GBA stages, without providing a comprehensive picture of how all four stages are enacted in real classroom conditions. Even fewer studies examine how teachers adapt GBA implementation in non-mainstream school contexts, such as vocational schools with specific subject concentrations, where students' language needs and classroom constraints may differ considerably from general secondary settings. Furthermore, research that explores teachers' adaptive strategies in heterogeneous EFL classrooms particularly at secondary level remains limited (Fatimah et al., 2024).

To address this gap, this study investigates how a teacher implements GBA in English writing instruction at a vocational music senior high school. Specifically, this study seeks to answer the following research questions: (1) How are the stages of BKOF, MOT, JCOT, and ICOT implemented in EFL writing classes? (2) What challenges do teachers face in each stage of GBA implementation? (3) What strategies do teachers employ to address these challenges in heterogeneous classroom conditions?

The focus on a vocational music school is intentional, as this context represents a non-mainstream EFL setting that has received minimal attention in genre-based writing research. This study contributes by examining teachers' strategies for implementing GBA under real classroom constraints, bridging the gap between theory and practice. The findings are expected to offer practical implications for EFL teachers designing genre-based writing instruction in similarly constrained contexts, as well as inform professional development efforts aligned with text-based learning policies in Indonesia's Independent Curriculum.

2. Literature Review

2.1 Genre-Based Approach in EFL Writing Instruction

The Genre-Based Approach (GBA) is a pedagogical framework that teaches writing by making explicit the social functions, rhetorical structures, and linguistic features of texts within real communicative contexts. Rooted in systemic functional linguistics, GBA positions writing not as an individual cognitive act but as a socially situated practice in which genre knowledge enables learners to participate effectively in academic and professional discourse communities (Hyland, 2019). In the EFL context, GBA is particularly significant because it provides learners with a structured pathway to understanding how texts are organized and why, moving beyond surface-level grammar instruction toward purposeful text production (Nadjib & Triastuti, 2023).

The approach has been widely adopted in EFL writing classrooms across diverse educational levels, from secondary to tertiary, and across multiple genre types including recount, procedure, analytical exposition, and argumentative texts. Its effectiveness lies in its capacity to make genre knowledge visible and teachable through a cycle of guided and collaborative instruction before students are expected to write independently (Alhammad, 2025; Alwasilah, 2025). In the Indonesian EFL context specifically, GBA has been formally

integrated into the national curriculum through text-based learning, making it one of the most institutionally prominent writing pedagogies in secondary and vocational education (Suharyadi et al., 2021).

2.2 Stages of GBA: BKOF to ICOT

GBA is operationalized through a four-stage teaching and learning cycle designed to scaffold students' genre knowledge progressively. The first stage, Building Knowledge of the Field (BKOF), activates and extends students' prior knowledge of the topic and context relevant to the target genre. At this stage, teachers engage students in discussions, media inputs, and vocabulary activities that establish the thematic and contextual foundation for subsequent text work (Rahman et al., 2025). BKOF is critical in EFL settings where students may lack both content knowledge and genre awareness, as it reduces cognitive load before text-level engagement begins.

The second stage, Modelling of the Text (MOT), involves explicit analysis of a model text representing the target genre. Students examine the text's social purpose, schematic structure, and key language features under teacher guidance (Hutabarat & Gunawan, 2021). This stage transforms implicit genre knowledge into explicit, teachable content, and is considered foundational to students' ability to recognize and reproduce genre conventions in their own writing.

The third stage, Joint Construction of the Text (JCOT), shifts the locus of production to collaborative writing, where students and teachers co-construct a text of the same genre. This stage functions as a transitional scaffold between teacher-led modeling and independent writing, enabling students to apply genre knowledge in a supported social context (Herman et al., 2020). The collaborative nature of JCOT aligns with Vygotskian principles of learning within the zone of proximal development, where peer interaction and teacher mediation facilitate competence development (Lantolf et al., 2023).

The fourth and final stage, Independent Construction of the Text (ICOT), requires students to produce a genre-appropriate text autonomously. ICOT serves as both a learning task and an evaluative indicator of how effectively the preceding scaffolding has been internalized. The progression from BKOF to ICOT represents a gradual release of responsibility, moving students from dependence on teacher and peer support toward independent genre production (Simanjuntak & Tambunan, 2025).

2.3 Scaffolding in GBA

Scaffolding is the conceptual and pedagogical core of GBA, referring to the temporary, adjustable support that teachers and peers provide to enable learners to perform tasks beyond their current independent capacity (Rodriguez & Protacio, 2025). In GBA, scaffolding is not incidental but structurally embedded, as each stage of the BKOF–ICOT cycle constitutes a distinct form of instructional support that is progressively withdrawn as learner competence develops. Hammond and Gibbons (2021) distinguish between macro-level scaffolding, which involves the design of the curriculum and task sequence, and micro-level scaffolding, which involves moment-by-moment instructional moves teachers make during classroom interaction. Both dimensions are essential to effective GBA implementation.

In EFL contexts, scaffolding in GBA takes multiple forms depending on learner needs. Linguistic scaffolding involves the use of simplified language, bilingual explanation, or metalinguistic support to help students access genre concepts. Social scaffolding is realized

through collaborative tasks at the JCOT stage, where peer interaction creates a dialogic space for knowledge co-construction. Technological scaffolding, increasingly relevant in contemporary classrooms, encompasses the use of digital tools, multimodal resources, and AI-assisted materials to support text comprehension and production (Fitria, 2023). The effectiveness of GBA scaffolding is therefore not reducible to adherence to the four-stage sequence but depends on teachers' capacity to calibrate support to learners' actual readiness across these multiple dimensions (Yawiloeng & Chairinkam, 2024).

2.4 Challenges in GBA Implementation

Despite its theoretical coherence, GBA implementation in EFL classrooms encounters persistent and multidimensional challenges. Pedagogically, the most frequently reported difficulty is time constraint: the four-stage cycle requires sustained instructional time that is often incompatible with curriculum schedules, leading to compression or omission of the JCOT and ICOT stages (Nadjib & Triastuti, 2023). This disrupts the scaffolding continuum that GBA depends upon and limits students' opportunities for supported practice before independent writing is required.

Linguistically, the heterogeneity of student proficiency levels poses a significant challenge, particularly in EFL contexts where learners span a wide range of language competence within a single classroom. Teachers must simultaneously address comprehension barriers at the BKOF and MOT stages while maintaining genre-level learning objectives, a tension that often results in reduced depth of genre instruction (Simanjuntak & Tambunan, 2025). In vocational school contexts specifically, where students may have limited prior English literacy experiences, this challenge is intensified by the mismatch between students' language resources and the linguistic demands of academic genres.

Institutionally, limited access to technological infrastructure constrains the richness of text modeling and multimodal scaffolding possible at the MOT stage (Suharyadi et al., 2021). The scarcity of contextually relevant model texts particularly in specialized institutional settings such as arts or music-based schools further compounds preparation challenges, as teachers must invest considerable effort in locating or producing texts that are both genre-appropriate and meaningful to students (Fatimah et al., 2024).

2.5 Strategies for Addressing GBA Challenges

In response to these challenges, EFL teachers employ a range of adaptive strategies to sustain genre-based instruction under non-ideal conditions. Bilingual or code-switching instruction is among the most commonly reported strategies in heterogeneous EFL classrooms, functioning as linguistic scaffolding that bridges the gap between students' existing language resources and the conceptual demands of genre learning (Rayo et al., 2024). Rather than representing a departure from GBA principles, the strategic use of students' first language supports comprehension of genre concepts at the BKOF and MOT stages without undermining genre learning objectives.

The integration of digital tools and AI-assisted material development has emerged as an increasingly prominent strategy, enabling teachers to produce contextually relevant model texts when conventional curriculum resources are insufficient (Fitria, 2023). Teachers who use AI tools for text generation retain pedagogical control over genre type, language complexity, and communicative purpose, effectively extending their material design capacity without compromising genre fidelity. Additionally, engagement-oriented activities including games, digital quizzes, and collaborative tasks are used to maintain student motivation and

focus, particularly in challenging learning conditions such as afternoon sessions or extended class periods (Yawiloeng & Chairinkam, 2024).

At the JCOT stage, flexible grouping strategies are employed to leverage peer teaching as a social scaffolding resource. By arranging groups that include students of varying proficiency levels, teachers create collaborative conditions in which more capable peers support developing learners, operationalizing the zone of proximal development within the GBA cycle (Lantolf et al., 2023; Herman et al., 2020). These adaptive strategies collectively reflect the understanding that effective GBA implementation requires not procedural fidelity but pedagogical responsiveness the ability to preserve the core principles of genre-based scaffolding while adapting their realization to the specific institutional, linguistic, and situational conditions of the classroom (Zulmeida & Basikin, 2025).

3. Research Method

3.1 Type of Research

This study employed a qualitative case study design to reveal the implementation of the Genre-Based Approach (GBA) in EFL writing. The case study design was considered appropriate because it enabled in-depth investigation of educational phenomena comprehensively within the boundaries of a specific real-world context, namely an English class at a vocational music senior high school in Yogyakarta (Yin, 2022; Creswell, 2023).

3.2 Research Location

This study was conducted at a high school located in the city of Yogyakarta. The school was selected through purposive sampling because it has integrated the Genre-Based Approach (GBA) into its English language curriculum as part of text-based learning practices aligned with the requirements of the Merdeka curriculum. Institutionally, this school has distinctive characteristics as an arts and music-based high school, so its students' learning context is closely tied to the world of performing arts.

This context makes the research site not only relevant as a setting for studying the GBA in general but also provides a unique backdrop for examining how teachers adapt in selecting contextual and meaningful model texts for students. The selection of this specific and contextual location also supports the depth of the case study analysis, as recommended in qualitative research that emphasizes the importance of alignment between the research setting and the phenomena being studied (Creswell, 2023).

3.3 Research Subject

The subject of this study is an English teacher who teaches classes at the school serving as the research site. The subject was selected using purposive sampling, which involves intentionally selecting informants based on specific criteria relevant to the research objectives. One English teacher with 15 years of GBA experience was purposely selected to provide rich data. The informant had extensive experience teaching EFL writing using Genre-Based Approach (GBA) in heterogeneous classrooms. As explained by Creswell (2023), the purposive sampling technique is highly effective in qualitative research when the researcher intends to obtain detailed and meaningful information from individuals who have direct experience with the phenomenon under study.

3.4 Research Instruments and Data Collection

As is characteristic of qualitative inquiry, the primary instrument in this study is the researcher, who was directly responsible for data collection, interpretation, and analysis. Three supporting instruments were employed to structure this process: (1) a structured observation sheet with stage-by-stage indicators spanning the full GBA cycle (BKOF through ICOT); (2) a semi-structured interview guide probing teachers' instructional reasoning, challenges, and adaptive strategies; and (3) a document analysis protocol covering lesson plans (RPP), model texts, and student writing samples. Together, these instruments formed a triangulated data collection framework, with each source cross-checking and reinforcing the others.

Data were gathered across four writing instruction sessions using three complementary techniques. Classroom observation provided direct, first-hand evidence of how each GBA stage was enacted in practice independent of teachers' self-reports and guided by the structured observation sheet to maintain systematic focus (Putri, 2025). Following each session, in-depth semi-structured interviews were conducted to surface the reasoning behind instructional decisions and the strategies teachers used to navigate difficulties; the semi-structured format preserved thematic coherence while allowing the researcher to pursue emerging threads (Astuti et al., 2023). Document analysis was then used to verify and deepen these findings: by comparing designed lesson plans, their classroom enactment, and the writing produced by students, the researcher could objectively assess the alignment or divergence between planning and practice, strengthening the overall credibility of the findings.

3.5 Trustworthiness

To ensure the validity of the data, this study employed two primary strategies: source triangulation and member checking. Source triangulation was conducted by comparing and cross-referencing data from classroom observations, interview transcripts, and learning documents. Drawing on three distinct sources ensured the coherence, consistency, and robustness of the findings, serving as an internal validation mechanism that strengthens overall confidence in the data (Fatimah et al., 2024). Member checking was carried out by presenting a summary of the findings to the participating teachers for confirmation. Where discrepancies arose between the researcher's interpretations and the teachers' actual experiences, corrections were made prior to finalization, ensuring that interpretations remained grounded in classroom realities.

In addition, the researcher maintained a reflexive journal throughout the data collection and analysis process, systematically documenting assumptions, interpretive decisions, and emerging analytical responses. This practice enabled the researcher to monitor and minimize the influence of personal bias, which is widely regarded in qualitative inquiry as essential to credible and transparent analysis.

Although this case study focused on a single school and does not yield statistical generalization, the findings carry transferability value. Educators and researchers working in comparable contexts, such as vocational high schools implementing genre-based approaches or heterogeneous EFL classrooms with varied student literacy backgrounds, may draw on these findings as a conceptual and pedagogical reference. Transferability in qualitative research is not determined by the researcher but assessed by the reader, based on the contextual description provided throughout this study.

3.6 Data Analysis Techniques

The data collected from observations, interviews, and documents were analyzed using a thematic analysis approach, which allows the researcher to systematically identify, organize, and interpret recurring patterns across multiple data sources. The analysis followed a sequential process across three stages. First, during the data familiarization stage, the researcher carefully read all interview transcripts, field observation notes, and collected documents to gain an initial holistic understanding of the data. Second, open coding was applied to mark units of meaning directly relevant to the research questions. Third, the emerging codes were grouped into broader categories and subsequently organized into main themes reflecting significant patterns in the data.

To illustrate this process, codes that frequently appeared across observation notes and interview transcripts such as "limited lesson time," "uneven student proficiency," and "difficulty differentiating instruction" were grouped into the category of contextual constraints, which was subsequently consolidated into the broader theme of contextual challenges in GBA implementation. Similarly, codes such as "use of visual scaffolds," "peer discussion tasks," and "simplified model texts" were grouped under scaffolding strategies, reflecting how teachers adapted instruction in response to student needs. This grouping process was conducted iteratively, with codes and categories reviewed and refined until the themes adequately represented the full range of the data.

Thematic analysis was considered appropriate for this study because it enables clear and systematic conclusions to be drawn from complex empirical evidence, and is widely employed in language teaching research to explore teachers' instructional practices in depth (Yawiloeng & Chairinkam, 2024).

4. Results and Discussion

4.1 Results

4.1.1 Implementation of GBA

The findings show that the teacher implemented all four stages of the Genre-Based Approach systematically: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The teacher confirmed that classroom practice aligned with established GBA procedures: *"Ada empat langkah... seperti GBA yang seharusnya dilakukan, tidak ada yang berbeda"* ("There are four steps... just as GBA should be carried out, nothing is different"). This indicates an adequate theoretical understanding of the framework and its sequential application in practice.

At the BKOF stage, the teacher interpreted the phase not as introducing entirely new knowledge, but as eliciting and bridging students' prior knowledge: *"Lebih ke menjembatani, bridging, atau eliciting apa yang siswa sudah peroleh dari pembelajaran sebelumnya"* ("More about bridging or eliciting what students have already obtained from previous learning"). This positions students as active participants whose existing knowledge serves as the foundation for genre learning, consistent with GBA's emphasis on contextual knowledge before text production (Hyland, 2019).

At the JCOT stage, group work was used as a space for social scaffolding and peer teaching. Groups were arranged flexibly based on class dynamics, allowing more capable students to support those still developing: *"Yang tadinya tidak bisa, diharapkan menjadi bisa peer-teaching sama temennya sendiri"* ("Those who couldn't before are expected to learn through peer teaching with their friends"). ICOT was then positioned as an evaluative stage,

serving as an indicator of how effectively scaffolding had been internalized throughout the prior stages. Assessment across all stages emphasized formative feedback through questioning, discussion, and group tasks rather than summative evaluation alone.

4.1.2 Challenges of GBA

The challenges identified in this study can be grouped into three thematic categories: pedagogical, linguistic, and infrastructural.

Pedagogical challenges included difficulties in preparing contextually relevant texts and managing time allocation. Because the school is arts-based, finding authentic English texts related to music and popular culture proved difficult: *"Cari teks yang sesuai dengan minat itu di Google juga tidak banyak"* ("Finding texts that match students' interests on Google is also not easy"). Time constraints further disrupted the sequential integrity of GBA stages, with planned allocations frequently misaligned with actual learning pace: *"Ternyata belum selesai... bisa meleset dari time allocation yang sudah dirancang"* ("It turned out to be unfinished... it could deviate from the designed time allocation"). Maintaining student focus during afternoon sessions was identified as the most persistent pedagogical difficulty: *"Mempertahankan fokus dan konsentrasi mereka sepanjang pelajaran itu problem nomor satu"* ("Maintaining their focus and concentration throughout the lesson is the most persistent challenge").

Linguistic challenges centered on students' low English proficiency, with the majority identified as still at the beginner level. This directly affected instructional decisions around language use, particularly at the BKOF and MOT stages, where comprehension of genre concepts is foundational (Emilia & Hamied, 2015).

Infrastructural challenges included limited access to technology such as functioning projectors and stable internet connections: *"LCD-nya rusak... wifi-nya juga terbatas... guru sangat terbatas ketika memaksimalkan IT"* ("The LCD was broken... the wifi was also limited... teachers are very limited in maximizing IT"). These constraints restricted the use of multimodal resources that could otherwise enrich the modeling and scaffolding stages of GBA.

4.1.3 Strategies of GBA

In response to the identified challenges, the teacher applied four adaptive *strategies*, each directly linked to the challenge it addressed.

First, bilingual scaffolding was employed as the primary linguistic strategy. Given students' beginner-level proficiency, instruction was delivered predominantly in Indonesian (approximately 80%), with English used selectively: *"Yang penting anak-anak paham"* ("What matters is that the students understand"). This mitigated comprehension barriers at the BKOF and MOT stages without abandoning genre learning objectives.

Second, AI-assisted *text development* was used to overcome the scarcity of contextually relevant model texts. The teacher used AI tools to generate texts aligned with students' musical interests, while retaining full pedagogical control over genre type, language level, and communicative purpose: *"Tugas kita adalah menulis prompt yang benar supaya mendapatkan output yang kita inginkan"* ("Our task is to write the right prompt to get the output we want"). This strategy directly addressed both the text preparation challenge and infrastructure limitations.

Third, engagement-oriented activities such as games, digital quizzes, and Canva-based tasks were used to sustain student attention during afternoon sessions. Warm-up

activities were designed to bridge naturally into the core material: "*Pakai warming up sebisa mungkin... yang memang bisa bridging ke materinya*" ("Using warm-up as much as possible... one that can bridge to the material"). This strategy mitigated the focus and stamina challenges identified in the afternoon learning context.

Fourth, optimized group work at JCOT was used to leverage peer teaching as a social scaffolding mechanism. Flexible grouping arrangements enabled stronger students to support peers, facilitating the transition toward independent text construction at the ICOT stage.

4.2 Discussion

4.2.1 Challenges in Implementing GBA

The challenges identified in this study reflect a fundamental tension between GBA's theoretical demand for sequential scaffolding and the complex realities of EFL classrooms in arts-based institutional contexts. GBA requires continuous, staged scaffolding to move students from dependence toward independent text production (Rahman et al., 2025). When time constraints compress or disrupt these stages, the mediating function of the teacher central to sociocultural learning theory is weakened, limiting students' opportunity to internalize genre knowledge before reaching ICOT (Vygotsky, 1978, as cited in Lantolf et al., 2023).

The linguistic challenge is particularly significant. Students operating below elementary proficiency face difficulty engaging with text structure and communicative purpose at the depth GBA requires, a pattern consistent with findings from EFL contexts in Southeast Asia (Simanjuntak & Tambunan, 2025; Emilia & Hamied, 2015). In this study, the arts-based school context added a further layer of complexity: the need for musically relevant texts created preparation demands that standard curriculum resources could not meet. These findings extend prior research by situating GBA challenges not only in generic EFL difficulties but in institution-specific contextual factors that shape what effective scaffolding can look like in practice (Yuniar, 2023).

Infrastructural limitations further constrained the MOT stage, where multimodal model texts are particularly valuable for genre comprehension. The absence of functioning projection equipment and reliable internet reduced the richness of modeling opportunities available to the teacher, reinforcing the point that GBA implementation is shaped not only by pedagogical decisions but by the material conditions of the learning environment (Hyland, 2019).

4.2.2 Strategies Used to Overcome Challenges

The adaptive strategies employed in this study can be theoretically understood as multi-layered scaffolding: linguistic, social, and technological. This conception extends the conventional view of GBA scaffolding, which typically focuses on the staged sequence of activities, to include the modality and medium through which scaffolding is delivered (Hammond & Gibbons, 2021).

Bilingual instruction functioned as linguistic scaffolding, enabling students to access genre concepts without being blocked by limited target language proficiency. This aligns with translanguaging research, which recognizes the strategic use of students' full linguistic repertoire as a pedagogical resource rather than a deficit (Canagarajah, 2022). The deliberate prioritization of comprehension over target language adherence reflects a

pragmatic pedagogical stance consistent with learner-centered GBA principles (Kolang et al., 2025).

The integration of AI for text development represents a notable contribution of this study to the GBA literature, where technology-mediated material development has received limited attention. Rather than replacing teacher agency, AI was used as a production tool under the teacher's genre-informed direction preserving the rhetorical and pedagogical integrity of model texts while overcoming resource constraints (Fitria, 2023). This finding suggests that AI-assisted scaffolding can serve as a viable response to the text scarcity challenge common in EFL contexts with specialized institutional profiles.

Group-based peer teaching at JCOT reinforced the social scaffolding dimension of GBA. Interaction among students at different proficiency levels created a collaborative zone of proximal development, enabling knowledge to be co-constructed before students moved to independent writing (Lantolf et al., 2023). The teacher's flexible grouping approach further demonstrates that JCOT is most effective when its social arrangements are responsive to real classroom dynamics rather than prescribed (Herman et al., 2020).

4.2.3 Classroom Realities Influencing Instruction

The findings confirm that GBA cannot be implemented as a fixed procedural sequence in complex EFL classrooms. The teacher's adaptive practices bilingual instruction, AI-assisted text preparation, engagement strategies, and flexible grouping demonstrate that effective GBA implementation depends on the teacher's ability to mediate the approach in response to institutional, linguistic, and situational constraints (Angraini & Rozimela., 2020; Rayo et al., 2024). This study contributes new empirical evidence that technological scaffolding through AI and bilingual scaffolding through code-switching are viable and theoretically grounded adaptive strategies within the GBA framework, particularly in arts-based secondary school contexts.

4.3 Implications of the Findings

Theoretically, this study demonstrates that scaffolding in GBA operates across three interdependent dimensions: linguistic (bilingual instruction), social (peer teaching at JCOT), and technological (AI-assisted text development). Effective GBA implementation requires teachers to calibrate the form and intensity of scaffolding to students' actual readiness, rather than adhering rigidly to procedural stages (Hammond & Gibbons, 2021).

Practically, EFL teachers need institutional space and support to implement GBA flexibly. This includes permission to use AI for model text development, recognition of bilingual strategies as legitimate pedagogical tools, and differentiated writing tasks that accommodate varied student proficiency levels. Institutional investment in learning infrastructure, particularly access to technology, is equally necessary to enable the full multimodal potential of the MOT stage.

4.4 Study Limitations

This study is intentionally bounded to one school and one teacher, which limits statistical generalizability. However, this focus enables contextual depth and transferability: the findings offer concrete, empirically grounded insights applicable to EFL practitioners in comparable settings, including arts-based schools and heterogeneous classrooms with beginner-level learners (Lincoln & Guba, 1985). The absence of quantitative writing outcome

measures is acknowledged; future studies would benefit from integrating pre- and post-assessments to complement the process-focused findings reported here.

4.5 Suggestions for Further Research

Future studies should examine AI integration within GBA across multiple school contexts to assess its scalability and impact on writing quality. Longitudinal research measuring the long-term effects of bilingual scaffolding on EFL writing proficiency development would also address a significant gap in the current literature. Comparative studies involving vocational and arts-based schools would further illuminate how institutional context shapes GBA implementation and the forms of scaffolding teachers deploy in practice.

5. Conclusion

This study addressed a gap in the Genre-Based Approach (GBA) literature by examining its implementation in an arts-based vocational school with predominantly beginner-level EFL learners, a context that has received limited empirical attention. The findings demonstrate that GBA remains an effective pedagogical framework for developing genre awareness, textual organization, and communicative competence when its principles are implemented flexibly and responsively rather than as a rigid procedural sequence. In this setting, GBA enabled learners to connect genre knowledge with their artistic and academic literacy needs, indicating its continued relevance even under challenging instructional conditions.

The study contributes to the field in two important ways. First, it provides empirical evidence that scaffolding within GBA extends beyond sequential classroom stages and operates across interconnected linguistic, social, and technological dimensions. Second, it shows that AI-assisted text development and bilingual instruction can function as legitimate adaptive strategies that support, rather than undermine, the core objectives of genre-based pedagogy when learners face proficiency and resource constraints.

The findings further reveal that the effectiveness of GBA is strongly influenced by contextual factors, including student proficiency levels, limited instructional time, and the availability of suitable learning materials. These conditions often create a gap between the idealized model of GBA and its classroom enactment. In response, teachers' professional judgment in selecting texts, determining language use, and organizing collaborative activities becomes critical for maintaining meaningful scaffolding throughout the teaching-learning cycle.

Beyond the classroom, the study highlights important implications for curriculum developers, teacher educators, and educational institutions. GBA professional development programs should emphasize contextual adaptability alongside pedagogical fidelity, while schools should provide adequate technological resources, professional support, and instructional autonomy to enable teachers to tailor genre-based instruction to local learning needs. Such considerations are particularly relevant in vocational, arts-based, and other specialized EFL contexts.

Although this study is limited to a single school and one teacher, its rich contextual description offers transferable insights for practitioners working with beginner-level learners, heterogeneous classrooms, and specialized educational settings. Future research should investigate the implementation of AI-supported and bilingual scaffolding practices across diverse educational contexts and employ longitudinal or mixed-method designs to

examine their long-term effects on writing development and genre mastery. Comparative studies involving different vocational and arts-based institutions would further enhance understanding of how contextual factors shape GBA implementation and pedagogical adaptation in practice.

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