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Didaktika: Jurnal Kependidikan Vol. 14 No. 2 Mei 2025

Analyzing the Alignment of Writing Materials in *Bahasa Inggris Work in Progress* with the Genre-Based Approach Stages

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Abstract

This study analyzed the implementation of the Genre-Based Approach (GBA) in the *Bahasa Inggris Work in Progress* textbook, with the aim of evaluating its effectiveness in supporting writing instruction in Indonesian senior high schools. Using qualitative content analysis, the study examined how writing tasks aligned with Cahyono's (2012) GBA framework: Building Knowledge of the Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The findings revealed that although the textbook was structured according to GBA principles, its implementation across the stages was inconsistent. BKOF and MDT were generally well-supported through vocabulary-building activities and teacher-led instruction, but JCOT lacked meaningful peer collaboration, and ICOT relied heavily on teacher intervention, which limited student autonomy. Moreover, the absence of explicit linguistic analysis in the MDT stage hindered students' understanding of genre-specific language features.This study contributed to the field of textbook evaluation by identifying practical gaps in the design and delivery of GBA within EFL writing materials. It also offered pedagogical insights for improving GBA implementation, including the integration of peer interaction, metalinguistic instruction, and self-assessment tools to enhance student-centered learning. Future research should explore how teachers mediate these materials in classroom contexts and how students engage with genre-based instruction in practice.
Keywords: *Genre-Based Approach, writing instruction, textbook evaluation, EFL teaching.*

Introduction

The teaching of writing in English as a Foreign Language (EFL) has evolved significantly in recent years, with various pedagogical frameworks being implemented to enhance students' writing competence. One of the widely adopted approaches is the Genre-Based Approach (GBA), which provides structured guidance to help learners understand and produce different text types effectively (Hyland, 2019). GBA is rooted in systemic functional linguistics, emphasizing the role of social contexts and communicative purposes in shaping textual structures (Martin & Rose, 2018). In Indonesia, GBA has been incorporated into the national curriculum to support students' academic literacy development (Emilia, 2021). However, the extent to which EFL textbooks effectively implement GBA remains a critical area of investigation.

Research on EFL textbooks has highlighted the importance of scaffolding in writing instruction. According to Hammond and Gibbons (2018), scaffolding enables learners to progress from guided practice to independent writing, aligning with the four stages of GBA: Building Knowledge of the Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Effective textbooks should facilitate these stages by providing explicit linguistic input, meaningful engagement with model texts, and opportunities for collaborative writing (Derewianka, 2020). However, some studies have found inconsistencies in textbook implementation, with an

overemphasis on teacher control and insufficient opportunities for student autonomy (Widodo, 2019).

The role of teacher feedback in writing development has also been widely discussed. Recent studies emphasize that while teacher support is crucial in the early stages, excessive reliance on teacher feedback can hinder students' ability to self-edit and develop independent writing skills (Lee, 2020). Additionally, peer collaboration has been identified as a key component of effective writing instruction. According to Storch (2021), collaborative writing tasks enhance students' ability to negotiate meaning, refine their ideas, and develop genre awareness.

Despite the established benefits of GBA, research suggests that its practical implementation in textbooks varies significantly. Kusumaningrum et al. (2022) found that while some textbooks integrate GBA systematically, others lack explicit scaffolding, making it challenging for students to progress independently. Furthermore, studies by Hyland and Wong (2020) indicate that model texts in some EFL textbooks do not provide sufficient linguistic analysis, limiting students' understanding of genre-specific features. This raises concerns about the adequacy of textbooks in fostering students' writing competence.

Given these concerns, this study aims to analyze the implementation of GBA in the Bahasa Inggris Work in Progress textbook. By evaluating how effectively the textbook facilitates each stage of GBA, this research seeks to identify strengths, weaknesses, and potential areas for improvement. The findings of this study will contribute to the ongoing discussion on EFL writing pedagogy, particularly regarding the role of textbooks in supporting genre-based instruction. Additionally, it will provide insights for educators, curriculum developers, and textbook authors in designing materials that better align with GBA principles.

By critically examining the textbook's approach, this study will offer practical implications for enhancing writing instruction in EFL contexts. Understanding the extent to which GBA is effectively implemented in teaching materials can inform future textbook development, ensuring that students receive adequate support in their writing journey. The findings will also shed light on how GBA principles can be more effectively applied in Indonesian EFL classrooms, ultimately contributing to improved literacy outcomes.

This study sought to address this gap by answering the research question: "To what extent were the structure of the writing materials in the English textbook *Bahasa Inggris Work in Progress* in line with the stages of the Genre-Based Approach?" The research objectives included identifying the presence and sequence of GBA stages in the textbook's writing materials and evaluating the extent to which these stages were effectively implemented. The novelty of this study lay in its focused analysis of a widely used Indonesian English textbook through the lens of GBA, contributing to the broader discourse on textbook evaluation and writing instruction in EFL contexts.

Method

This study employed a qualitative content analysis design to examine the alignment of writing materials in the English textbook Bahasa Inggris Work in Progress with the stages of the Genre-Based Approach (GBA). Qualitative content analysis is a widely used research method for interpreting textual data within specific contexts, making it suitable for evaluating educational materials (Krippendorff, 2018). This approach allows for an in-depth exploration of how writing materials are structured and how they facilitate students' writing development in accordance with GBA principles. As Elo and Kyngäs (2008) emphasize, qualitative content analysis is particularly useful for categorizing textual data into meaningful themes and identifying patterns within instructional materials. Furthermore, Bowen (2009) highlights that document analysis, as

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a subset of qualitative content analysis, is an effective method for systematically reviewing and interpreting educational resources to assess their pedagogical effectiveness.

The subject of this research was the English textbook Bahasa Inggris Work in Progress, which is widely used in Indonesian senior high schools. The textbook was selected based on its relevance to the national curriculum and its role in shaping students' writing skills. Given that textbooks play a crucial role in structuring learning experiences (Tomlinson, 2012), it is essential to evaluate their effectiveness in scaffolding students' writing development through GBA. The study focused specifically on the writing sections of the textbook, analyzing how the materials guided students through the stages of GBA as outlined by Cahyono (2012). These stages include Building Knowledge of the Field (BKOF), where students develop background knowledge related to the text they will write; Modeling of the Text (MDT), where they analyze and understand examples of the target genre; Joint Construction of the Text (JCOT), where students collaborate with teachers or peers to create a text following genre conventions; and Independent Construction of the Text (ICOT), where they apply what they have learned to produce their own writing independently. According to Hyland (2015), scaffolding through GBA ensures that students develop writing proficiency by gradually progressing from guided to independent tasks, a key principle in teaching writing within English as a Foreign Language (EFL) context.

Data were collected through document analysis, where each writing task and instructional component related to writing development was examined in detail. This method aligns with Bowen's (2009) argument that document analysis allows researchers to systematically assess educational materials by identifying the presence and sequencing of instructional components. A coding framework was developed based on key characteristics of GBA, adapted from Cahyono (2012), ensuring that each writing activity was categorized according to its alignment with the theoretical model. The framework included indicators such as the explicit teaching of text structure, the extent of teacher support, and the presence of opportunities for independent writing. As Miles, Huberman, and Saldaña (2014) suggest, employing a structured coding framework enhances the reliability and validity of qualitative data analysis, making findings more systematic and transparent.

The data were analyzed using qualitative content analysis, in which themes and patterns were identified based on the stages of GBA. Each writing activity in the textbook was classified according to its function within the GBA framework, allowing for a comprehensive evaluation of how well the textbook facilitated students' writing progression. This analytical approach aligns with the work of Schreier (2012), who argues that qualitative content analysis enables researchers to systematically interpret complex educational materials by identifying recurring themes and instructional strategies. Additionally, the frequency and distribution of these stages were examined to determine whether the textbook provided a structured and coherent progression for students' writing development. Previous studies have emphasized the importance of coherence in writing instruction, as fragmented or unstructured activities can hinder students' ability to internalize genre conventions (Derewianka & Jones, 2016). To further enhance the validity of the analysis, findings were compared with previous studies on textbook evaluation and genre-based instruction, following methodologies similar to those outlined by Martin (1992) and Devitt (2004). This comparative approach helped situate the findings within broader research on GBA implementation, providing deeper insights into the textbook's strengths and limitations.

This methodological approach ensured that the study provided a comprehensive evaluation of *Bahasa Inggris Work in Progress*, offering insights into its effectiveness in implementing GBA principles. By employing qualitative content analysis, the study was able to capture the nuanced ways in which writing activities were designed to support students' writing

development. The findings contributed to understanding how writing materials in English textbooks align with pedagogical frameworks, providing recommendations for improving instructional design in EFL contexts. Furthermore, the study added to the growing body of research on genre-based writing instruction, reinforcing the importance of structured scaffolding in EFL classrooms (Cheng, 2018). Future studies could expand upon this research by incorporating classroom observations and teacher perspectives to gain a more holistic understanding of how textbooks are used in practice.

Results

Implementation of the Genre-Based Approach in the Bahasa Inggris Work in Progress Textbook

This section examined how well the four stages of GBA; Building Knowledge of the Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) were integrated into the lessons. By analyzing the textbook's instructional design, this section evaluated whether the activities effectively scaffolded students' writing development from guided exposure to independent production. Each chapter was assessed based on how it introduced background knowledge, presented model texts, facilitated collaborative writing, and encouraged independent text construction. The findings highlighted both strengths and areas for improvement in the textbook's approach to supporting students' writing skills within the GBA framework.

Table 1. Writing Materials Alignment with GBA Framework

Chapter	BKOF (Building Knowledge)	MDT (Modeling & Deconstruction)	JCOT (Joint Construction)	ICOT (Independent Construction)
1: Great Athletes (Descriptive Text)	Uses pictures and guided questions, but lacks student-led discussion	Provides model text, but no in-depth language analysis	Students write sentences, but not a full text collaboratively	Students write a descriptive text with teacher feedback, but little independent work
2: Sports Events (Recount Text)	Teacher shares experiences, but student interaction is limited	Jumbled paragraph task helps with structure, but lacks linguistic analysis	Some peer discussion, but collaboration is minimal	Students write a full text but still rely on teacher guidance
3: Sports and Health (Procedure Text)	Vocabulary introduction without brainstorming activities	Students list new words but do not analyze text features	Teacher feedback replaces collaborative writing	Independent writing is encouraged but lacks self-assessment tools

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The table indicates that while the textbook follows the GBA framework, its execution is inconsistent across the stages. The JCOT and ICOT stages often depend heavily on teacher intervention, reducing student autonomy. Additionally, text deconstruction activities are not fully developed, limiting students' understanding of genre-specific features.

Bahasa Inggris Work in Progress Textbook Strengths and Weaknesses in GBA Implementation

The analysis of the textbook's implementation of the **Genre-Based Approach (GBA)** revealed a combination of strengths and weaknesses. While the textbook followed the four stages of GBA to some extent, certain areas required further development to fully support students in learning and applying different text genres effectively. The following subsections outline the key strengths and weaknesses in detail.

1. Strengths:
    a. General Scaffolding

The textbook structured writing instruction progressively, ensuring that students moved from guided learning to independent practice. Each chapter introduced background knowledge before asking students to engage in writing tasks. In the Building Knowledge of the Field (BKOF) stage, the textbook provided images, guided questions, and teacher-led discussions to activate students' prior knowledge. This approach allowed students to become familiar with the topic before engaging with model texts. While the scaffolding was beneficial, it could have been enhanced by incorporating more interactive, student-led activities rather than relying mainly on teacher explanations.

    b. Vocabulary Development

The textbook included vocabulary-building activities that helped students acquire relevant words and phrases before writing. In the BKOF and MDT stages, students were encouraged to list and categorize new words, particularly adjectives, adverbs, verbs, and high-frequency words. This focus on vocabulary supported their ability to describe people, events, and processes more effectively in writing. However, while vocabulary exercises were present, there was minimal emphasis on how these words functioned within complete sentences or how they contributed to the cohesion and coherence of the texts. More contextualized vocabulary exercises would have further strengthened students' writing skills.

    c. Teacher Support

The textbook incorporated teacher guidance at various stages to help students refine their writing. In the Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) stages, teachers played an active role in providing feedback, correcting errors, and guiding students in structuring their texts. This support helped students improve their writing by addressing issues related to grammar, organization, and clarity. However, the heavy reliance on teacher intervention limited opportunities for students to engage in peer collaboration or self-revision. Integrating more peer feedback activities could have encouraged students to take greater ownership of their writing process.

2. Weaknesses:
    a. Teacher-Centered Approach

Many of the activities in the textbook were teacher-driven, which limited student participation and engagement. In the BKOF stage, for example, teachers introduced the topic and provided explanations, but students were rarely encouraged to explore the topic independently or through group discussions. Similarly, in the MDT stage, the analysis of model texts was often directed by the teacher, leaving little room for students to discover patterns or structures on their own. A more student-centered approach, with opportunities for inquiry-based learning and active participation, would have enhanced students' understanding and retention of writing concepts.

b. Lack of Peer Collaboration

Although the JCOT stage is intended to be a collaborative process where students construct a text together, the textbook placed more emphasis on teacher feedback rather than peer interaction. Students were required to complete writing tasks individually, with the teacher making revisions and corrections. This reduced the potential benefits of peer collaboration, such as the opportunity to exchange ideas, provide constructive feedback, and learn from one another's strengths and weaknesses. Incorporating structured peer review sessions or group writing projects could have strengthened students' ability to revise and improve their writing independently.

c. Limited Linguistic Analysis

While the textbook included model texts, it did not provide in-depth linguistic analysis to help students understand how different grammatical and structural elements contributed to the overall meaning of a text. In the MDT stage, students were exposed to example texts, but there was minimal focus on breaking down sentence structures, verb usage, and cohesive devices. As a result, students may have struggled to apply genre-specific linguistic features in their own writing. A stronger emphasis on analyzing model texts such as; highlighting key grammatical structures, discussing sentence patterns, and identifying discourse markers would have improved students' ability to construct well-formed texts.

d. Over-Reliance on Teacher Feedback

In the ICOT stage, students were expected to produce independent writing, but they continued to rely on teacher feedback for revisions and improvements. The textbook provided limited opportunities for students to engage in self-assessment or peer review, which are essential for developing independent writing skills. Without sufficient practice in evaluating their own work, students may have struggled to recognize and correct errors without teacher intervention. To foster greater autonomy, the textbook could have included self-assessment checklists, reflection exercises, or peer-editing activities to encourage students to review and refine their work independently.

Discussion

Effectiveness of Genre-Based Approach in Scaffolding Writing Skills

The analysis of the *Bahasa Inggris Work in Progress* textbook revealed that although the Genre-Based Approach (GBA) was present in the overall structure of the lessons, the effectiveness of scaffolding varied significantly across its four stages: Building Knowledge of the Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Each stage contributed differently to the students' development in writing, with noticeable strengths and weaknesses.

1. Building Knowledge of the Field (BKOF)

The BKOF stage was one of the more effectively implemented components in the textbook. Lessons in this stage used visual stimuli (such as pictures of athletes) and guided questions to activate students' prior knowledge and build topic familiarity. Activities such as listing high-frequency vocabulary and categorizing adjectives or verbs supported students' understanding of the content field. This aligns with Emilia's (2021) emphasis on using contextual support to bridge students' background knowledge and the writing task.

2. Modeling and Deconstruction of the Text (MDT)

The MDT stage partially supported students in identifying the structure of target genres. The textbook included model texts and tasks such as rearranging jumbled paragraphs to form a recount. However, the lack of explicit linguistic analysis was a notable weakness. Students were

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not guided to examine grammar, cohesion, or rhetorical features typical of each genre. Cheng (2018) and Hyland (2019) stress the importance of metalinguistic instruction such as analyzing verb tense, discourse markers, and text organization for successful genre mastery. Ahn (2019) further demonstrated that when learners are explicitly taught how language functions in context, they gain greater control over their writing. The textbook could be improved by incorporating tasks where students analyze how and why specific grammar structures are used within genre conventions.

3. Joint Construction of the Text (JCOT)

The JCOT stage was present but weakly implemented. While students were invited to draft sentences or fill tables with teacher support, there was little evidence of genuine co-construction of full texts. Instead of working collaboratively to produce a shared class text, students often completed fragments that were revised by the teacher, not refined through peer negotiation.This contradicts the collaborative purpose of JCOT as outlined by Derewianka & Jones (2016), where students and teachers construct texts together to bridge the gap between modeling and independent writing. Yasuda (2017) and Emilia (2021) argue that peer collaboration in this phase helps students internalize genre knowledge through dialogue. Suggested improvements include designing joint writing activities where students plan, write, and revise together, supported by prompts and sentence starters.

4. Independent Construction of the Text (ICOT)

The ICOT stage involved independent writing tasks, such as composing descriptive, recount, or procedural texts. However, teacher feedback continued to dominate, and students had limited opportunities for self-assessment, revision, or peer review. This reliance on teacher correction conflicted with GBA's principle of gradually releasing responsibility to the learner (Gibbons, 2015). Nation (2020) emphasizes that effective writing instruction must include tools that foster autonomy, such as checklists or reflection prompts. Without these, students are less likely to evaluate or refine their own work. The textbook would benefit from integrating structured self-assessment and peer-feedback strategies, allowing learners to take greater ownership of the final writing product.

Several studies have emphasized the importance of scaffolding in genre-based writing instruction. Hyland (2019) argued that effective GBA implementation requires interactive support in the early stages but should progressively transfer responsibility to students. The findings of this study align with Hyland's (2019) assertion that without proper scaffolding in the later stages (JCOT and ICOT), students may struggle to construct texts independently. Similarly, Emilia (2021) found that when JCOT activities are overly controlled by teachers, students miss opportunities to engage in meaningful peer collaboration and self-regulated learning.

In contrast, a study by Ahn (2019) highlighted that a student-centered GBA approach, where students actively analyze texts and engage in collaborative writing, leads to greater improvements in writing skills. Unlike the findings in this study, Ahn's (2019) research demonstrated that when students engage in explicit linguistic analysis during MDT and participate in interactive joint writing activities, they develop a deeper understanding of genre conventions. This suggests that the textbook could be improved by incorporating more peer discussions, self-revision tasks, and explicit language-focused exercises to enhance scaffolding.

Challenges in Promoting Learner Autonomy in Genre-Based Writing

The findings have significant implications for English language teaching, curriculum development, and teacher training. The over-reliance on teacher feedback in JCOT and ICOT stages indicates a need for instructional adjustments that encourage student autonomy in writing. According to Nation (2020), effective writing instruction should gradually transition students from guided learning to self-regulated writing. However, the textbook's design did not

fully support this transition, as students were not consistently encouraged to engage in self-assessment or peer revision.

The textbook's lack of explicit linguistic analysis in the MDT stage suggests that students may struggle to recognize and apply genre-specific linguistic features in their writing. Cheng (2018) emphasized that explicit instruction on discourse structures, cohesion, and grammatical patterns enhances students' ability to write genre-specific texts effectively. The absence of such explicit teaching in the textbook limits students' ability to transfer genre knowledge to different writing contexts. Therefore, the findings imply that textbooks adopting GBA should integrate explicit metalinguistic instruction and structured peer review activities to promote learner independence.

The findings from this study suggested that although the *Bahasa Inggris Work in Progress* textbook followed the Genre-Based Approach (GBA) framework structurally, it required greater emphasis on collaborative and self-assessment activities to balance the teacher-led approach with more student-centered learning. One key implication was the need to enhance the Joint Construction of the Text (JCOT) stage through structured peer collaboration. For example, collaborative writing tasks such as paired paragraph construction using graphic organizers or guided role assignments like writer, editor, or timekeeper promoted shared responsibility and ensured that all students engaged actively in the text-building process. Activities like think-pair-share and whole-class text co-construction followed by group replication also fostered dialogic interaction and deepened students' understanding of genre structures (Yasuda, 2017; Emilia, 2021).

In addition, the Independent Construction of the Text (ICOT) stage needed to be strengthened with tools that supported self-regulated learning. This included the integration of student-friendly self-assessment checklists after writing tasks, which allowed learners to evaluate their use of genre-specific features such as text structure, cohesive devices, and grammar. The use of student reflection journals, where learners commented on their strengths, challenges, and goals for future writing, helped build metacognitive awareness (Nation, 2020). Peer assessment strategies using sentence frames such as "You could improve this part by…" provided scaffolding for constructive feedback, while color-coded revisions enabled students to track and visualize improvements in their drafts. These suggestions aligned with Gibbons' (2015) principle of gradually releasing responsibility to students and reflected Hyland's (2019) emphasis on creating space for learners to assume control over their writing development.

Despite providing valuable insights, this study had several limitations. First, the analysis focused solely on the textbook content without examining its implementation in classroom settings. Studies such as Widodo (2021) have emphasized that teacher mediation plays a crucial role in GBA success, as teachers often adapt textbook activities to fit students' needs. Without classroom observations or teacher feedback, this study could not fully determine whether teachers compensated for the textbook's limitations through additional activities or scaffolding techniques.

Another limitation was that student learning outcomes were not assessed. While the study identified gaps in the textbook's approach, it did not measure whether students who used the textbook improved their writing skills. Research by Rose and Martin (2018) suggests that longitudinal studies tracking students' writing progress provide deeper insights into the effectiveness of GBA implementation. Future research could include student writing samples and teacher reflections to gain a more comprehensive understanding of how the textbook impacts learning outcomes.

Based on these limitations, future research could explore two key areas to provide a more comprehensive evaluation of GBA implementation in English textbooks.

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1. Investigating Teacher Mediation in GBA Classrooms

Future research should analyze how teachers implement GBA in real classroom settings when using textbooks designed with genre-based writing instruction. According to Yasuda (2017), teachers often modify textbook content to suit their students' needs, incorporating additional scaffolding strategies and interactive activities. Classroom-based research could reveal whether teachers compensate for the textbook's limitations by incorporating peer collaboration, self-assessment tools, and explicit linguistic analysis. This would provide insights into whether textbook design alone is responsible for the weaknesses identified, or if teacher intervention can bridge these gaps.

2. Examining the Impact of GBA on Student Writing Development

Another important area for future research is a longitudinal study examining how students' writing skills develop over time using a GBA-based textbook. Studies by Martin and Rose (2022) have shown that students benefit most from genre-based writing instruction when they receive structured guidance throughout multiple writing tasks. By collecting and analyzing student writing samples before, during, and after GBA instruction, researchers can assess whether the scaffolding provided by the textbook effectively supports writing skill development. Additionally, future research could investigate how students perceive the effectiveness of GBA-based instruction and whether they feel it helps them become independent writers.

Conclusion

This study explored how the *Bahasa Inggris Work in Progress* textbook implemented the Genre-Based Approach (GBA) through its four stages: Building Knowledge of the Field (BKOF), Modeling and Deconstruction of the Text (MDT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The findings revealed that while the textbook attempted to follow GBA principles, its implementation was inconsistent, particularly in the later stages of JCOT and ICOT. Students were given structured activities to build knowledge and analyze model texts, but collaborative and independent writing opportunities were underdeveloped. As a result, the textbook did not fully support student autonomy and gradual progression towards independent text production, which is a key objective of GBA.

One of the key insights from this study was the strong reliance on teacher-led activities, which often limited student interaction and peer collaboration. The textbook introduced vocabulary-building exercises and provided model texts, but it did not emphasize explicit linguistic analysis, which is essential for genre mastery. The JCOT stage, which should facilitate collaborative writing, often relied more on teacher feedback than on peer interaction, reducing students' ability to construct texts together. Furthermore, the ICOT stage lacked structured self-assessment tools, making it difficult for students to evaluate their own writing and develop revision skills. These findings indicated that while the textbook provided a foundational framework for genre-based learning, it required further refinement to enhance student engagement and self-regulated learning.

The study also highlighted areas where the textbook aligned with GBA principles but needed improvement in practical application. While it gradually introduced genres and provided writing tasks, it did not fully integrate scaffolding techniques that would allow students to move from guided to independent writing effectively. Previous research has shown that explicit teaching of genre structures, along with collaborative writing activities, helps students internalize genre conventions more effectively. The findings of this study suggested that the textbook could be improved by including more interactive tasks, peer feedback mechanisms, and structured reflection activities to strengthen students' understanding of genre structures.

Despite these insights, this study had several limitations. The analysis was limited to the textbook content itself and did not observe actual classroom implementation, which means that teachers might have supplemented the textbook's weaknesses with additional instructional strategies. Moreover, student learning outcomes were not assessed, so the study could not determine whether the textbook's approach led to measurable improvements in students' writing skills. Future research should investigate how teachers adapt genre-based textbooks in real classroom settings and how students respond to different scaffolding strategies in writing instruction.

Overall, this study contributed to the understanding of how GBA principles were applied in Indonesian English language textbooks and identified both strengths and weaknesses in its implementation. The findings provided valuable insights for curriculum designers, educators, and textbook developers, emphasizing the need for more balanced scaffolding, explicit linguistic instruction, and increased student collaboration in genre-based learning materials. By addressing these areas, future textbook designs could enhance students' ability to develop genre-specific writing skills more effectively and promote greater learner autonomy in English language classrooms.

Acknowledgment

There are no personal circumstances or interest may be perceived as inappropriately influencing the interpretation of the research result.

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