

# Scaffolding Academic Writing through Genre-Based Instruction: A Holistic Insight into Students' Skills, Collaboration, Metacognitive Awareness, and Motivation

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## ABSTRACT

Academic writing poses significant challenges for English as a Foreign Language (EFL) students, particularly in resource-limited contexts. Genre-Based Instruction (GBI), grounded in Systemic Functional Linguistics, offers structured scaffolding that may enhance students' cognitive, metacognitive, and affective engagement in writing. This qualitative multi-case study explored the holistic impact of GBI on high school students' academic writing, collaboration, metacognitive awareness, and motivation. Data were collected from 321 students across two schools in Enrekang Regency, Indonesia. Twelve students (representing active and passive learners) were purposively selected for semi-structured interviews, complemented by classroom observations and reflective journals. Data were analyzed thematically using Braun and Clarke's framework with Atlas.ti software. The findings revealed that GBI significantly improved students' academic writing skills, particularly in organizing ideas, understanding rhetorical structures, and using appropriate language features. Students reported enhanced metacognitive awareness, such as planning, monitoring, and evaluating their writing. Collaborative learning fostered deeper conceptual understanding, peer feedback, and reflective thinking. Furthermore, GBI reduced writing anxiety and increased students' confidence and motivation by providing clear scaffolds and explicit textual models. This study demonstrates that GBI can serve as a transformative pedagogy that addresses not only linguistic competence but also students' emotional and cognitive needs. It provides practical implications for teachers and curriculum developers aiming to promote inclusive, reflective, and structured academic literacy in EFL classrooms, especially in under-resourced educational settings.

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## 1. INTRODUCTION

Mastering academic writing is a crucial skill for students studying English as a foreign language (EFL), as it plays a significant role in ensuring both their academic achievements and future professional success. Academic writing requires not only technical mastery of linguistic aspects but also an understanding of the organization of the text, coherence, and clear communicative goals. Nevertheless, writing in English is still a big challenge for many EFL students (Akbari, 2015; Ariyanti & Fitriana, 2017; Muamaroh et al., 2020; Taye & Mengesha, 2024). Students often have difficulty composing ideas, understanding the structure of the text, and using appropriate academic language (Bulqiyah et al., 2021; Derakhshan & Shirejini, 2020). This condition is further exacerbated by the lack of exposure to authentic academic texts and the limited systematic pedagogical support in the writing learning process.

In response to these challenges, the Genre-Based Instruction (GBI) comes as a promising pedagogical alternative. Based on the theory of Systemic Functional Linguistics (SFL) developed by Halliday, GBI views texts as representations of social meanings influenced by situational and cultural contexts (Halliday & Matthiessen, 2014). This method focuses on teaching directly about the organization, communication functions, and language features of various text genres. In practice, GBI follows the *Teaching and Learning Cycle* (TLC), which consists of the stages of *building knowledge of the field*, *modeling*, *joint construction*, and *independent construction* (Callaghan et al., 1993; Martin & Rose, 2008). This stage forms a strong pedagogical *scaffolding* to guide students from dependence to independence in writing.

A number of studies have shown that Genre-Based Instruction (GBI) consistently improves the structural aspects of EFL students' writing, including text organization, cohesion, and the appropriate use of linguistic features. The findings of Mohseni (2021) and (2019) confirm that GBI based on *Systemic Functional Linguistics* helps students understand the generic structure and social functions of texts, resulting in more organized and communicative writing. Other research by Thongchalem and Jarunthawatchai (2020) and Dzukhriyah and Rini (2023) also showed significant improvements in the coherence and clarity of writing structure.

However, although the evidence for the effectiveness of GBI at the structural level is quite strong, research highlighting students' internal processes is limited. Studies such as (Teng and Yue (2023), Kouhpayehzadeh Esfahani et al. (2022), and Huang and Zhang (2022) emphasize that metacognitive dimensions, such as the ability to plan, monitor, and evaluate the writing process, are rarely the main focus. On the other hand, research on motivation and anxiety in writing in the context of GBI is also still minimal (Asbar et al., 2025; Guo et al., 2025; Latif et al., 2024)

This gap is important because academic writing skills depend not only on mastery of structures, but also on the writer's self-regulation and emotional balance. Therefore, this study aims to investigate the influence of GBI holistically, covering cognitive, metacognitive, and affective aspects in EFL students in resource-restricted secondary schools. Specifically, the study asks three main questions:

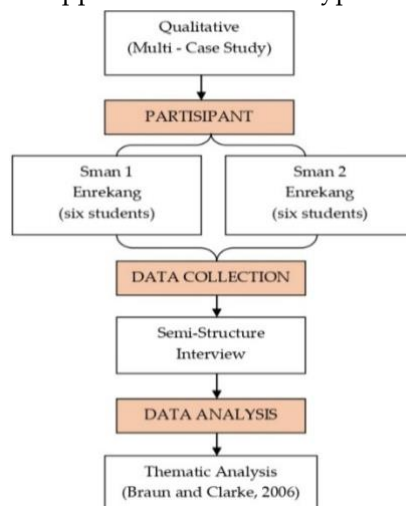
1. How does GBI affect the quality and organization of students' academic writing?
2. How does GBI affect students' Collaboration and Discussion in Writing activity?
3. How does GBI affect students' metacognitive awareness and writing strategies?
4. How does GBI affect their writing motivation and anxiety?

## 2. METHODS

### 2.1 Research Design

This study uses a qualitative multi-case study design to examine the impact of the application of Genre-Based Instruction (GBI) on the development of students' academic writing skills in two different school contexts. Each *case* represents a different institutional and classroom environment, namely SMAN 1 Enrekang and SMAN 2 Enrekang, thus allowing for a comparative analysis of how contextual factors and student characteristics affect the implementation of GBI. The multiple case study approach

is adapted from the case study research model of Creswell and Poth (2018), Lapa et al. (2012), Merriam (2009), and Yin (2014). In practice, the design of multiple case studies in this study includes cross-location and student characteristics, both those who are classified as active and passive in the learning process. This provides an opportunity to explore the diversity of experiences and assess the consistency or difference in the effects of the GBI approach on different types of learners.



**Figure 1.** Research Design

## 2.2 Research Participants

This study involved a total of 321 students from two public high schools in Enrekang Regency, South Sulawesi, Indonesia, SMAN 1 Enrekang (164 students) and SMAN 2 Enrekang (157 students), who were enrolled in English as a Foreign Language (EFL) classes during the 2021/2022 academic year. To obtain qualitative data, a purposive sampling technique was employed to select 12 students (six from each school) representing both active and passive learners. Active learners were those who consistently participated in class discussions, responded voluntarily to teacher prompts, and submitted additional writing tasks beyond the minimum requirement. In contrast, passive learners were characterized by minimal verbal participation, reliance on teacher instruction, and delayed submission of writing assignments, as identified through teachers' classroom records and observations. Ethical approval for this research was obtained through official research permission letters issued to both schools. Before participation, the researcher explained the study's objectives, ensured voluntary participation, and obtained informed consent from all respondents. Only students who expressed a willingness to be interviewed were included. Before each interview, participants were reminded that all identifying information would remain confidential, and pseudonyms would be used in transcripts and reporting. This sampling approach was designed to capture a comprehensive range of experiences among students with different engagement levels, providing nuanced insight into how Genre-Based Instruction (GBI) influenced their writing development, metacognitive awareness, and motivation.

## 2.3 Data Collection Instruments and Techniques

The main instrument in this study was a semi-structured interview guide designed to elicit students' personal experiences, perceptions, and reflections on the implementation of Genre-Based Instruction (GBI) in EFL writing classes. The development of the interview guide was grounded in the theoretical framework of Systemic Functional Linguistics (Halliday & Matthiessen, 2014) and informed by previous empirical studies on genre-based pedagogy and learner cognition (Huang & Zhang, 2022; Nagao, 2019; Negretti, 2012). The questions were organized around three thematic domains aligned with the research objectives: (1) students' perceptions of improvements in writing skills, (2) their

metacognitive awareness of planning, monitoring, and evaluating writing, and (3) their affective responses, including motivation and writing anxiety. To ensure content and construct validity, the interview guide was reviewed by two experts in English education from Universitas Negeri Makassar (UNM), who evaluated the relevance, clarity, and alignment of the questions with the research framework. Revisions were made based on their feedback to improve question phrasing and logical sequencing.

To minimize interviewer bias, several strategies were implemented: the researcher employed neutral and non-leading prompts, avoided evaluative feedback during interviews, and maintained reflexive notes to monitor assumptions and preconceptions throughout the data collection process. In addition, interviews were conducted via telephone, allowing participants to feel more relaxed, less anxious, and more willing to share their experiences freely while preserving their privacy and control over the conversation. All interviews were conducted in Bahasa Indonesia to ensure linguistic comfort, recorded with participants' consent, and later transcribed verbatim for thematic analysis.

## 2.4 Data Analysis

The interview data were analyzed using thematic analysis adapted from Braun and Clarke's (2006) model. The process was supported by the use of Atlas.ti 23 software, which facilitated systematic data management, coding, and visualization of emerging themes. The analysis was conducted through six structured stages that allowed for an in-depth and iterative interpretation of qualitative data. The first stage involved familiarization with the data by reading the interview transcripts repeatedly to gain a holistic understanding of the participants' responses and contexts. The second stage entailed generating initial codes, in which relevant text segments were coded line by line in Atlas.ti to capture significant meanings related to the research foci. In the third stage, these codes were collated into broader categories that represented conceptual similarities and relationships across cases.

Subsequently, the researcher identified potential themes by integrating related categories and examining patterns of meaning that were consistent and salient throughout the data set. The fifth stage involved reviewing and refining the themes to ensure that each theme accurately reflected the participants' experiences and corresponded with the overall narrative. This verification process included constant comparison between coded data extracts and emerging interpretations within Atlas.ti's code-theme network view. In the final stage, the researcher defined and named the themes and produced a comprehensive narrative report that presented the major findings in alignment with the research objectives, offering a rich and contextualized interpretation of the students' learning experiences and reflections.

## 3. FINDINGS

### 3.1 Improving Academic Writing Skills through Genre-Based Instruction (GBI)

One of the main findings of this study is the positive impact of the application of *Genre-Based Instruction* (GBI) on improving students' academic writing skills in EFL classrooms. Before getting to know this approach, most students faced various challenges in writing, including difficulty starting to write, putting together a logical structure, and conveying ideas in sequence. GBI, which is rooted in the theory of *Systemic Functional Linguistics* (Halliday, 1994; Martin, 1992), offers an explicit pedagogical framework that guides students through important stages, from text modeling to self-writing. Through this process, students not only learn about the linguistic structure of the text but also understand the social function and rhetorical purpose of each type of academic writing.

The implementation of GBI appears to be effective in reducing student confusion and improving the clarity of writing direction. This can be seen from the following statements:

## Excerpt 1

*"Writing becomes easier when I know the structure and what to write in each part." (Student A)*

*"Learning the organization of the text helps me not to get confused when starting my essay." (Student B)*

This quote highlights how knowledge of text structure can overcome the initial hurdle that students often encounter, which is confusion in starting to write. When students understand the main parts of the text and their functions, they become more confident and directed in the writing process. As stated by Hyland (2004), Genre-based learning can bridge the gap between declarative knowledge of language and its application in academic contexts.

This increase in clarity in writing is also supported by the existence of model texts that provide a concrete picture of how academic writing is formed.

## Excerpt 2

*"Genre-based approach gives us a clear model to follow when writing." (Student C)*

*"Before learning about the genre, I wrote randomly. Now I know where to start and how to close the writing properly." (Student D)*

This statement shows that text models serve as a structured visualization tool that greatly assists students in understanding the expectations of a particular genre. They no longer write intuitively or haphazardly but follow patterns that they have observed and understood. This is consistent with the *scaffolding* concept put forward by Vygotsky (1978), where support in the form of concrete examples from teachers or learning resources allows students to build their abilities gradually and independently.

Understanding structure not only affects the writing process technically but also strengthens students' cognitive control over the content of their writing. This can be seen from the following quote:

## Excerpt 3

*"Knowing the stages, such as the introduction, content, and conclusion, makes me feel more in control of my writing." (Student E)*

*"I used to write without planning, but now I use structure as a guide, and my ideas are more organized." (Student F)*

These two quotes indicate an increase in students' metacognitive awareness of the organization of ideas. Genre structures are no longer understood only as external formats, but also as thought aids that guide the development and logical delivery of arguments. This reinforces the opinion of Emilia (2011), who emphasizes that mastery of genre can improve students' ability to formulate ideas systematically and coherently.

In addition, understanding the genre also helps students reflect on their writing process and evaluate the writing more critically.

## Excerpt 4

*"With the model text, I can compare and see what is lacking in my writing. That helps a lot." (Student G)*

*"Now I understand the teacher's intention when asking for an argumentative or analytical essay. The goal becomes clearer." (Student H)*

These two statements represent an important transformation in the way students view academic writing: from a simple task to be completed to a meaningful and purposeful communication process. They understand not only the form of the text but also the context in which it is used and the expectations that come with it. This awareness enables them to adapt the style and structure of writing according to the rhetorical needs expected in a particular academic context.

The findings presented consistently indicate that implementing Genre-Based Instruction substantially enhances students' academic writing abilities in EFL settings. By gaining deeper insights into text structures, engaging with exemplar texts, and utilizing genres as cognitive frameworks, learners can produce writing that is more coherent, logically organized, and systematically developed.

**Table 1.** Summary of Themes, Subthemes, and Representative Quotes on the Improvement of Students' Academic Writing Skills through Genre-Based Instruction (GBI)

Theme	Subtheme	Representative Quotes (Students)
Understanding Text Structure	Students gained clarity about how to organize their writing.	"Writing becomes easier when I know the structure and what to write in each part." (A)
Using Model Texts as Scaffolds	Model texts help students visualize genre expectations.	"Genre-based approach gives us a clear model to follow when writing." (C)
Developing Metacognitive Awareness	Structure used as a guide to control and plan ideas.	"Knowing the stages makes me feel more in control of my writing." (E)
Reflective Evaluation	Students compare their writing with models and evaluate progress.	"With the model text, I can see what is lacking in my writing." (G)

### 3.2. The Role of Collaboration and Discussion in Genre-Based Learning

One notable result of this study highlights the crucial contribution of collaborative activities and dialogue in ensuring the effective application of Genre-Based Instruction (GBI). Within the GBI framework, learning is not solely dependent on teacher-student interaction; it also emphasizes student-to-student engagement through collaborative tasks, classroom discussions, and peer review opportunities. In this context, discussions not only function as a means of exchanging ideas but also as a vehicle for reflection, clarification of concepts, and strengthening understanding of the structure and content of academic texts.

One of the main functions of the discussion is to help students build a more complete understanding before they start writing. This is reflected in the following statement:

#### Excerpt 5

*"Talking with my friends helps me to understand the topic better." (Student A)*

*"Discussing in a group helps me improve my ideas before writing." (Student B)*

This quote shows that pre-written discussions have a positive impact on strengthening students' understanding of the topic being developed. Through an oral exchange of ideas, students gain initial clarification that enriches their point of view, as well as builds a stronger foundation for the writing process. In line with the opinion of Mercer and Littleton (2007), this kind of social interaction expands the cognitive capacity of students through collaborative learning that is dialogical.

Additionally, discussions serve as reflective mechanisms that help students recognize weaknesses in their writing and come up with improvement strategies.

#### Excerpt 6

*"When we talk in class, I realize my mistakes and get new perspectives." (Student C)*

*"My friend gave me feedback that made my writing clearer and more focused." (Student D)*

*"When I was confused, the discussion made me know which parts needed to be improved." (Student E)*

This statement reflects how interaction with peers allows students to conduct self-evaluation of their texts. They not only receive input but are also able to reflect on the content and structure of the

writing more critically. The discussion becomes a means of realizing mistakes and perfecting writing, which supports Vygotsky's (1978) idea of the *zone of proximal development*, where collaboration encourages students to go beyond their writing abilities through social support.

Then, collaboration in groups also enriches the thought process and expands ideas before they are poured into writing. Students reveal that the exchange of ideas between friends has a significant influence on the planning and advanced stages of opinion.

Excerpt 7

*"We exchanged ideas, and it made me think more deeply before I started writing."* (Student F)

*"Sometimes I don't realize that my writing is confusing, but after discussion, I know how to fix it."* (Student G)

Both of these quotes show that discussions are not just about seeking approval but are a means to challenge initial assumptions, broaden perspectives, and sharpen the focus of writing. This is consistent with Hyland's (2004) finding that collaborative interactions provide students with the opportunity to shape their academic identities dialogically, rather than individualistically.

No less important, collaboration and discussion also contribute to the affective aspect of writing, such as building confidence and comfort in the learning process.

Excerpt 8

*"I'm more comfortable learning from friends because we can only explain to each other."* (Student H)

*"I feel more confident writing after the discussion because there is already an idea of the ideas that come up."* (Student I)

This statement confirms that collaboration is not only cognitive, but also emotional. A sense of comfort, peer support, and an experience of sharing ideas provide a safe learning environment and encourage students' courage to write. These factors play an important role in shaping intrinsic motivation, which, according to Dornyei (2001), becomes a crucial element in effective language learning.

Thus, the findings regarding the role of collaboration and discussion in the implementation of GBI show that interaction between students serves not only as a medium to deepen academic understanding, but also as a catalyst for cognitive, reflective, and affective development in the writing process. Discussions encourage students to think more critically, evaluate writing independently, and build confidence through the supportive exchange of ideas. By facilitating a collaborative and dialogical learning environment, this approach indirectly fosters a sense of ownership of the learning process and increases student involvement in writing activities.

**Table 2.** Summary of Themes, Subthemes, and Representative Quotes on the Role of Collaboration and Discussion in Genre-Based Learning

Theme	Subtheme	Representative Quotes (Students)
Collaborative Understanding	Discussion clarifies topic understanding before writing.	"Talking with my friends helps me to understand the topic better." (A)
Reflective Peer Feedback	Peer feedback supports critical self-evaluation.	"When we talk in class, I realize my mistakes and get new perspectives." (C)
Idea Expansion	Discussion stimulates deeper thinking and planning.	"We exchanged ideas, and it made me think more deeply before writing." (F)
Affective Support	Collaboration builds comfort and confidence.	"I feel more confident writing after the discussion." (I)

### 3.3. Students' Metacognitive Awareness of Text Structure

An essential outcome of this research is the enhancement of students' metacognitive understanding regarding the organizational patterns of academic texts, which emerged through the implementation of Genre-Based Instruction (GBI). This approach not only introduces students to specific forms of text but also guides them to understand how texts are constructed, how parts of text are interconnected, and how communication purposes are realized through specific structures. Metacognitive awareness in this context includes students' ability to plan, control, and evaluate their thought processes in academic writing.

Excerpt 9 illustrates how exposure to the genre has encouraged students to be more careful and conscious in organizing their writing. Some students said the following:

Excerpt 9

*"Learning about genre makes me more careful about how I organize my writing." (Student A)*

*"I didn't know before that each paragraph has a specific purpose." (Student B)*

These two quotes indicate that students are beginning to realize that academic texts are not constructed carelessly, but rather follow specific rhetorical principles. Understanding the function of each paragraph encourages them to think more critically in designing coherent and systematic writing. This reflects an increase in *genre awareness*, as described by Johns (2001), who says that mastery of genre is not only technical but also includes a strategic awareness of how texts are produced in a given social context.

Then, Excerpt 10 reinforces the previous findings by emphasizing that students not only understand the structure but also begin to apply it in their writing practice:

Excerpt 10

*"Now I can analyze texts and apply the same structure in my writing." (Student C)*

*"I became aware that academic texts have an order, and each section must support the other" (Student D)*

These two students describe how passive awareness, aware of the existence of structures in the text, transforms into active action in the analysis and application of these structures in their writings. This shows the emergence of *higher-order thinking skills*, where students not only follow patterns, but also understand the logic behind those patterns.

In excerpt 11, students further explain that awareness of structure not only improves the quality of the writing, but also changes the way they plan the writing process from the beginning:

Excerpt 11

*"I used to write perfunctory, but now I know where to start and how to structure it." (Student E)*

*"Genre made me understand the importance of openings, content, and closing parts in writing." (Student F)*

*"I can design my writing better because I know what structure to follow." (Student G)*

These comments show that students have begun to use genre as a tool for thinking and planning. Genre becomes an internal framework that helps them organize ideas in a logical order, as well as direct their attention to the relationships between parts in the text. As emphasized by Emilia (2011), awareness of the structure of the text is one of the important indicators of mature academic literacy.

In addition, this metacognitive transformation is also seen in the way students reflect on their writing process, as seen in the following excerpt 12:

## Excerpt 12

"I used to write only based on ideas, now I also think about how to convey it in a structured way." (Student H)

"I started reading the text more critically because I wanted to know how the author organized the paragraphs and ideas." (Student I)

These two quotes indicate that the structural awareness built in the context of writing also impacts the way students read academic texts. Students no longer only understand the content but also pay attention to how it is structured, an indicator that they have developed *metacognitive genre awareness*, the ability to relate the structure of a text to writing strategies, and critical comprehension.

The results reinforce the notion that implementing Genre-Based Instruction influences not only the quality of students' written work but also fosters a heightened metacognitive understanding of how academic texts are structured and function rhetorically. Students begin to structure the writing more planned, realize the logical relationships between sections, and understand the role each paragraph plays in building a cohesive argument. They no longer simply imitate forms, but internalize structure as part of the critical thinking process in writing. This awareness is an important foundation for academic independence and the sustainability of their writing skills in higher education.

**Table 3.** Summary of Themes, Subthemes, and Representative Quotes on Students' Metacognitive Awareness of Text Structure

Theme	Subtheme	Representative Quotes (Students)
Awareness of Text Organization	Realizing that each paragraph serves a specific rhetorical purpose.	"I didn't know before that each paragraph has a specific purpose." (B)
Application of Structural Knowledge	Actively analyzing and applying genre structures in their own writing.	"Now I can analyze texts and apply the same structure in my writing." (C)
Strategic Planning and Control	Using genre knowledge to plan and structure ideas logically.	"I can design my writing better because I know what structure to follow." (G)
Reflective Reading and Writing	Developing critical awareness of how texts are organized and meaning is constructed.	"I started reading the text more critically because I wanted to know how the author organized the paragraphs and ideas." (I)

### 3.4. Student Motivation and Confidence

The application of *Genre-Based Instruction* (GBI) not only has an impact on students' cognitive aspects, such as understanding text structure and writing skills, but also contributes significantly to the affective aspect, especially in increasing students' motivation and confidence in academic writing. Before getting to know GBI, many students felt hesitant, anxious, and even afraid in the face of writing assignments, especially when asked to compose an essay in English. This fear generally stems from the uncertainty of what to write and how to structure it appropriately. However, when students are introduced to explicit genre stages and structured text models, they begin to show a more positive and confident attitude in the writing process.

Excerpt 13 shows how this change was perceived by students as a form of shift from fear to self-confidence:

## Excerpt 13

"I used to be scared of writing, but now I feel more confident." (Student A)

"Knowing the steps makes me feel like I can do it." (Student B)

"When I understand the pattern, I don't feel stuck anymore." (Student C)

These quotes show that clarity of structure and stages in GBI helps students feel better prepared for writing assignments. As the writing steps become clear, the incompetence and confusion they

previously experienced begin to diminish. This aligns with Bandura's (1997) self-efficacy theory, which suggests that individuals develop greater confidence in their capabilities when they comprehend and can manage the strategies required to successfully perform a specific task.

Then, excerpt 14 shows that GBI not only improves cognitive readiness but also changes the way students deal with writing tasks emotionally:

Excerpt 14

*"Now I'm not afraid anymore when my teacher tells me to write an essay because I know what I have to write." (Student D)*

*"I used to give up in the middle of writing, but now I can finish my writing." (Student E)*

Both of these statements describe a strong shift from infidelity to empowerment. Students who were previously prone to giving up are now able to complete their assignments more independently. GBI provides *scaffolding* that is not only cognitive but also affective by providing a writing experience that can be managed gradually. These changes show how the right learning approach can affect students' perceptions of their writing abilities.

In addition, excerpt 15 shows how understanding the genre also generates a sense of enthusiasm in students:

Excerpt 15

*"I feel like I have clear guidelines. It gives me the motivation to try." (Student F)*

*"GBI made me more convinced that my writing had a direction and a purpose." (Student G)*

Here, a sense of direction and guidance not only adds confidence but also awakens an intrinsic motivation to write. Students feel that their writing is not just an assignment, but a form of expression that has a meaningful structure and purpose. This is in line with Ryan and Deci's (2020) view of *intrinsic motivation*, where a sense of autonomy and understanding of tasks can increase students' internal drive to actively engage in learning.

Excerpt 16 reinforces that understanding structure not only provides technical clarity but also establishes a sense of control over the writing process:

Excerpt 16

*"I used to be confused and often unconfident, but now I feel like I have control over what I write." (Student H)*

*"Now I feel like writing is not as heavy as I thought it would be, as long as I know the structure." (Student I)*

This quote marks the transformation from uncertainty to mastery. When students realize that writing is not a completely abstract and confusing activity, but something that can be learned and practiced in a structured way, their confidence grows naturally. Awareness of structure and strategy is the basis for improving a *stronger and more positive* writer identity.

These findings confirm that the application of Genre-Based Instruction not only impacts students' cognitive aspects but also significantly contributes to their affective aspects. Through an explicit structure and staged learning, GBI helps students overcome anxiety and fear when writing, foster confidence, and strengthen their self-perception of academic writing skills. This process creates a more positive, supportive, and empowering learning experience, where students not only write more skillfully but also with greater confidence and motivation. These findings are an important basis for the development of pedagogical practices that are not only oriented to the results of writing, but also pay attention to the psychological and emotional readiness of students in the writing process.

Table 4. Summary of Themes, Subthemes, and Representative Quotes on Students' Motivation and Confidence in Academic Writing

Theme	Subtheme	Representative Quotes (Students)
Increased Writing Confidence	Moving from fear and uncertainty to self-assurance in writing tasks.	"I used to be scared of writing, but now I feel more confident." (A)
Emotional Readiness and Persistence	Developing resilience and ability to complete writing independently.	"I used to give up in the middle of writing, but now I can finish my writing." (E)
Intrinsic Motivation	Feeling motivated through understanding structure and purpose of writing.	"GBI made me more convinced that my writing had a direction and a purpose." (G)
Sense of Control and Mastery	Gaining a stronger perception of control and self-efficacy in writing.	"Now I feel like I have control over what I write." (H)

## Discussion

### Relationship to Previous Studies

The results of this study provide a comprehensive view of how Genre-Based Instruction (GBI) enhances the academic writing competence of EFL students. Consistent with Halliday and Matthiessen's (2014) framework of Systemic Functional Linguistics (SFL), the findings show that GBI supports students' understanding of text organization and rhetorical purpose while promoting metacognitive awareness and writing motivation. These outcomes resonate with previous works (Asbar et al., 2025; Negretti, 2012), highlighting that structured genre learning not only develops linguistic skills but also functions as a cognitive scaffold that supports self-regulated learning.

The findings also extend the affective dimension of GBI rarely emphasized in prior studies. Explicit instruction on genre structures and scaffolded classroom support were found to reduce students' anxiety and strengthen their writing confidence, findings that align with self-determination theory (Ryan & Deci, 2020). This transformation suggests that GBI facilitates both cognitive and emotional growth, enabling students to view writing as a reflective and meaningful process rather than a source of fear or uncertainty.

In addition, collaboration emerged as a critical mechanism through which students constructed shared understanding, clarified ideas, and reflected critically. This supports Mercer and Littleton's (2007b) dialogic pedagogy, confirming that social interaction fosters metacognitive growth and collective meaning-making. The transformation of the teacher's role into that of a facilitator and genre coach also parallels findings by Fanani (2018) and Worden (2018), emphasizing the need for balance between explicit structure and flexibility in supporting novice L2 writers.

### Theoretical and Practical Implications

Theoretically, this study expands the scope of *Systemic Functional Linguistics* (Halliday & Matthiessen, 2014) and the *Teaching and Learning Cycle* (Derewianka & Jones, 2016) by demonstrating that Genre-Based Instruction (GBI) not only strengthens students' structural and linguistic mastery but also nurtures *metacognitive regulation* and *affective engagement*. These findings reaffirm GBI as a socio-cognitive model that integrates textual knowledge with self-regulated learning processes, where learners consciously plan, monitor, and evaluate their writing performance (Huang & Zhang, 2022; Negretti, 2012). Furthermore, the study extends genre theory by linking SFL principles to *motivation and writer identity*, illustrating that genre awareness allows students to position themselves as purposeful academic writers rather than passive language users (Ken Hyland, 2007; Ivanič, 1998).

Practically, the findings provide actionable implications for teacher education and classroom practice. Teacher training programs should integrate modules on motivational scaffolding and identity-oriented facilitation, enabling teachers to not only guide textual production but also cultivate students'

confidence, autonomy, and sense of authorship. Professional development workshops could include simulation-based practice on dialogic teaching, reflective questioning, and graduated scaffolding techniques (Bauer et al., 2022; Flavian & Levin, 2024; Mercer & Littleton, 2007b). These competencies are essential for fostering supportive classroom climates that reduce writing anxiety and enhance self-efficacy (Qiu & Lee, 2020; Tan, 2013; Watson, 2021; Xu et al., 2024). Moreover, incorporating *genre mentoring* practices, where teachers model authentic writing processes and encourage learner reflection, can help sustain motivation and identity formation among novice writers.

From a contextual standpoint, this study demonstrates that GBI can be effectively implemented even in resource-limited settings, such as rural Indonesian schools, provided that teacher training emphasizes adaptive scaffolding and community-based collaboration. This finding challenges the perception that genre pedagogy requires high-resource environments (Yasuda, 2011) and instead underscores its adaptability to diverse educational contexts. Therefore, this research bridges global genre theory with local pedagogical realities, highlighting GBI's potential as an inclusive, empowering, and context-sensitive framework for fostering academic literacy across varied EFL settings.

### Limitations and Directions for Future Research

Despite its valuable contributions, this study has several limitations. As a qualitative exploratory inquiry conducted in two rural, resource-limited schools, the findings are context-specific and may differ from outcomes in urban, well-resourced settings where institutional support, teacher expertise, and access to technology vary. In addition, the study relied mainly on students' self-reported perceptions, which may be influenced by social desirability or recall bias despite triangulation through observations and journals. Future research should integrate teachers' perspectives, classroom discourse analysis, and longitudinal or mixed-method designs to capture more comprehensive and sustained effects of Genre-Based Instruction (GBI). Exploring digital or hybrid scaffolding tools could also enhance engagement and transferability across diverse educational contexts, thereby strengthening the empirical foundation and applicability of GBI.

## 4. CONCLUSION

This study set out to investigate how Genre-Based Instruction (GBI) influences students' academic writing development in English as a Foreign Language (EFL) classroom, emphasizing cognitive, metacognitive, and affective dimensions. The findings indicate that GBI significantly improves students' ability to organize ideas, use appropriate linguistic features, and understand the rhetorical structure of academic texts. Beyond linguistic competence, students demonstrated heightened metacognitive awareness, reflected in their ability to plan, monitor, and evaluate their writing more strategically. The study also revealed that explicit scaffolding and collaborative classroom interaction helped reduce writing anxiety and foster a sense of confidence and ownership, highlighting the importance of guided support and dialogic engagement in developing both skill and motivation.

The research confirms that GBI provides a holistic and context-responsive pedagogical framework that bridges form, function, and affect in EFL writing instruction. Its adaptability in resource-limited environments underscores its value as an inclusive model that cultivates both competence and self-efficacy. Three key takeaways emerge from this study: for classroom teachers, GBI offers a structured yet flexible approach to guide learners toward independent writing; for curriculum developers, it presents a balanced framework that integrates linguistic precision with learner engagement; and for educational researchers, it opens pathways for exploring the long-term impact of genre-based pedagogy on metacognitive growth and emotional regulation in diverse learning settings.

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