Unpacking Genre-Based Instruction: Cognitive, Emotional, and Behavioral Engagement in High School Writing

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ABSTRACT

Genre-Based Instruction (GBI) is a structured approach that scaffolds students' writing development by explicitly teaching genre conventions and guiding them through sequenced instructional stages. This qualitative study explores cognitive, emotional, and behavioral engagement among high school students who have experienced GBI in their writing instruction. This study, conducted at SMAN 1 Enrekang and SMAN 2 Enrekang, employs semi-structured interviews to capture students' lived experiences and perceptions. Using thematic analysis, findings reveal that GBI enhances cognitive engagement by improving genre awareness and structural clarity in writing, while emotional engagement is fostered through increased writing confidence and motivation, particularly in collaborative Joint Construction activities. Behavioral engagement is reflected in students' active participation, peer interaction, and deeper involvement in the writing process. However, challenges include limited vocabulary acquisition, which hindered comprehension of genre-specific conventions, and time constraints, which restricted students' ability to internalize writing structures before transitioning to independent tasks. These findings highlight the need for curricular flexibility to accommodate a more reflective writing process, as well as technology-supported vocabulary development to enhance students' engagement with genre-specific text. While GBI effectively cultivates writing engagement across cognitive, emotional, and behavioral domains, its success depends on instructional refinements and professional development for teachers. Additionally, supportive policy frameworks are crucial to ensuring sustainable and adaptable implementation. This study contributes to ongoing discussions on effective writing pedagogy, offering insights into optimizing GBI for diverse educational contexts.

Keywords: Genre-Based Instruction, Student Responses, Writing Skills, Education

INTRODUCTION

Writing is a fundamental skill in education, serving as a medium for communication, assessment, and intellectual expression. Effective writing is crucial not only for academic success but also for professional competency, requiring students to integrate cognitive, linguistic, and social skills. However, writing in a second or foreign language remains particularly challenging, as it demands mastery of both linguistic accuracy and contextual appropriateness. In Indonesia, where English is taught as a foreign language, students often struggle with structured, audience-oriented, and contextually relevant writing due to a predominant focus on grammar and mechanics

rather than communicative competence. Despite efforts to enhance writing instruction, traditional methods have not adequately addressed the complexities of writing as a socially and functionally driven skill (Hyland, 2019);(Nation, 2001).

The Indonesian national curriculum emphasizes communicative competence as a core objective in language education. However, writing instruction in many Indonesian high schools remains rooted in conventional methods that prioritize grammatical accuracy over meaningful expression. Students frequently receive limited explicit instruction on text organization, audience awareness, and genre-specific conventions, resulting in difficulties in adapting their writing to various contexts. The lack of structured guidance often leads to disengagement and a lack of confidence in writing tasks. Given these challenges, there is a critical need for an instructional approach that not only enhances linguistic accuracy but also provides a systematic framework for developing writing skills in authentic contexts.

Genre-Based Instruction (GBI) has emerged as a promising pedagogical framework that directly addresses these challenges. Grounded in systemic functional linguistics, particularly the Sydney School tradition, GBI offers explicit instruction in genre conventions through a structured sequence of learning stages: Building Knowledge, Modeling, Joint Construction, and Independent Writing (Rose & Martin, 2012); (Derewianka & Jones, 2016). This approach helps

students recognize how language functions within specific discourse communities, enabling them to construct well-organized, contextually appropriate texts. Unlike traditional methods, GBI fosters a deeper understanding of writing as a purposeful and socially situated activity, aligning with the national curriculum's emphasis on communicative competence.

Despite its effectiveness, implementing GBI in Indonesian classrooms presents several challenges. One major obstacle is students' limited vocabulary, which affects their ability to comprehend and produce genre-specific texts. Without sufficient lexical resources, students may struggle during the Modeling stage or fail to effectively apply genre conventions in their writing. Additionally, the time-intensive nature of GBI, which requires extended scaffolding and iterative practice, can be difficult to integrate within rigid school timetables. Teachers must balance the in-depth exploration of genres with the broader curricular demands, posing a challenge in effectively implementing this framework (Rose & Martin, 2012).

In response to these challenges, technological advancements offer promising solutions for optimizing GBI's implementation. Digital tools such as collaborative writing platforms, vocabulary-enhancing applications, and interactive genre exemplars can provide additional support for students, allowing them to engage with writing tasks beyond the classroom (Hyland, 2007); (Derewianka & Jones, 2016). Multimedia resources, including

annotated texts and video tutorials, can cater to diverse learning styles, making genre-based instruction more accessible. Moreover, online feedback mechanisms can facilitate self-revision and peer review, reinforcing the iterative nature of the writing process. By integrating digital tools, educators can create more inclusive and effective learning environments that support students in mastering complex writing skills.

This study investigates the implementation of GBI in two Indonesian high schools, SMAN 1 Enrekang and SMAN 2 Enrekang, where the framework has been adopted to enhance students' writing proficiency. The research specifically examines how GBI interplay students' cognitive, affective, and behavioral engagement with writing. These dimensions are crucial for evaluating the framework's overall impact, as they encompass students' understanding of genre conventions, their confidence and motivation in writing, and their participation in collaborative and independent learning activities.

The central research question guiding this study is: How does Genre-Based Instruction (GBI) contributes's high school students' cognitive, affective, and behavioral engagement in writing, particularly in terms of their understanding of genre conventions, confidence in writing, ¿and participation in collaborative learning activities?

To address this question, the study aims to:

1 Analyze the cognitive impact of GBI on students' understanding and application of genre-specific conventions.

2 Explore students' affective responses, including their confidence, motivation, and emotional engagement in writing.

3 To find out students' behavioral engagement, particularly their participation in collaborative learning and the transferability of writing skills to real-world contexts.

By examining these aspects, this study contributes valuable insights into the effectiveness of GBI in Indonesian high school settings. The findings aim to inform educators, curriculum developers, and policymakers on best practices for integrating genre-based instruction within existing curricular frameworks. Furthermore, the study highlights the potential of GBI to align with national education policies that prioritize communicative competence, offering a structured approach to improving students' writing abilities in both academic and professional domains. As writing remains a critical skill in the 21st century, refining and expanding the implementation of GBI is essential for equipping students with the necessary tools for effective written communication.

METHODS

This study employed a qualitative case study approach to explore students' cognitive, affective, and behavioral responses to the implementation of Genre-Based Instruction (GBI). Conducted at SMAN 1 Enrekang and

SMAN 2 Enrekang, the research sought to provide rich, contextual insights into students' lived experiences with GBI. A case study methodology was selected due to its ability to capture in-depth perspectives within real-world settings, particularly in educational contexts where instructional approaches are shaped by various contextual factors (Yin, 2003). This approach allowed for a detailed examination of how GBI is experienced by students rather than a broad generalization applicable to all educational settings.

Participants were selected using purposive sampling, targeting students who had direct experience with GBI lessons. A total of 20 students (10 from each school) participated in the study. This sample was chosen to ensure representation of diverse academic abilities and engagement levels, already implemented GBI, and allowing for a comprehensive understanding of GBI's instructional impact. While the relatively small sample size may limit the generalizability of findings, it aligns with qualitative research traditions that prioritize depth of analysis over breadth (Cresswell, 2013).

Although this study did not include a control group or an alternative instructional comparison, the case study approach aimed to capture the naturalistic impact of GBI within its existing implementation context. Given that GBI was introduced as a school-wide initiative, an experimental design with a control group was not feasible. However, to enhance the study's credibility, findings were triangulated using multiple data sources, including participant reflections and classroom observations, ensuring a more nuanced understanding of students' engagement with GBI.

To gain rich, descriptive insights, data were collected through semi-structured interviews, as this method allows participants to express their thoughts freely while enabling researchers to probe deeper when necessary. Each interview lasted between 30 to 45 minutes and was conducted in Indonesian to ensure that students could articulate their thoughts without language barriers. The interview protocol focused on three dimensions:

1. Cognitive Engagement by understanding of genre conventions and instructional clarity.
2. Affective Engagement by its Confidence, motivation, and emotional responses toward writing.
3. Behavioral Engagement for Participation in collaborative tasks and application of GBI principles beyond the classroom.

The interviews were conducted in Indonesian, given by a systematic translation process was employed to maintain fidelity and accuracy. After transcription, the data were translated into English by two bilingual language experts, ensuring that meaning and contextual nuances were preserved. To verify the accuracy of the translation, back-translation was conducted on a subset of the data, with discrepancies resolved through discussions among researchers and translators (Brislin, 1970). This process

minimized loss of meaning and maintained the integrity of participants' responses.

Interview data were analyzed using thematic analysis, a widely recognized qualitative method (Braun & Clarke, 2006). The analysis process followed a systematic and iterative approach to ensure rigor:

1. Familiarization with Data. Researchers engaged in repeated readings of transcripts to develop a comprehensive understanding of emerging patterns and nuances. Initial notes were taken to capture preliminary observations.

2. Coding. Key phrases, ideas, and segments were systematically coded manually to retain contextual meaning. To improve reliability, inter-coder agreement was established by involving two independent researchers in the coding process. Differences in coding were discussed and resolved through consensus meetings, reducing the likelihood of subjective bias.

3. Theme Development. Coded data were grouped into broader thematic categories, ensuring alignment with research objectives. The iterative review process ensured themes accurately represented participants' experiences without oversimplification.

4. Refinement and Representation. Themes were defined, named, and supported by representative quotes from transcripts, ensuring that students' voices were foregrounded in the analysis.

To further enhance validity and reliability, member checking was conducted, where a subset of participants reviewed the transcribed and interpreted data to ensure that their perspectives were accurately captured (Lincoln & Guba, 1988). Additionally, researcher reflexivity was maintained by keeping analytical memos throughout the process, ensuring that preconceived biases did not unduly influence interpretations.

This study adhered to ethical research principles, ensuring informed consent, confidentiality, and voluntary participation. Before data collection, students and school administrators were briefed on the study's purpose, and written consent was obtained. Participants were assured that their responses would remain anonymous and that they could withdraw from the study at any time without consequences.

By employing rigorous data collection and analysis procedures, this study provides a detailed, credible, and ethically sound exploration of GBI's contributions on students' learning experiences. While the qualitative approach limits broad generalizations, the findings offer valuable insights for educators and policymakers seeking to enhance writing instruction through genre-based pedagogies.

FINDINGS

This section presents a comprehensive analysis of students' engagement in teaching English writing at an implementation of GBI. The data for this study was gathered from student

interviews conducted within fase to fase semi structured interviews. The purpose of the data analysis is to identify outcomes related to cognitive, affectice, and behavioral responds an its holistically impacted.

Cognitive Responses

Clarity and Structure of Learning Materials

The Genre-Based Instruction (GBI) teaching cycle, composed of stages such as building knowledge, modelling, joint construction, and independent writing, was consistently praised for its structured approach. The clarity provided by these stages enabled students to break down complex tasks into manageable steps, fostering a more systematic approach to learning. During the "building knowledge" phase, explicit explanations by the teacher laid a foundation that students found both reassuring and empowering. This phase allowed students to internalize the purpose and expectations of their tasks before moving forward. The modelling stage further enhanced comprehension by offering concrete examples of well-constructed texts, helping students identify critical structural and linguistic features. Students perceived GBI as a well-structured approach that helped them navigate complex writing tasks. The Building Knowledge phase was particularly useful in providing clear guidance and setting expectations before students began writing.

"I like the 'building knowledge' stage. In that stage, the teacher explains what we are going to learn, so I feel more prepared." (Student A1, Interview, 2024)

The modeling stage further improved comprehension, as students could analyze well-constructed texts. However, some found the sample texts too complex, suggesting the need for adjustments based on proficiency levels.

Table 1. Cognitions' Students' Feedback

Cognitive Engagement Factors	Student Feedback
Clarity of instruction	High satisfaction; students felt more prepared for writing tasks.
Use of model texts	Generally helpful, but some texts were too complex.
Breaking tasks into steps	Reduced cognitive load and improved organization skills.

The table above indicates that students benefited from the clear instruction and step-by-step process, as it made writing tasks more structured and accessible. However, ensuring that model texts align with students' proficiency remains crucial to avoid confusion.

Relevance to Real-Life Contexts.

One of the key strengths of GBI was its ability to bridge the gap between academic learning and real-life application. By connecting tasks to students' personal experiences and familiar contexts, GBI created a sense of relevance that motivated learners and enhanced their understanding. Tasks such as describing one's home or recounting a memorable event required students to draw from their own lives,

which made the process more intuitive and engaging. This grounding in personal experience not only reduced the effort needed to generate ideas but also enriched the quality of their writing.

"When we were asked to write a description of our home environment, I found it easier because I already knew what to write." (Student A4, Interview, 2024).

Furthermore, this focus on real-life connections had the added benefit of improving students' ability to transfer skills beyond the classroom. For instance, students reported that learning to write procedural texts equipped them with the skills needed to draft practical documents such as guides or instructions, which are essential in professional contexts. This ability to see the applicability of their learning in everyday and professional settings increased their investment in the tasks.

Improved Writing Skills and Strategies.

Through the stages of GBI, students developed a more nuanced understanding of effective writing practices. The approach's emphasis on genre conventions and audience awareness enabled students to tailor their texts to specific purposes, ensuring greater coherence and clarity. Many students noted that their ability to brainstorm ideas improved significantly as they learned to outline and structure their thoughts systematically. This skill translated into more organized and logical writing, with students feeling more confident in their ability to articulate ideas effectively.

Moreover, the iterative nature of GBI—from teacher-led demonstrations to independent practice allowed students to internalize key strategies and refine their skills over time. For example, modelling sessions provided a clear blueprint that students could emulate, while peer collaboration during joint construction offered opportunities for feedback and further improvement. This scaffolding process not only enhanced students' writing but also equipped them with strategies to approach future tasks independently.

Affective Responses

Increased Confidence and Reduced Anxiety

The gradual progression inherent in GBI played a pivotal role in boosting students' confidence and reducing their anxiety around writing. By starting with highly guided tasks and transitioning to more independent activities, students were able to build their skills incrementally. The progressive nature of GBI allowed students to gradually build writing competence, reducing their fear of failure.

"The gradual approach of GBI made me more confident because each step was taught clearly." (Student A1, Interview, 2024).

Table 2. Affective Students' Feedback

Affective Engagement Factors	Student Feedback
Confidence in writing	Increased due to structured, step-by-step instruction.
Writing anxiety	Reduced as mistakes were treated as learning opportunities.

Role of peer collaboration	Provided emotional support and reassurance.

The table above shows that confidence in writing improved significantly, largely due to structured support and positive peer interactions.

Enhanced Motivation

GBI effectively tapped into both intrinsic and extrinsic motivators to sustain student engagement. Tasks that aligned with students' interests and personal goals ignited intrinsic motivation, as learners saw the value of their efforts in achieving meaningful outcomes. For instance, students noted that writing tasks related to their hobbies or aspirations felt more engaging and rewarding.

"When the teacher praised my writing, I felt proud and wanted to keep writing better." (Student A2, Interview, 2024).

Extrinsic motivators, such as positive feedback and tangible progress, further reinforced students' commitment to the learning process. Many students highlighted the role of constructive teacher feedback in helping them see the impact of their efforts, which motivated them to strive for continuous improvement. Collaborative projects also provided a sense of shared accomplishment, as students worked together to achieve common goals.

Furthermore, the varied nature of tasks in GBI prevented monotony and maintained students' interest. By introducing new genres and challenging students to experiment with different styles of writing, GBI ensured that learners remained engaged and eager to participate.

Behavioral Responses

The Genre-Based Instruction (GBI) approach serves as an effective pedagogical method that fosters active participation among students, particularly during group discussions and collaborative tasks. This structured approach allows students to engage meaningfully by sharing ideas, clarifying doubts, and co-constructing texts. For instance, one student noted,

"Group discussions helped me get many ideas because we exchanged opinions" (Student A4, Interview, 2024).

Similarly, another student 8réate8e8don the sense of collective responsibility fostered by collaborative tasks, stating,

"When we constructed texts together, I felt more motivated because everyone had a part to work on" (Student B5, Interview, 2024).

These interactions not only promote idea 8réate8e but also instill confidence in students, creating a supportive environment where their contributions are valued.

The GBI framework enhances group dynamics by encouraging role differentiation, which enables students to leverage their individual strengths. Tasks such as brainstorming ideas, organizing content, or reviewing drafts are distributed among group members, as illustrated by one student who shared,

"In groups, we divide tasks. I usually 9réate the outline, while others write the paragraphs" (Student B7, Interview, 2024).

This collaborative structure allows students to learn from each other's diverse perspectives, enriching their understanding of writing processes.

"I learned a lot from my friends, especially when we had different opinions on how to structure the text," commented another student (Student A6, Interview, 2024).

Despite occasional conflicts or uneven contributions, students generally perceive collaboration as a valuable opportunity for developing teamwork and 9roblema-solving skills. Teachers play a critical role in this process by mediating conflicts and ensuring equitable participation, as noted by a student who remarked,

"The teacher helped us resolve small conflicts in the group, so we could focus on completing the task" (Student A9, Interview, 2024).

In independent writing tasks, the structured approach of GBI significantly enhances students' perseverance and confidence. The incremental instruction provided by GBI lays a strong foundation, enabling students to approach complex tasks with a clear understanding of the genre-specific conventions. As one student explained,

"Learning GBI helped me stay focused when writing independently because I already knew what to write in each section" (Student A2, Interview, 2024).

Students consistently emphasized the importance of understanding the purpose and audience of their writing, which facilitated the creation of coherent and structured outputs.

"I feel that independent writing tasks are easier now because I understand how the text structure should be built," shared another student (Student B5, Interview, 2024).

Even when faced with difficulties, students demonstrated resilience and a commitment to applying the principles learned in class. This perseverance is evident in a student's remark,

"Although writing independently feels difficult, I still try to complete the task according to the examples taught in class" (Student A7, Interview, 2024).

Table 3. Behaviorals Students' Feedback

Behavioral Engagement Factors	Student Feedback
Engagement in group discussions	High; enabled idea exchange.
Role of teacher facilitation	Crucial for maintaining productivity.
Peer support	Encouraged participation and mutual learning.

The data indicates that group collaboration was beneficial, but teacher guidance was necessary to ensure fair participation and productive discussions.

Holistic Impact of GBI

Integration of Language Skills GBI's approach to writing was complemented by activities that enhanced students' reading and speaking skills. Text analysis exercises and group discussions provided opportunities for students to develop a deeper understanding of language structures

and to articulate their thoughts effectively. This integration of skills resulted in more holistic language development.

"Reviewing example texts and discussing with friends helped me better understand the content and how to structure my writing." (Student A5, Interview, 2024).

Development of Critical Thinking

Analyzing genre-specific conventions and constructing arguments were central to GBI's impact on critical thinking. These activities encouraged students to evaluate information critically and to organize their ideas logically. Iterative revisions further reinforced their ability to refine their arguments and improve the clarity of their writing.

"Discussions about text structures with friends made me more critical in structuring arguments." (Student B8, Interview, 2024).

Preparation for Academic and Professional Contexts

The practical focus of GBI equipped students with transferable skills that were applicable to both academic and professional contexts. Learning to tailor texts for specific audiences and purposes prepared students for tasks such as report writing, proposal drafting, and other professional communication needs.

"Learning expository genres helped me write formal reports with better structure." (Student A6, Interview, 00:22:15).

DISCUSSION

This This study provides an in-depth examination of how Genre-Based Instruction (GBI) conributes to students' cognitive, affective, and behavioral engagement in writing. While the findings support existing theories on scaffolded instruction and genre pedagogy, they also highlight the need for theoretical refinements in how GBI is applied across diverse learning contexts. Additionally, this discussion explores practical strategies to address key challenges, including vocabulary limitations, time constraints, and the need for diversified instructional methods.

Advancing Theoretical Perspectives on GBI

While prior studies e.g., (Hyland, 2007); (Rose & Martin, 2012) have positioned GBI as a structured framework for writing instruction, the present findings suggest that its effectiveness is not solely dependent on scaffolding, but also on students' ability to internalize and transfer genre knowledge across contexts. This supports the need for a cognitive-metacognitive integration model within GBI, where explicit genre instruction is supplemented by self-regulatory strategies (Rose & Martin, 2012).

The results indicate that students who engaged in metacognitive reflection—such as self-assessment of writing performance—demonstrated deeper genre mastery. This aligns with (Zimmerman, 2002), Self-Regulated Learning (SRL) theory, which posits that students who actively monitor and regulate their learning process develop stronger conceptual retention. Therefore, future GBI implementations should incorporate metacognitive scaffolding, such as guided self-evaluation checklists, reflective

journaling, and AI-based feedback systems to enhance students' ability to self-regulate genre learning.

Additionally, while (Vygotsky, 1978) Sociocultural Theory remains foundational to GBI's emphasis on collaborative learning, the findings suggest that some students struggled with the social negotiation of meaning, particularly during joint construction activities. This suggests the need for a social-cognitive refinement of GBI, where collaboration is structured with clearer role differentiation and task segmentation. Integrating Cooperative Learning Theory (Johnson & Johnson, 1989), with GBI may offer a solution, ensuring that collaborative tasks are equitably distributed and monitored.

Furthermore, the study's findings highlight the importance of intertextual knowledge transfer, where students develop the ability to apply genre conventions beyond classroom contexts. This suggests a need for cross-genre writing exercises, allowing students to experiment with different rhetorical structures. Research by (Bergmann, 2012) on writing across disciplines indicates that students benefit from explicit instruction on how genres evolve across academic and professional settings. Future iterations of GBI could incorporate comparative genre analysis, where students analyze how rhetorical conventions shift depending on audience, purpose, and medium.

Cognitive Engagement: Addressing Genre Awareness and Vocabulary Barriers

The study found that GBI effectively enhances students' cognitive engagement, particularly in helping them internalize genre structures through scaffolded instruction. The structured Building Knowledge and Modeling stages were instrumental in breaking down complex writing tasks into manageable learning steps. These findings align with (Sweller et al., 2011), Cognitive Load Theory, which posits that reducing cognitive overload facilitates deeper learning.

However, vocabulary limitations emerged as a significant barrier, particularly when engaging with genre-specific texts. This aligns with (Nation, 2001) argument that lexical knowledge is fundamental to academic writing proficiency. To address this, GBI must integrate explicit vocabulary instruction beyond the modeling phase. Practical interventions include:

1. Corpus-Based Learning Using digital corpora (e.g., COCA, Sketch Engine) to expose students to authentic genre-specific vocabulary.

2. AI-Driven Vocabulary Enhancement – Platforms like WordSift and Lingro could assist students in analyzing word usage within different genres.

3. Gamified Lexical Acquisition Using interactive tools like Quizlet Live or Kahoot Vocabulary Challenges to reinforce retention of complex academic terms.

Moreover, the study's findings suggest that students benefit from multi-modal vocabulary exposure, where visual, auditory, and kinesthetic reinforcement helps consolidate new terms. (Mayer, 2005), Multimedia Learning Theory supports this, arguing that students retain information more effectively when text-based instruction is supplemented with visual and interactive elements. Future implementations of GBI could integrate annotated digital texts, interactive genre maps, and AI-generated word prediction tools to enhance lexical acquisition.

Affective Engagement: Enhancing Writing Confidence and Motivation

One of the most compelling findings of this study is that GBI significantly boosts students' writing confidence and motivation, particularly through scaffolded, low-stakes collaborative learning. The Joint Construction phase created a psychologically safe environment, allowing students to experiment with writing without the fear of immediate failure. This reinforces (Dweck, 2006), Growth Mindset Theory, which posits that gradual skill-building enhances learners' perseverance and risk-taking behavior.

However, motivation is also influenced by the degree of student agency within the learning process. The findings indicate that students who had greater autonomy in selecting writing topics exhibited higher engagement levels. This aligns with (Ryan & Deci, 2000), Self-Determination Theory, which suggests that learners' sense of control over their learning process enhances intrinsic motivation. A potential refinement of GBI could involve student-led genre selection, where learners choose between different writing genres based on personal interests.

Additionally, the study highlights the emotional dimension of writing instruction, where students' past experiences with writing anxiety affect their willingness to engage with complex writing tasks. (Pekrun, 2006), Control-Value Theory of Achievement Emotions suggests that students are more likely to engage with challenging tasks when they perceive writing as both controllable and valuable. Future research should explore the role of affective scaffolding in GBI, such as reflective writing journals, anxiety-reducing writing prompts, and personalized teacher feedback loops.

Behavioral Engagement: Structuring Collaboration for Skill Transfer

The study found that GBI promotes active participation in writing activities, particularly through peer collaboration and group discussions. Students who engaged in structured Joint Construction tasks exhibited higher levels of critical thinking, ideation, and engagement. These findings align with (Vygotsky, 1978) assertion that learning is maximized through social interaction and shared meaning-making.

However, the long-term impact of collaborative writing strategies remains underexplored. Studies by (Graham & Perin, 2007) suggest that while peer-supported writing improves immediate engagement, its effects on independent writing skills are less conclusive.

Future research should investigate whether GBI's collaborative phases translate into long-term writing autonomy, potentially through post-intervention studies tracking students' independent writing progression over time.

Furthermore, digital collaboration tools may enhance engagement by extending peer interaction beyond classroom constraints. Platforms like Google Docs, Hypothesis (for collaborative annotation), and Peerceptiv could facilitate ongoing peer review and asynchronous discussion. Integrating digital collaborative writing tools into GBI may bridge behavioral engagement gaps for students who struggle with in-person discussions.

It is clearly that this study reinforces the transformative potential of GBI in developing students' writing proficiency. However, addressing lexical barriers, instructional pacing, and collaboration challenges is crucial for optimizing its impact. Future research should explore longitudinal effects of GBI, AI-driven scaffolding tools, and cross-disciplinary applications of genre-based writing instruction to further refine this pedagogical model.

CONCLUSION

This study examined the impact of Genre-Based Instruction (GBI) on students' cognitive, affective, and behavioral engagement in writing, demonstrating its effectiveness in improving genre awareness, writing confidence, and collaborative learning. By following a structured progression from Building Knowledge to Independent Writing, GBI provided students with a clear framework for producing coherent and purposeful texts. However, challenges such as vocabulary limitations and time constraints remain significant barriers to full implementation. While digital tools and differentiated instruction can offer immediate solutions, broader systemic issues including curriculum rigidity and teacher workload must also be addressed to maximize the benefits of GBI in diverse learning environments.

Beyond classroom applications, the findings underscore the need for curriculum flexibility, teacher training, and policy-level interventions to ensure the long-term sustainability of GBI. As 21st-century education increasingly emphasizes interdisciplinary learning and digital literacy, GBI should be integrated with multimodal composition, AI-assisted feedback, and real-world writing applications. Policymakers should consider adjusting curricular structures to allow for more flexible pacing, ensuring that writing instruction aligns with both academic and professional communication demands. Additionally, comprehensive teacher training programs must equip educators with the skills to implement GBI effectively and adapt it to varied instructional contexts.

SUGGESTIONS

To advance GBI research and practice, future studies should explore longitudinal impacts on writing retention, AI-assisted writing support, comparative effectiveness against alternative

instructional models, and large-scale policy interventions. Practical enhancements, such as integrating vocabulary-building strategies, expanding blended learning opportunities, and refining pacing through modular lesson designs, will be essential to optimizing GBI. As writing instruction continues to evolve, GBI presents a structured yet adaptable framework that, with the right institutional support, can empower students with the writing competencies necessary for academic and professional success.

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