



Indonesian EFL Teachers' Views on Implementing Genre-Based Approach for Reading Classes in Junior High Schools: A Qualitative Study

Nina Puspitaloka¹, Khofifatul Nur Kholifah²

Universitas Singaperbangsa Karawang, Indonesia

nina.puspitaloka@fkip.unsika.ac.id¹, 2310631060024@student.unsika.ac.id²

Correspondence author Email: nina.puspitaloka@fkip.unsika.ac.id

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Abstract

English as a Foreign Language (EFL) education in Indonesia has grown in importance as a result of the global demand for English competence. Reading comprehension in junior high school is an important part of language development and academic accomplishment. This qualitative case study looks into the use of the Genre-Based Approach (GBA) in reading instruction at a public junior high school in Karawang, Indonesia. The study investigates how GBA helps students grasp different text genres and how teachers adjust this technique to meet classroom demands. Data were gathered through classroom observations in a Grade VII English class, as well as semi-structured interviews with one English teacher. Thematic analysis was performed to discover repeating patterns and contextual elements that affect GBA implementation. Findings show that teachers possess a solid understanding of GBA stages and apply them using curriculum-aligned materials such as English for Nusantara text book. The approach enhances students' comprehension of text structure, communicative purpose, and critical thinking. However, challenges remain, including limited instructional time, varied student proficiency, and appropriate text selection.

Keywords: EFL Teachers; Genre Based Approach; Junior High School; Reading Classes

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1. Introduction

English as a Foreign Language (EFL) education in Indonesia has grown in importance as the global demand for English language fluency has increased. As one of the world's most frequently spoken languages, English is an important medium of communication in a variety of industries, including commerce, technology, and international affairs. At the junior high school level, the development of reading comprehension skills is particularly critical, as it constitutes a fundamental component of advanced language acquisition and academic success (Richards & Rodgers, 2001). Proficiency in reading comprehension enables students to analyse and interpret written texts, a skill essential not only for academic achievement but also for effective participation in a globalized society.



Teachers play a central role in the success of EFL instruction, particularly at the secondary level. Their ability to deliver content effectively, engage learners, and apply diverse pedagogical strategies significantly influences student outcomes (Fasco et.al., 2024; Filgona et al., 2020). Beyond serving as content transmitters, teachers also act as facilitators who guide students through the complexities of language acquisition. One pedagogical approach that has garnered substantial attention in recent years is the Genre-Based Approach (GBA), which focuses on the understanding of textual structures and their associated social purposes (Hyland, 2008). Empirical studies have demonstrated that the application of GBA has the potential to improve students' reading comprehension and learning motivation (Montero-Arévalo, 2019). However, despite its pedagogical promise, the integration of GBA into Indonesian EFL classrooms continues to present significant challenges.

The Genre-Based Approach has been introduced and institutionalized in Indonesia since the implementation of the School-Based Curriculum and remains a key component of “Merdeka” Curriculum (Sumartini, 2023). This continuity reflects the perception that GBA is an appropriate instructional approach for fostering students' abilities to comprehend and produce a variety of texts. Richards & Rodgers (2001) further supports this notion, asserting that GBA will become a dominant trend in English Language Teaching (ELT) in the 21st century. In the Indonesian context, GBA is employed across all language skills, requiring teachers to follow structured pedagogical stages. The model consists of four key stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Angraini & Rozimela, 2020). These stages are compatible with the Scientific Approach mandated in the national curriculum, which emphasizes student-centered and active learning.

Meanwhile, the effectiveness of implementation GBA involves not only understanding its theoretical framework but also applying its cyclical stages in actual classroom practice. It requires teachers to facilitate learners' engagement with texts in a structured, scaffolded manner that gradually fosters independence (Poonpon et al., 2022). As such, GBA aligns with national educational goals and contributes to improved learning outcomes. Preliminary observations and student feedback indicate that GBA has a positive impact on student attitudes and performance in English (Angraini & Rozimela, 2020). Students have reported enjoying the way their teachers deliver instruction and achieving high scores in English, which suggests that GBA may be contributing to enhanced learning experiences. While a considerable body of research has explored GBA in the context of language education, most studies have concentrated on theoretical frameworks and curriculum alignment, often overlooking the perspectives of classroom practitioners. Prior research (Rosadi & Purwokerto, 2022; Zein et al., 2020) has examined the compatibility of GBA with Indonesia's national curriculum. Nevertheless, there is a notable lack of empirical research on how teachers operationalize GBA in daily instructional practice. As a result, critical issues such as insufficient teacher training, limited access to teaching resources, and challenges in integrating GBA with pre-existing methodologies remain underexplored.



However, such approaches often fail to capture the nuanced, contextualized experiences of teachers. This underscores the need for qualitative inquiry, employing methods such as interviews, classroom observations, and case studies, to gain a more comprehensive understanding of the practical challenges teachers face, the adaptive strategies they develop, and their perceptions regarding the implementation of GBA (Rahmadina & Emilia, 2022). Despite these contextual intricacies, there remains a scarcity of research that adopts a localized, context-sensitive approach to examining how GBA can be meaningfully integrated into Indonesian EFL instruction (Andreani et al., 2021). Given these research gaps, a more in-depth investigation into teachers' experiences and the obstacles they encounter in implementing GBA in reading comprehension instruction is imperative. The current study aims to close these gaps by conducting a qualitative analysis of teachers' perspectives on GBA implementation, the obstacles they confront, and the techniques they use to overcome those challenges. This study's goal is to develop contextually grounded insights that will help the more effective implementation of GBA in EFL classrooms across Indonesia by providing a more complete knowledge of teacher experiences.

In addition, the study will look at teachers' perceptions of the usefulness of GBA in improving students' reading comprehension. It will investigate whether GBA helps students grasp diverse text genres and how teachers adapt this technique to match the unique needs and situations of their classrooms. The findings are predicted to have important consequences for the establishment of educational policy, teacher professional development programs, and curriculum design, ensuring that instructional techniques are more closely matched with the actual realities of EFL teaching in Indonesia.

Thus, this research not only seeks to contribute to the existing body of academic literature on GBA but also aims to offer practical recommendations for educators and policymakers in enhancing the effectiveness of reading instruction within the Indonesian EFL context. Accordingly, this study is guided by the following research questions:

1. How is the genre-based approach implemented in teaching reading classes at the junior high school level by Indonesian EFL teachers?
2. What are Indonesian EFL teachers' views on implementing the genre-based approach for teaching reading classes?

2. Literature Review

This section will examine the conceptual understanding of the relationship between reading skill and the Genre-Based Approach (GBA), covering significant qualities and theoretical basis. It will also go over the stages of GBA application in language teaching, beginning with the Building Knowledge of the Field (BKOF), followed by Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) phases.



Each level will be thoroughly discussed, including its learning objectives, teacher and student roles, and examples of related classroom activities in English language education.

2.1 The Concept of Reading Comprehension

Reading is one of the fundamental language skills taught in English language classrooms. It is a complex cognitive activity that involves the interaction between the reader and the text to construct meaning. According to Finocchiaro and Bonomo (1973), reading is bringing meaning to and getting meaning from the printed or written material. Similarly, Hornby (1987) emphasized that the primary goal of reading is to derive meaning from written messages.

Moreover, reading is also viewed as an interactive process in which the reader engages in a dynamic exchange of ideas with the writer through the text. As Burnes and Page (1991) explain, reading is an interactive process where the reader negotiates meaning with the text and the writer. Thus, reading requires the use of prior knowledge, interpretation of textual clues, and the integration of information to build comprehension.

In the context of education, reading plays a critical role in vocabulary development, conceptual understanding, and critical thinking. Nurdianti et al. (2019) define reading comprehension as the process by which readers make comparisons and interpret information within a paragraph to construct understanding. Therefore, reading is not merely about decoding words but also involves higher-order thinking skills to grasp deeper meanings.

Furthermore, OECD (2019) highlights that students must master reading skills to identify the main ideas, comprehend the content, and retrieve relevant information. Din (2020) adds that successful comprehension involves the ability to process and understand texts holistically. In this regard, reading comprehension is a core component of academic literacy and cognitive development.

2.2 The Genre-Based Approach (GBA) in English Language Teaching

The Genre-Based Approach (GBA) offers a systematic framework for teaching language using texts. It is based on Halliday's (1995) Systemic Functional Linguistics (SFL) and incorporates Communicative Language Teaching ideas. SFL sees language as a tool for creating meaning in social circumstances, whereas CLT emphasises the use of language for meaningful communication. GBA integrates these viewpoints by concentrating on how language is employed in diverse genres to attain communicative goals.

In reading instruction, GBA enables students to analyze and understand texts according to their structural and linguistic features. Hyland (2007) notes that GBA offers teachers a practical guide for scaffolding students' learning through genre exploration. By doing so, students learn not only how texts are constructed but also why they are structured in particular ways to fulfill specific communicative functions.

According to Emilia (2016), the Genre-Based Approach (GBA) is guided by three interrelated goals that reflect the functional and educational roles of language in the classroom. The first



goal is to teach students about language structure and features, namely how texts are organised based on their purpose, audience, and context. This includes an understanding of the language, vocabulary, and speech patterns employed in specific genres. The second purpose is language learning, which emphasises ongoing and meaningful practice to help children improve their language abilities such as reading, writing, listening, and speaking. Students gain competency and confidence in utilising the target language over time through guided instruction and scaffolded activities. Finally, the third goal is learning through language, which positions language as a medium for acquiring content knowledge and engaging in higher-order thinking. In this sense, language is not only the object of study but also a vehicle for learning other academic subjects. Together, these goals form the foundation of GBA and support a comprehensive approach to language education that integrates form, function, and meaning. These goals align with reading instruction as they help students become aware of how meaning is organized in texts, which supports their comprehension.

2.3 The Genre-Based Approach (GBA) in Indonesian EFL Classrooms

In the context of English language education in Indonesia, the Genre-Based Approach (GBA) is typically implemented through a flexible cycle consisting of four key stages: Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction (Emilia, 2016; Mauludin, 2020). Although these stages form a sequence, the implementation is not strictly linear; teachers may adapt the starting point depending on the needs of the students and the classroom context (Emilia, 2016).

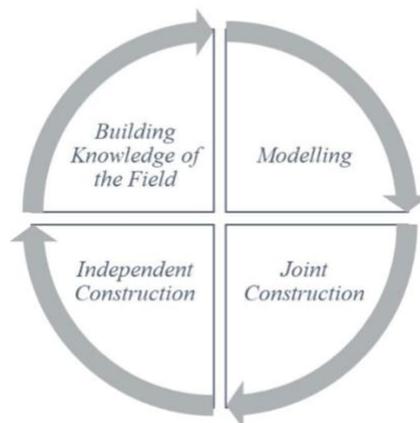


Figure 1. GBA Stages based on Emilia,2016)

Initially, during the Building Knowledge of the Field stage, students are introduced to a topic in order to activate and develop their background knowledge. At this point, the focus is not yet



on analyzing the structure or linguistic features of a specific genre. Rather, the activities emphasize fundamental language skills such as reading, writing, and listening to assess students' English proficiency levels (Emilia, 2016).

Subsequently, in the Modeling stage, the teacher presents a model text and provides explicit instruction on its structure, language features, and communicative purpose. Through guided analysis and demonstration, students are exposed to how the teacher constructs, revises, and improves the text, thereby gaining insight into the conventions of the target genre (Emilia, 2016).

Following this, during the Joint Construction stage, students work collaboratively with the teacher or their peers to produce a genre-specific text. This stage emphasizes co-construction, in which learners contribute ideas and receive scaffolding in drafting, revising, and editing the text. Through this process, students deepen their understanding of genre purpose and form while developing confidence in text production.

Finally, the Independent Construction stage requires students to produce their own texts independently, applying the knowledge and skills they have developed throughout the previous stages. While the genre may remain the same as in the joint construction stage, the topic can be modified to encourage originality and minimize the risk of plagiarism. At this stage, learners are expected to demonstrate autonomy and mastery of the writing process. Overall, GBA provides a structured yet adaptable framework that supports the development of learners' writing competence through guided practice, collaboration, and gradual release of responsibility.

2.4 The Coherence between Reading Comprehension and GBA in Reading Instruction

The reading comprehension goals and GBA principles are strongly aligned pedagogically. Both attempt to teach students how to interpret and use texts effectively. GBA emphasises an organised learning cycle, usually known as the Teaching and Learning Cycle, that includes of four stages: first, Building Knowledge of the Field (BKOF), which involves activating students' prior knowledge of the field. Second, Modelling of the Text (MOT) analyses model texts to determine their generic structure and language properties. Third, Joint Construction of the Text (JCOT) involves co-creating a text with teacher assistance. Last but not least, in Independent Construction of the Text (ICOT), students use what they've learned to interpret or create texts autonomously.

This scaffolding process reflects the principles of Zone of Proximal Development (Vygotsky, 1976) and Scaffolding Theory (Wood, Bruner, & Ross, 1976), in which the teacher gradually



reduces support as students become more capable. In reading instruction, this means guiding students from surface-level understanding to deeper comprehension of texts.

Through GBA, students are encouraged to identify the purpose, structure, and language used in different genres, which enhances their ability to comprehend complex texts. The focus on social context and communicative purpose in GBA helps students connect textual features with meaning, fostering critical reading and interpretation skills.

3. Method

This qualitative case study investigated the application of the Genre-Based Approach (GBA) to English language education, specifically in reading classes at a public junior high school in Karawang, Indonesia. The school was chosen based on accessibility and agreement from school administrators. Data collection included classroom observations in a Grade VII English class to examine the use of GBA, as well as semi-structured interviews with one of the English teachers to investigate the implementation process and the teacher's perspectives, including their experiences, challenges, and perceptions of its effectiveness. The data were analysed thematically to discover recurring patterns and contextual factors influencing GBA adoption (Clarke & Braun, 2017). This approach provided a comprehensive understanding of the teacher's view and the practical challenges involved in implementing GBA into Indonesian EFL classrooms.

4. Findings and Discussion

4.1 Findings

In the implementation of the Genre-Based Approach (GBA) in teaching reading, teachers reported several key stages that they followed in their classrooms. These stages were carefully structured to align with the core principles of GBA, ensuring a more systematic and organized approach to reading instruction. Teachers also highlighted how they adapted the approach to suit their specific teaching contexts and students' learning needs, ultimately leading to a more effective and structured method of reading instruction.

4.1.1 The implementation of the genre-based approach in teaching reading classes at the junior high school level by Indonesian EFL teachers.

This part addresses the first study question, which looks into how GBA is implemented in reading classes, by examining the methods and strategies used by instructors to adopt this approach. The findings show that English teachers have a thorough understanding of the five phases of GBA: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JOOT), Independent Construction of the Text (ICOT), and the Review phase, as illustrated in Figure 1.

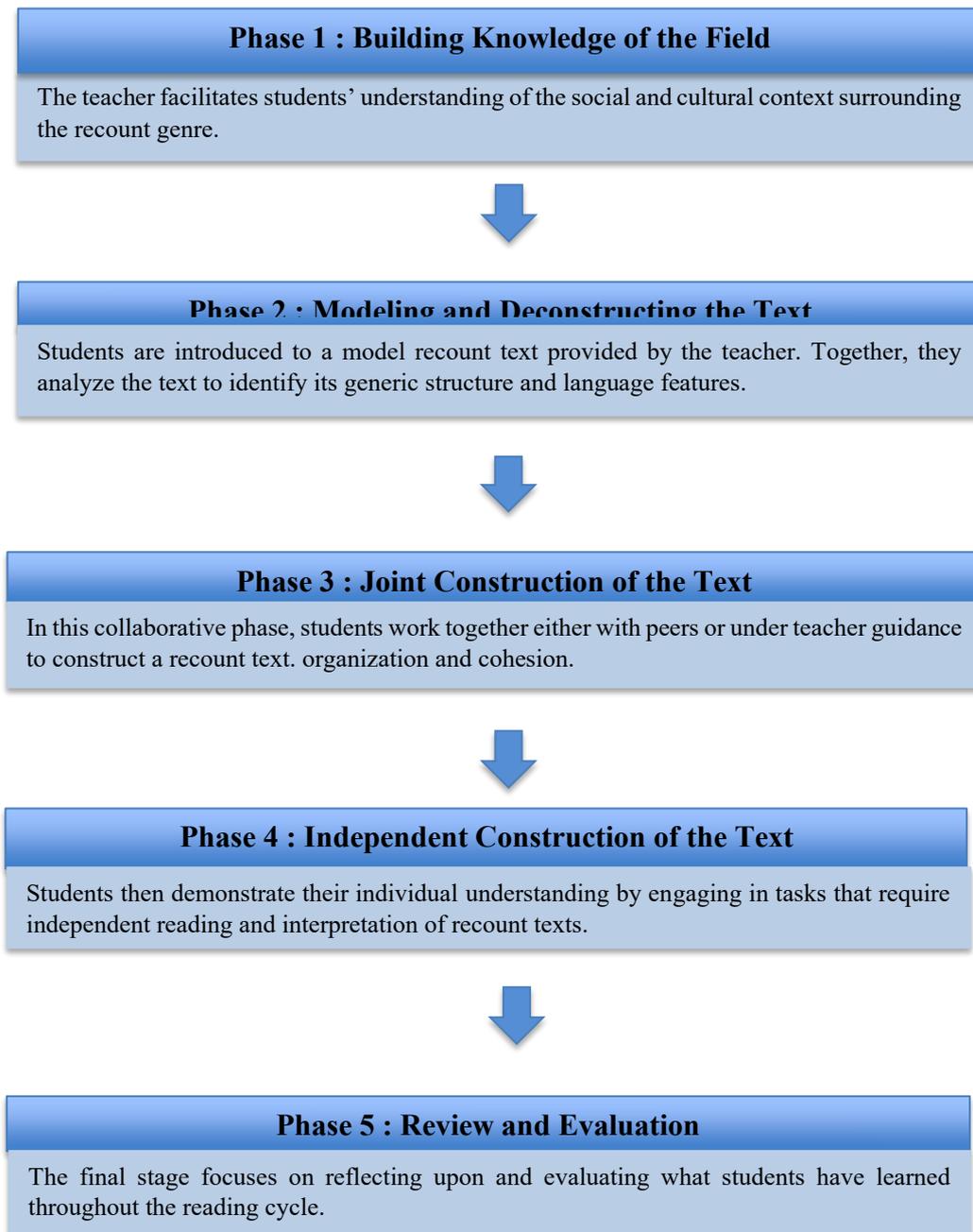


Figure 2. Phases of implementing the Genre Based Approach in reading classes

Figure 1 depicts the adoption of the Genre-Based Approach (GBA) in teaching reading as a systematic process consisting of major phases. In reading lessons, the Genre-Based



Approach (GBA) is implemented through a series of structured stages that help students understand specific text kinds, notably recount narratives. The approach starts with Building Knowledge of the Field, in which teachers engage students' prior knowledge and relate new content to their personal experiences, offering a meaningful context for reading. This is followed by Modelling and Deconstructing the Text, in which students examine a model narrative text to detect generic structure and linguistic traits like as past tense verbs and temporal connectives. This stage helps students become familiar with how the genre is constructed in real texts.

The next phase, Joint Construction of the Text, involves collaborative activities that allow students to apply their understanding in a guided setting such as reconstructing jumbled texts or summarizing reading passages bridging the gap between analysis and independent work. During Independent Construction of the Text, students engage with recount texts on their own, demonstrating their ability to analyze and interpret text structure and meaning. Finally, in the Review and Evaluation stage, teachers assess students' comprehension while encouraging reflection on their learning.

This cyclical and scaffolded approach not only enhances students' genre awareness but also strengthens their reading comprehension in a systematic and supportive manner. This is also clearly reflected in the lesson plan developed by the teacher, which demonstrates the systematic implementation of the Genre-Based Approach (GBA). Each stage is designed to support students' comprehension of recount texts, particularly within the context of reading instruction. The implementation of these stages is presented in detail in Table 1, which illustrates the alignment between the learning activities and the core principles of the GBA.

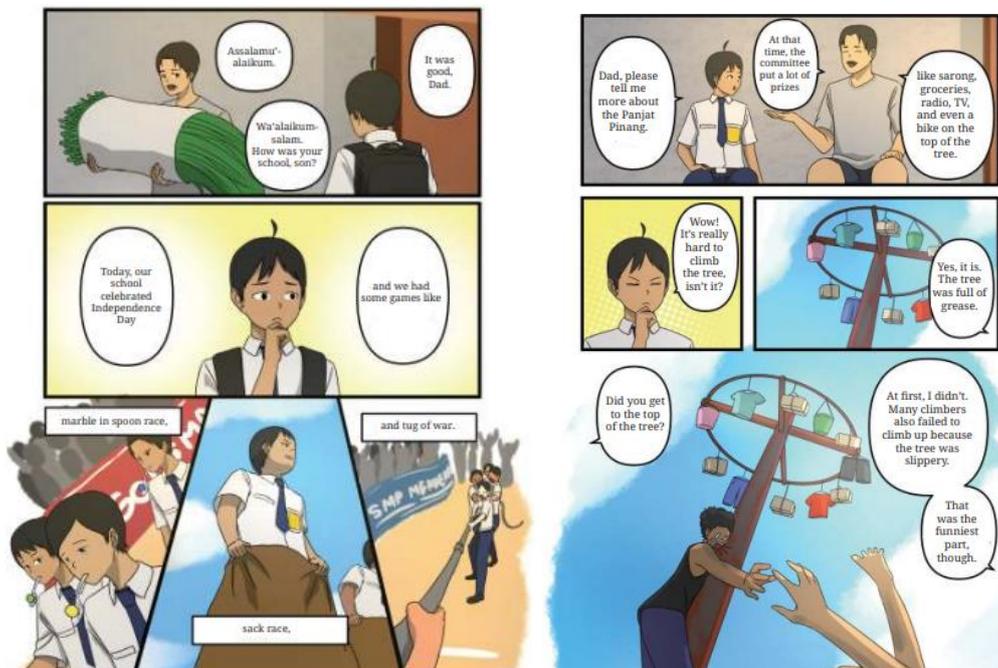
Tabel 1: Lesson plan reading classes through Genre Based Approach

Stage	Purpose	Sample Activities
1. Building the Context	To build students' background knowledge and connect to real-life experiences	1. Discuss celebration experiences (e.g. <i>Panjat Pinang</i>) 2. Brainstorm typical events on national days
2. Modeling & Deconstructing	To analyze a model text and learn its structure and language features	3. Read a recount text- Identify Orientation, Events, Reorientation-Simple Past Tense- Match vocabulary with meanings
3. Joint Construction	To collaboratively create or analyze a text with guidance	4. Read " <i>A Parade in My Hometown</i> "- In pairs, list key events and answer questions- Discuss structure with classmates



Stage	Purpose	Sample Activities
4. Independent Construction	To apply knowledge individually and produce/analyze a text	5. Read "SMPMerdeka'sSchool Parade" 6. Identify paragraph functions- Answer questions individually- Analyze structure and language features
5. Review and Evaluation	To assess understanding and provide reflection opportunities	7. Multiple-choice quiz- Grammar correction (Simple Past)- Reflect on learning progress and challenges

Table 1. illustrate the implementation of the Genre-Based Approach (GBA) in this lesson plan is structured through five interrelated phases, each designed to scaffold students' understanding and application of recount texts in reading classes. The sequence begins with Building the Context, where students are introduced to a familiar cultural topic such as Indonesia's Independence Day celebration and are encouraged to activate their prior knowledge through discussion and reflection for example the student and teacher read the story of Panjat pinang on the *English for Nusantara* text book in picture 1.



Picture 1: The story on the English for Nusantara SMP/MTs Grade-VIII.

Likewise, the teacher conducted a brainstorming activity on typical events during national days. This phase laid the foundation for deeper student engagement by connecting the reading content to their real-life experiences such in Picture 2.



Questions	Name: ...	Name: ...	Name: ...	Name: ...
What do you remember about the Independence Day celebration?				
What game/s did you participate in during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Picture 2: Student Brainstorming Worksheet

The second phase, Modeling and Deconstructing the Text, shifts the focus to explicit instruction, where students analyze a model recount text “A Parade in My Hometown” from the English for Nusantara text book in picture 3.

A Parade in My Hometown

When I was a child, I always waited for Independence Day. My father used to ask me to watch a parade together. We saw it from our front yard. I remember how attractive the parade was.

In the first line of the parade, I saw the people **dressed up** uniquely. Some people wore Indonesian heroes’ costumes. Some others dressed like local ghosts. They were scary but they were funny, too.

Next, I remembered that a lot of people **marched in** the second line. They waved a mini Indonesian flag. They walked around the village and sang the ‘Hari Merdeka’ song. Their singing was accompanied by traditional instruments like *angklung*, *suling*, and *rebana*.

At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively.

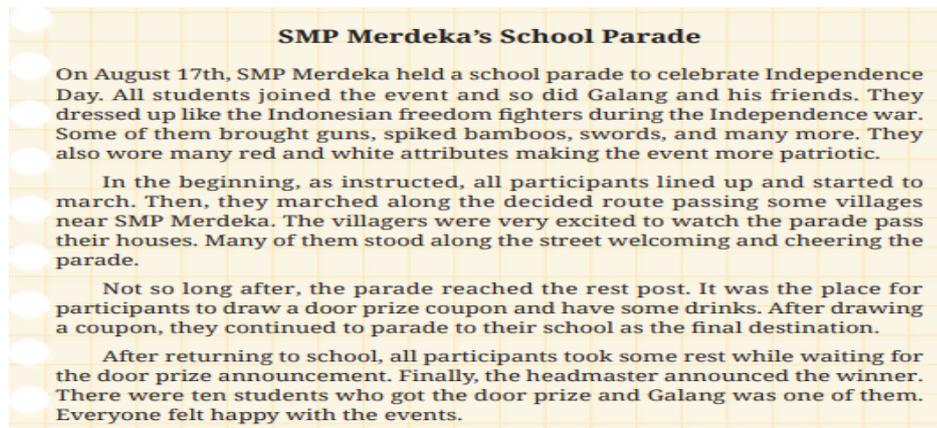
I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it.

Picture 3: Modeling and Deconstructing The Recount Text

The second phase, Modeling and Deconstructing the Text to identify its generic structure (Orientation, Events, Reorientation) and language features, including the use of the Simple Past Tense, time connectors, and action verbs. Through vocabulary exercises and comparative genre tasks, students begin to develop a critical awareness of how recount texts function linguistically and structurally in. The third phase, Joint Construction of the Text, provides guided practice, where students work collaboratively under teacher facilitation to apply their understanding in reconstructing or analyzing a recount. This stage helps students consolidate their knowledge



while building confidence. In the Independent Construction phase, students are expected to engage autonomously with a new recount text, as illustrated in picture 4.



Picture 4: The Sample of The Recount Text

During this stage, student perform a range of analytical tasks, including identifying the generic structure of the text (Orientation, Events, and Reorientation), inferring the meaning of unfamiliar vocabulary, and answering comprehension questions. These activities are designed to reinforce the knowledge and skills acquired during the previous stages of instruction. By working independently, students are encouraged to apply their understanding without relying on direct teacher support, thereby promoting learner autonomy. Moreover, this phase serves as an opportunity for the teacher to evaluate students' ability to transfer and internalize the genre-specific features of recount texts, which is a key goal of the Genre-Based Approach (GBA) in reading instruction. The final phase, Review and Evaluation, allows both teacher and students to assess learning outcomes through quizzes such in picture 5.





Picture 5: Student Implementing Review and Evaluation

The last stage not only reinforces the learning objectives but also encourages students to evaluate their own progress and challenges. Collectively, these phases reflect the core principles of GBA explicit instruction, scaffolding, collaboration, and gradual release of responsibility ensuring that students develop both genre awareness and reading proficiency in a structured and meaningful way.

4. 1. 2 Indonesian EFL teachers' views on implementing the genre-based approach for teaching reading classes.

The study's findings indicate Indonesian EFL teachers' perspectives on the use of the genre-based approach (GBA) in the context of teaching reading comprehension. Teachers usually view GBA as a pedagogically beneficial framework that helps students understand textual structures in a more methodical and contextually grounded way. By engaging with a variety of genres, particularly recount texts. Students can identify the communicative aims and linguistic qualities that distinguish each text form. Moreover, the staged implementation of GBA, encompassing building knowledge of the field, modeling, joint construction, and independent construction, is reported to foster progressive literacy development and enhance student engagement.

Despite these perceived benefits, the practical application of GBA in reading instruction presents several challenges. Teachers reported constraints such as limited instructional time to fully implement each stage of the approach, a scarcity of contextually appropriate teaching materials, and low levels of student motivation in engaging with English texts. Additionally, some educators expressed a lack of confidence in applying the approach effectively, which they attributed to insufficient professional training and a limited understanding of GBA's theoretical and pedagogical foundations. As such, while the genre-based approach is recognized for its potential to improve reading comprehension, its successful implementation is contingent upon various contextual factors, including institutional support, teacher preparedness, and the specific needs and characteristics of learners.



4.1.2.1 The benefit on implementing Genre based approach in reading classes

According to the interview results, Indonesian EFL teachers reported the application of the Genre-Based. The genre-based approach in reading classes gives numerous important benefits to the teaching and learning process in the classroom. The teacher believes that this technique not only helps pupils build a deeper grasp of texts, but it also promotes critical thinking abilities and overall reading competency. Several important benefits identified in the deployment of GBA in reading classes are as follows:

First, understanding of Text Structure and Function. Likewise, Teachers observed that students demonstrated improved comprehension of text structure and function, particularly in genres such as recount texts. Through the GBA, students learn that each genre has a distinct communicative purpose, rhetorical structure, and linguistic features. This understanding enables students to more easily identify main ideas, key points, and the relationships between different parts of a text. Moreover, students become more aware of how language choices align with the purpose and context of the text.

Second, Improved Text Analysis Skills GBA encourages students to engage in more critical and reflective analysis of texts. Teachers noted that students began to recognize how text structure, lexical choices, and social context work together to convey the writer's message. They were also able to identify linguistic and rhetorical strategies used to achieve specific communicative goals. This skill is considered essential for fostering critical reading, which is one of the core objectives of language education.

Last, Development of Comprehensive Reading Skills.

Beyond structural comprehension and critical analysis, the genre-based approach also supports the development of comprehensive reading skills. Students learn not only to read for information but also to understand implied meanings, evaluate textual effectiveness, and respond to content. Teachers reported

“noticeable improvements in students’ ability to navigate texts, interpret social and cultural contexts, and provide personal interpretations based on their understanding.”

4.1.2.2 The challenges of teacher view on implementing genre based approach in reading classes.

On the other hand, although the implementation of the Genre-Based Approach (GBA) has been helpful for teachers in aligning instruction with students' needs, several challenges remain in its application, particularly in the context of Karawang. These challenges include:



First, Selecting Appropriate Texts. Teachers reported difficulties in maintaining student engagement with the example texts used to illustrate different genres. One teacher noted, “Students often lack interest in the topic of the example text,” emphasizing the challenge of fostering student engagement. Additionally, another teacher highlighted,

“Finding or developing suitable texts for each genre is not always straightforward. I address this by careful planning and adapting lessons to support all students.”

This underscores the challenge of selecting texts that not only align with learning objectives but also resonate with students' interests.

Second, Time Constraints. Teachers emphasized that the multi-step process of the Genre-Based Approach (GBA), which includes introducing the genre, analyzing its structure, and practicing its features, is time-intensive. Given the constraints of class schedules, covering all necessary components comprehensively becomes challenging. As one teacher stated,

“Yes, one of the challenges is limited time, as GBA involves multiple stages.”

Third, diverse Student Abilities. The varying proficiency levels of students posed another significant challenge in reading instruction. While some students quickly grasped the material, others required additional support, making it difficult to maintain a balanced instructional pace. One teacher explained, “Differences in student abilities make it challenging to regulate the pacing of lessons.” Additionally, teachers observed that limited vocabulary knowledge hindered students' reading comprehension. One teacher remarked,

“Students often struggle with vocabulary limitations, which affect their ability to understand texts.”

Moreover, many students relied on digital translation tools rather than consulting dictionaries, which further impeded their language development. A teacher noted, “Students tend to use Google Translate instead of referring to a dictionary.” Another challenge was students' difficulty in applying grammar correctly when interpreting or responding to texts, which further impacted their comprehension and writing accuracy. Based on these findings, the implementation of GBA in reading classrooms presents several challenges, including selecting appropriate texts, managing time constraints, and addressing the diverse abilities of students.

4.2 Discussion

4.2.1 The implementation of the genre-based approach in teaching reading classes at the junior high school level by Indonesian EFL teachers.



According to the findings, English as a Foreign Language (EFL) teachers at the junior high school level in Indonesia have a thorough understanding of the core stages of the Genre-Based Approach (GBA), which are Building Knowledge of the Field (BKOF), Modelling and Deconstructing the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Review. Teachers employ curriculum-aligned instructional tools, such as English for Nusantara, to help students execute GBA in accordance with the Merdeka curriculum. As a result, junior high school reading programs employ the Genre-Based Approach in a logical and organised manner, indicating the instructors' thorough comprehension of the technique.

When teaching reading, particularly narrative texts, Indonesian EFL teachers constantly employ the fundamental stages of GBA via a scaffolded and cyclical method that gradually helps students' transition from supported understanding to independent interpretation. The findings also show that teachers do not simply follow GBA procedures; rather, they tailor their application to classroom settings, student competency levels, and curriculum requirements. Teachers can improve student engagement and understanding by contextualising reading activities within their cultural and social backgrounds. Students are guided via activities such as brainstorming, text deconstruction, collaborative analysis, and individual reading exercises to discover the target genre's text structures, communicative goals, and essential linguistic traits.

Overall, the use of GBA in reading classrooms indicates a pedagogically cohesive approach that combines explicit instruction, methodical scaffolding, and gradual release of responsibility. This organised program helps to strengthen students' genre identification and reading comprehension skills in a meaningful and contextualised way. As a result, it can be said that Indonesian EFL teachers have successfully implemented the concepts of the Genre-Based Approach in reading instruction, while their effectiveness is still influenced by contextual constraints such as limited instructional time and various student capacities.

4.2.2 Indonesian EFL teachers' views on implementing the genre-based approach for teaching reading classes.

The findings reveal that Indonesian EFL teachers hold positive views regarding the application of GBA in reading comprehension instruction. In general, they consider GBA an effective pedagogical framework that helps students understand the structure of texts more systematically and contextually. Through exposure to various types of texts, especially recount texts, students are able to identify the communicative purpose and linguistic features of each genre. However, the implementation of GBA in English classrooms still presents its own set of challenges, such as time constraints, appropriate text selection, and varying student abilities.

4.2.2.1 Benefits of Implementing GBA in Reading Classes

Based on interviews, teachers reported several significant benefits of applying GBA in reading instruction. They believed that this approach not only deepens students' understanding



of texts but also fosters the development of critical thinking skills and enhances overall reading ability, particularly for junior high school students. This view is supported by (Montero-Arévalo, 2019), who stated that the Genre-Based Approach is effective for use at the junior high school level because it encourages active student participation in class. Similarly, (Gunawan, 2022) noted a significant increase in student engagement during lessons through the implementation of GBA in improving reading skills. (Poonpon et al., 2022) also echoed this sentiment, stating that GBA has a positive impact on reading comprehension at the junior high level. He asserted that overall results showed students had a better understanding of texts and were able to draw meaning from what they read.

Moreover, the main reported benefits include: improved understanding of text structure and function, enhanced text analysis skills, and the development of comprehensive reading skills. These findings are consistent with (Maknun, 2019) research, which suggests that the genre-based approach in reading comprehension teaching leads to improved reading comprehension abilities. In addition, students learn not only to read for information but also to infer implicit meanings, evaluate textual effectiveness, and respond critically to content.

4.2.2.2 Challenges in Implementing GBA in Reading Classes

Despite its potential, the implementation of GBA faces several challenges, especially in the Karawang region. First, teachers expressed difficulties in selecting texts that are both engaging for students and aligned with learning objectives. Second, the multi-stage process of GBA is considered time-consuming, posing a challenge within limited classroom hours. Third, the wide range of student abilities within a single class complicates decisions regarding the appropriate pace and depth of material. Students with limited vocabulary also struggle to comprehend texts and tend to rely more on digital translation tools rather than traditional dictionaries, which negatively affects their language development.

This is supported by (Wibowo & Lengkanawati, 2024), which states that GBA is effective in enhancing language skills, particularly through teaching various text types that help build student character, such as fostering creativity and critical thinking skills. However, for low-achieving students, the approach requires more time, particularly during the BKOF and ICOT stages. To enhance teacher understanding and eliminate misconceptions about GBA implementation, comprehensive and frequent training sessions should be conducted and simulated, allowing the approach to be applied more effectively.

Another challenge is students' difficulty in applying correct grammar rules when interpreting or responding to texts. As stated by (Ilham & Aminullah, 2014), certain phases in GBA are particularly challenging for teachers—especially the Joint Construction phase—due to limited student responses. Therefore, while GBA holds considerable potential for enhancing students' reading comprehension skills, its success remains contingent upon various contextual factors, including institutional support, teacher preparedness, and the specific characteristics and needs of the students.



5. Conclusion

The implementation of the Genre-Based Approach (GBA) in teaching reading comprehension at the junior high school level in Indonesia demonstrates both pedagogical promise and practical complexity. EFL teachers generally exhibit a strong understanding of the core stages of GBA and apply them using curriculum-aligned resources such as English for Nusantara. The structured and contextual nature of GBA not only enhances students' understanding of text structure and communicative purpose but also fosters critical thinking and reading comprehension skills. However, its successful implementation depends on several contextual factors, including adequate instructional time, appropriate text selection, diverse student abilities, and teacher readiness. Despite these challenges, teachers maintain a positive perception of GBA, recognizing its effectiveness in engaging students and improving learning outcomes. Therefore, ongoing professional development and institutional support are crucial to optimizing the application of GBA in diverse classroom settings and ensuring that its full potential can be realized in enhancing students' reading proficiency. It can be concluded that this research demonstrates the effectiveness of the Genre-Based Approach (GBA) in enhancing students' reading comprehension skills, while also highlighting the contextual challenges faced by EFL teachers in its classroom implementation.

6. References

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