



How Scaffolding within Genre-Based Pedagogy Supports Students' Transition to Independent Narrative Writing

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-06-30 Keywords: <i>EFL students, Genre-Based Pedagogy, learner independence, narrative writing, scaffolding</i> DOI: 10.24256/ideas.v14i1.10147 Corresponding Author: Mery Ardiyani 2210631060027@student.unsi ka.ac.id English Language Education Study Program, Universitas Singaperbangsa Karawang, Karawang, Jawa Barat	<i>Writing is a complex skill for EFL students, requiring the integration of linguistic knowledge, organization, and meaning-making. This study aims to explore how scaffolding within Genre-Based Pedagogy (GBP) supports students' transition to independent narrative writing. A qualitative case study design was employed involving secondary school EFL students. Data were collected through classroom observation and semi-structured interviews and analyzed using thematic analysis. The findings reveal that scaffolding embedded in the stages of GBP functions as an integrated system that gradually supports students' learning. Through structured instruction, explicit modelling, and collaborative activities, students develop a clearer understanding of narrative structure and language features. Scaffolding also facilitates idea generation and organization while reducing common writing difficulties, such as limited vocabulary and coherence. As students progress through the stages, they demonstrate increased confidence and independence in constructing their own texts. The study concludes that scaffolding within GBP not only enhances students' writing ability but also fosters learner autonomy. These findings highlight the importance of structured and systematic scaffolding in supporting effective writing instruction in EFL contexts.</i>

1. Introduction

Writing is widely recognized as one of the most complex skills in English language learning. It requires the integration of linguistic knowledge, organization, coherence, and communicative purpose (Tillema, 2012). In English as a Foreign Language (EFL) contexts, this complexity is often intensified. Students face limited exposure to authentic language use and difficulties in expressing ideas in a second language (Geng et al., 2021). Consequently, identifying effective pedagogical approaches to support writing development remains a central concern in language education.

Over time, writing instruction has shifted from form-focused approaches such as the Grammar Translation Method (GTM) to more communicative and student-centered approaches. One example is Communicative Language Teaching (CLT) (Nasution, 2024; Khan et al., 2021). CLT emphasizes interaction and meaning-making. However, it often provides limited explicit guidance on how texts are structured. To address this limitation, Genre-Based Pedagogy (GBP) has gained attention. It highlights the relationship between language, purpose, and context (Ariyanfar, 2020).

Grounded in Systemic Functional Linguistics (SFL), Genre-Based Pedagogy (GBP) views language as a social semiotic system and promotes explicit instruction through structured stages. These stages include Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Derewianka & Jones, 2016). Within this framework, scaffolding is embedded across all stages as a form of graduated support. It helps students move from initial understanding toward active participation in text construction.

This scaffolding is realized through a sequence of instructional support that shifts from modelling and text deconstruction to joint construction and independent writing (Becerra et al., 2019, as cited in Puspitaloka et al., 2025). Teachers provide more intensive guidance at the early stages and gradually reduce it as students gain control over the target genre. Through this integrated process, students develop their understanding and ability to produce texts independently. Scaffolding, therefore, functions as a core mechanism within GBP. It supports students' transition from guided learning to independent writing and helps them understand expectations in writing tasks.

Previous studies have consistently demonstrated the effectiveness of Genre-Based Pedagogy (GBP) in improving students' writing skills across various contexts. Research shows that structured guidance within GBP supports students in generating ideas and producing meaningful texts (Herman et al., 2020; Rahmadhani et al., 2022). In addition, explicit genre instruction has been found to enhance students' awareness of linguistic features and communicative purposes, enabling them to produce more organized and contextually appropriate texts (Staples et al., 2023; Wardani et al., 2022). While these studies converge on the

positive impact of GBP, they highlight different aspects of writing development, including idea generation, text organization, and linguistic awareness.

In the context of narrative writing, GBP is particularly relevant because it provides clear guidance on text structure and language use. Narrative texts require students to organize ideas coherently through stages such as orientation, complication, and resolution (Fauzia et al., 2025). Studies indicate that through modelling, collaboration, and guided practice, students are able to better understand and apply these structural elements in their writing. Moreover, scaffolding within GBP has been shown to support students in overcoming writing difficulties, particularly in generating ideas and organizing texts (Zhang & Zhang, 2021). These findings collectively suggest that both explicit instruction and scaffolded support play important roles in facilitating students' writing development.

Despite extensive research on GBP, there remains a need for more process-oriented investigations. Specifically, limited attention has been given to how scaffolding functions at a micro level across the stages of GBP to support students' transition from guided learning to independent writing. Moreover, students' experiences during this transition process, particularly in secondary EFL contexts, remain underexplored.

Therefore, this study aims to explore how scaffolding within Genre-Based Pedagogy supports secondary EFL students' transition to independent narrative writing. It addresses the following research question: *"How does scaffolding within Genre-Based Pedagogy support students' transition from guided learning to independent narrative writing?"* By focusing on the learning process rather than solely on outcomes, this study seeks to provide a deeper understanding of how scaffolding operates as an integrated and dynamic mechanism within GBP. The findings are expected to contribute to the literature by clarifying how instructional support across stages facilitates students' development of understanding, idea generation, and writing independence.

2. Method

Research Design

This study employed a qualitative case study design to explore how scaffolding within Genre-Based Pedagogy (GBP) supports students' transition to independent narrative writing. A case study approach was considered appropriate as it allows an in-depth investigation of students' learning experiences within a natural classroom context.

Participants

The participants of this study were five eleventh-grade secondary school EFL students selected through purposive sampling. The selection was based on specific criteria, namely students who had experienced the implementation of Genre-Based Pedagogy in learning narrative writing and were actively engaged in classroom

activities. While the small number of participants enabled in-depth exploration, it is acknowledged as a limitation of this study, as the findings are not intended for broad generalization but rather for providing rich, contextual insights.

Data Collection and Instruments

The classroom implementation followed the Genre-Based Pedagogy (GBP) cycle proposed by Beverly Derewianka and Pauline Jones (2016), consisting of Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Data were collected through classroom observation and semi-structured interviews.

The observations were conducted over two classroom sessions, each lasting approximately 90 minutes. The instructional design was structured to cover all stages of Genre-Based Pedagogy within the allocated time. The observations focused on how scaffolding was implemented across the stages, particularly in terms of teacher guidance, student engagement, interaction, and responses during the learning process.

Semi-structured interviews were conducted after the classroom implementation to explore students' experiences, perceptions, and challenges in learning narrative writing through GBP. The instruments included an observation guide and an interview protocol to ensure systematic data collection. The observation guide covered aspects such as teacher scaffolding strategies, student participation, and interaction patterns. Meanwhile, the interview protocol included guiding questions such as: *"How did the teacher's guidance help you in writing the narrative text?"* and *"Which stage of the learning process did you find most helpful or challenging?"*

It is acknowledged that the limited number of observation sessions may not fully capture the depth of classroom interactions in each stage; however, the data obtained were sufficient to provide meaningful insights into the implementation of scaffolding within the GBP framework.

Data Analysis

The data were analyzed using thematic analysis following six stages proposed by John W. Creswell (2011). First, the data were organized and prepared by transcribing observation notes and interview recordings. Second, all data were read repeatedly to gain a general understanding while making initial notes. Third, coding was conducted by identifying significant statements and assigning labels representing key aspects of students' experiences. For instance, a student statement such as *"The teacher helped us arrange the story step by step"* was coded as "guided writing support", which was later categorized under the broader theme "scaffolding in idea organization."

Fourth, related codes were grouped into broader themes reflecting recurring

patterns. Fifth, the themes were presented in a narrative form supported by excerpts from the data. Finally, the themes were interpreted by relating the findings to relevant theories and previous studies on Genre-Based Pedagogy and narrative writing. This process enabled a systematic understanding of how scaffolding supports students' development toward independent writing.

Ethical Considerations

Ethical considerations were carefully addressed in this study. All participants provided informed consent prior to data collection. Their identities were kept anonymous by using pseudonyms, and all data were treated confidentially. Participation was voluntary, and students were informed that they could withdraw from the study at any time without any consequences.

3. Result

The findings indicate that scaffolding within Genre-Based Pedagogy (GBP) plays a significant role in supporting students' transition from guided learning to independent narrative writing. Rather than merely representing sequential stages, the GBP cycle functions as an integrated scaffolding system in which each stage cumulatively contributes to students' cognitive and linguistic development. This integration becomes evident across themes, where understanding, idea development, and independence are not isolated outcomes but interdependent processes. Rather than functioning as separate elements, the stages of GBP operate as an integrated scaffolding system that gradually builds students' understanding, confidence, and writing ability.

The data show that this process supports students in developing clearer understanding through staged instruction, facilitates idea development while reducing writing difficulties, and ultimately leads to greater learner independence in constructing narrative texts.

Scaffolded Understanding through Staged Instruction

One of the most prominent findings is that students benefited from the structured and sequential nature of GBP. Importantly, this structure did not simply present information but actively scaffolded meaning-making, enabling students to progressively construct understanding.

At the beginning, some students experienced uncertainty; however, this gradually decreased as they progressed through the stages.

As one student explained:

"Awalnya sedikit bingung... akhirnya ngerti."

This indicates that understanding was not immediate but developed progressively through scaffolding. Another student emphasized how clarity was achieved through explicit explanation and visual support:

"... langsung ngerti karena diberi penjelasan yang jelas dari gambar dan structure."

This indicates that multimodal scaffolding (visual + textual explanation) enhanced conceptual clarity, particularly in understanding abstract aspects of narrative structure.

The modelling stage (MOT) played a particularly important role. Students emphasized how exposure to model texts clarified text organization:

“Ada contoh jadi lebih jelas.”

“Dari paragraf pertama sampai terakhir kita jadi tahu generic structure-nya.”

Rather than only providing examples, modelling functioned as a cognitive scaffold that made implicit genre conventions explicit.

In addition, students contrasted this approach with previous learning experiences:

“Dulu hanya teori... sekarang ada praktik dan contoh.”

This comparison reinforces the argument that scaffolding in GBP bridges the gap between theoretical knowledge and practical application.

Across these findings, understanding can be seen as the foundational layer of the scaffolding system, which subsequently enables higher-level processes such as idea generation and independent writing.

Supported Idea Development and Reduction of Writing Difficulties

Another key finding is that scaffolding within GBP supported students in generating and organizing ideas while also reducing writing difficulties. This support operated not only at the linguistic level but also at the cognitive level, particularly in structuring and retrieving ideas.

Students reported that early stages (BKOF) activated prior knowledge, while later stages (JCOT) supported organization and refinement.

Some students relied on personal experiences:

“Mengingat pengalaman yang dialami.”

Others used the generic structure as a framework:

“Membuat kerangka orientation, complication, resolution.”

These responses indicate that scaffolding provided both content (ideas) and structure (organization), which are essential components of narrative writing.

Collaborative learning in the JCOT stage further supported students:

“Bisa discussion together dengan teman.”

Peer interaction functioned as social scaffolding, allowing students to co-construct meaning and resolve difficulties collectively.

Group work also enabled task distribution:

"Kerja sama bagi bagian."

Despite these supports, students still encountered challenges:

"Merangkai kata... bingung."

"Bikin dari orientation ke complication biar nyambung itu susah."

However, these difficulties decreased over time:

"Berkurang signifikan."

This pattern suggests that scaffolding did not eliminate difficulty instantly but gradually reduced it through continuous support and practice. Importantly, the reduction of difficulty appears to be closely linked to the earlier development of understanding, indicating an interaction between the first and second themes.

Development of Learner Independence

The final theme highlights how scaffolding within GBP facilitated students' transition to independent writing. By the ICOT stage, students demonstrated greater confidence and autonomy.

Students expressed this shift:

"Lebih mandiri... bisa explore sendiri."

This indicates that responsibility for learning was gradually transferred from teacher to students, reflecting the principle of scaffolding withdrawal.

Students also showed the ability to independently construct narratives:

"Menyusun dari pengalaman sendiri."

This autonomy suggests that scaffolding had been internalized, enabling students to apply previously supported strategies independently.

In addition to cognitive development, students reported positive emotional responses:

"Enjoy, lebih nyaman."

These affective responses indicate that scaffolding not only enhances competence but also increases engagement and motivation.

Students also preferred GBP over previous methods:

"Lebih menarik dan jelas."

This preference reinforces the effectiveness of GBP as a pedagogical approach that integrates support, clarity, and engagement.

Taken together, the three themes demonstrate that scaffolding in GBP operates as an integrated and dynamic system rather than a set of discrete instructional steps. Scaffolded understanding provides the foundation for idea development and difficulty reduction, which in turn enables the emergence of

learner independence. This progression reflects a coherent developmental trajectory from supported learning to autonomous performance.

Therefore, the key insight of this study is that scaffolding within GBP should be understood as a holistic process in which cognitive, social, and affective supports interact to facilitate students' transition toward independent narrative writing.

4. Discussion

The findings demonstrate that scaffolding within Genre-Based Pedagogy (GBP) plays a central role in supporting students' transition to independent narrative writing. In this study, scaffolding is understood as a systematic and staged process that enables learners to progress from guided participation to autonomous text production. This process reflects the teaching-learning cycle proposed by Derewianka and Jones (2016), in which instructional support is gradually reduced as learners gain greater control over the writing process. Consistent with the principles of Systemic Functional Linguistics (SFL), language learning is viewed not merely as the acquisition of grammatical forms, but as the development of the ability to construct meaning within socially situated contexts (Halliday & Matthiessen, 2014).

From a writing pedagogy perspective, the findings reinforce that writing is a complex, multi-dimensional skill requiring both linguistic competence and meaningful organization of ideas (Tillema, 2012). Scaffolding helps manage this complexity by structuring the writing process into manageable stages. This supports Geng et al. (2021), who argue that writing instruction should integrate learning to write and writing to learn. Through GBP, students developed not only structural knowledge of narrative texts but also the ability to express personal experiences coherently.

The role of GBP in this study can be better understood through an integrated process: scaffolding → understanding → guided practice → independence. Unlike traditional approaches such as the Grammar Translation Method, which emphasize isolated forms (Nasution, 2024), GBP integrates form, meaning, and context. Explicit modelling and instruction function as initial scaffolds that build understanding, which is then reinforced through practice and ultimately supports independent performance. This aligns with Kindenberg (2021), who views genres as dynamic meaning-making resources.

The early stages of GBP (BKOF and MOT) primarily support understanding, providing students with background knowledge and exposure to narrative structures. This is particularly important in EFL contexts, where exposure to authentic texts is limited. Through modelling, students become familiar with key narrative elements such as orientation, complication, and resolution (Ardiansyah & Jaya, 2020), without requiring repeated detailed explanation of each stage.

The JCOT stage emphasizes practice through social interaction,

highlighting that writing is a social process. Collaborative writing allows students to negotiate meaning and develop ideas together. This supports Widyasari (2021) and Hyland (2003), who emphasize the importance of social and contextual dimensions in writing instruction.

Scaffolding also supports students' cognitive processes in idea development. Narrative writing requires organizing experiences chronologically and expressing them coherently (Fauzia et al., 2025). Students in this study relied on both personal experience and genre structure, suggesting that narrative texts effectively connect language learning with lived experiences, enhancing engagement (Nivedita, 2025; Thảo & Thùy, 2024).

Furthermore, the gradual reduction of students' difficulties indicates that scaffolding addresses common EFL challenges such as limited vocabulary, difficulty organizing ideas, and lack of confidence. This aligns with Ypsilanti and Karras (2022), showing that structured support and feedback play an important role in developing writing competence.

The ICOT stage represents independence, where students demonstrate the internalization of knowledge and skills. This reflects the gradual release of responsibility and aligns with Kolb's (1984) experiential learning theory, as students transform guided learning into independent practice.

In terms of affective outcomes, students responded positively to GBP, describing it as engaging and easier to understand. This supports previous studies (Herman et al., 2020; Rahmadhani et al., 2022), showing that GBP enhances both performance and motivation through interactive and structured learning environments.

This study contributes theoretically by reconceptualizing scaffolding within GBP as an integrated developmental model rather than a set of discrete instructional stages. Specifically, it illustrates how scaffolding operates through a coherent progression of understanding, practice, and independence, providing a clearer explanation of how learners transition toward autonomy in writing. While previous studies have highlighted the use of GBP in writing instruction, this study emphasizes the processual mechanism through which independence is developed, positioning scaffolding as the core driver of learning rather than a supporting feature.

5. Conclusion

This study concludes that scaffolding within Genre-Based Pedagogy supports students' transition to independent narrative writing. Through its structured stages (BKOF, MOT, JCOT, and ICOT), students were gradually guided from initial understanding to autonomous text production. The integration of explicit instruction, modelling, collaboration, and gradual release of responsibility facilitated the development of linguistic knowledge and idea organization. The findings also indicate that scaffolding reduced students' writing difficulties in idea generation, organization, and language use, while enhancing their confidence and

engagement.

However, these findings should be interpreted with caution. This study was limited to a small number of participants within a single classroom context, which may not fully represent broader EFL settings. In addition, the focus on narrative writing and students' experiences means that the findings may not be directly generalizable to other text types or instructional contexts. Despite these limitations, the study provides meaningful insights into how scaffolding operates within Genre-Based Pedagogy in supporting students' writing development.

Based on these findings, it is recommended that teachers apply structured and consistent scaffolding strategies when implementing Genre-Based Pedagogy, particularly by ensuring clear progression across instructional stages and providing adequate support before gradually fostering learner independence. For future research, it is suggested to explore the application of scaffolding within Genre-Based Pedagogy across different genres, educational levels, and classroom contexts. Further studies may also examine the long-term impact of scaffolding on students' writing development and investigate its effectiveness using a larger and more diverse sample to strengthen the generalizability of the findings.

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