TEACHERS' CHALLENGES OF GENRE-BASED APPROACH IMPLEMENTATION ON TEACHING WRITING PROCEDURE TEXT

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Abstract

The implementation of the Genre-Based Approach (GBA) in teaching writing has been done understand the social function, structure, and linguistic features of a genre. However, in the implementation each stage of GBA in the classroom is not always conducted optimally because the teachers faced challenges during the teaching process. Several previous studies focus on the students' output and students' difficulties. However, limited studies have focused on teachers' challenges experience during the implementation of GBA especially in teaching the procedure text writing. This study aims to explore the challenges encountered by the teacher during the implementation of teaching writing procedure texts. This study employed a qualitative-descriptive case study conducted at an Islamic Junior High School involving two English teachers as the participants of this study. The data were collected through semi-structured interviews focusing on the teacher's experiences in implementing each stage of GBA, Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The data were analyzed using the Interactive Model Analysis - consisting of data condensation, data display, drawing conclusions and verification. The findings identified four major challenges encountered by the teacher: (1) time constraints, (2) students' low interest, (3) media constraints, and (4) linguistic problems. The findings indicate that teachers encounter various challenges during the implementation of GBA in teaching writing procedure text in the classroom. This study contributes to a deeper understanding of the challenges experienced by the teachers in implementing the GBA in classroom practice.

***Keywords**: Genre-Based Approach, Teachers' Challenges, Teaching Writing, Procedure Text.*

Abstrak

Pengimplementasian Genre-Based Approach (GBA) dalam pembelajaran menulis telah banyak digunakan untuk membantu siswa memahami tujuan sosial, struktur teks, dan ciri kebahasaan suatu jenis teks. Namun, penerapan setiap tahapan GBA di kelas tidak selalu berjalan optimal karena guru menghadapi berbagai tantangan selama proses pembelajaran. Penelitiann terdahulu berfokus pada hasil belajar dan kesulitan siswa, sedangkan penelitian mengenai tantangan yang dialami guru dalam mengimplmentasikan GBA, khususnya pada pembelajaran teks prosedur. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi tantangan yang dialami oleh guru dalam mengimplementasikan GBA pada pembelajaran teks prosedur. Penelitian ini menggunakan pendekatan kualitatif dengan desain descriptive case study. Penelitian ini dilaksanakan di salah satu SMP Islam dengan melibatkan guru Bahasa

Inggris. Pengumpulan data dilakukan melalui wawancara semi-terstruktur yang berfokus pada pengalaman guru dalam mengimplementasikan setiap tahapan GBA, yaitu Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), dan Independent Construction of the Text (ICOT). Data akan dianalisis menggunakan Interactive Model Analysis dari Miles, Huberman dan Saldana yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian mengidentifikasi empat hal, yaitu: (1) keterbatasan waktu' (2) minat belajar siswa yang rendah; (3) keterbatasan media' (4) masalah kebahasaan. Temuan penelitian menunjukkan bahwa guru menghadapi beberapa tantangan dalam proses pengimplementasian GBA dalam praktik pengajaran teks prosedur terhadap siswa di kelas. Penelitian ini berkontribusi dalam memperkaya pemahaman mengenai tantangan yang dihadapi guru di kelas.

Kata Kunci: Genre-Based Approach, Tantangan Guru, Pengajaran Menulis, Teks Prosedur.

A. INTRODUCTION

Writing is widely acknowledged as one of the most complex skills in the English language learning process. It requires students to generate ideas, organize them coherently, and apply the linguistic features (Harmer, 2004; Pratama et al. 2026). Following the statement, Pratama et al. (2026) stated that writing skills are not only about the ability to generate text, it is wider than that. Students need to organize ideas, use appropriate vocabulary, grammatically, and also meet the communicative purpose of writing itself. In the context of English as a Foreign Language (EFL) classroom, both teachers and students often encounter difficulties in the teaching and learning process of writing. Ardiansyah (2017) stated that in teaching writing, teachers face difficulties in assessing students in large numbers. The teacher could not hold a large quantity of class, and this is in line with Thuy (2009), who stated that teachers find that teaching writing is difficult.

In teaching writing, due to its complex process, both students and teacher frequently encounter challenges during the teaching and learning process. As Ramadhani et al (2026) stated students face difficulties in presenting their ideas in a written text. Furthermore, challenges were encountered where the students could not construct a text individually. Moreover, the goal of teaching writing skills is not achieved by the students in the real classroom context. This happens when the students did not meet the goal or output of writing skills. It may occur from both students and teachers while implementing and learning a classroom activity.

Genre-Based Approach (GBA) is employed as one of the suitable methods to scaffold between teacher and students in teaching writing (Cholifah et al., 2022). GBA emphasizes the relationship between language and its social function, enabling students to produce texts based on their purposes, structures, and language features. Haryanti & Sari (2019) stated that GBA has unique characteristics that give explicit knowledge (communicative purpose, rhetorical structure, and grammatical patterns). GBA implementation in teaching writing helps students.

Dzukhriyah & Rini (2023) stated that GBA serves as explicit guidance to help students improve their writing, particularly in organizing the text and coherence. Another statement from Maulani (2021) stated that implementing GBA helps students in learning a writing activity. Before using GBA, the students were low and met low expectations from teachers in their writing process. Furthermore, after implementing GBA in the teaching writing process in the classroom, the students gained a high value and met the significant outcome of the learning activity.

However, despite its theoretical advantages, the implementation of GBA in classroom activities is not always effective. Teachers may encounter various challenges in applying GBA at each stage. This is not dependent on the approach itself, but also on how teachers implement it in real classroom settings (Nunan, 2003). By this, surely teachers are facing challenges in implementing GBA. Each stage in GBA may not be fully implemented in a real teaching classroom. Bahri et al. (2024) stated that because of the several stages of GBA, the teacher needs to have a thorough understanding of the approach and an understanding of its implementation. In conclusion, the teacher needs a deep understanding of how implementing GBA clearly in the classroom works. Each stage of GBA must be brought to the practical context in the classroom. Teachers may encounter some challenges in implementing those stages. A study from Ramadhani et al. (2026) stated that the ICOT stage was challenging teaching recount text. The teacher could not present this stage clearly to the students. Furthermore, the students have the same challenges in this stage to construct the text individually.

Additionally, Ashari & Novita (2025), conducted research on GBA implementation on different text types, specifically on recount texts. This study focuses on overlooking the challenges faced by teachers in implementing GBA in teaching procedure text. Furthermore, this study gains an in-depth understanding of GBA's syntax implementation, where it explores

the teacher's experience and gains deeper insights into the challenges in a classroom real context.

Formulation of the Problem and Aim of The Study

This study will focus on answering "What challenges are experienced by the teacher in implementing Genre-Based Approach to teach writing procedure text?". This research aims to explore the challenges experienced by the teacher in implementing the Genre-Based Approach in teaching procedure text.

B. RESEARCH METHODOLOGY

Research Design

This study employed a qualitative research called case study. Case study is a research methodology that focuses on in-depth context of a phenomenon conducted by participants. This study was conducted at an Islamic Junior High School in Tasikmalaya, specifically in the ninth grade, and it involved two female English teachers as the main participants. The data in this study were collected through semi-structured interviews. This study applied the Interactive Model Analysis (IMA) by Miles, Huberman and Saldana (2014) which includes several stages:

a. Data Condensation. This stage of data analysis is to involves coding and pulling out data to sharpen, sort, focus, discard and organize data.
b. Data Display. In this study, the researcher organized the data into thematic tables and interpreted each theme.
c. Drawing and Verifying Conclusion

In this stage, the analyst draws a conclusion and interprets the data that were already displayed previously in order to meet the plausibility, sturdiness, confirmability and lastly to meet the goal of its validity.

C. RESULTS AND DISCUSSION

1. Time Constraints

Based on the interview findings, time constraints emerged as one of the major challenges faced by the teacher. The participant explained that one meeting was insufficient to complete all stages of GBA.

Table 1 ***Time Constraints***

Excerpt 1	Interview Result
P1	"It can take one class meeting or even longer if the students are still unfamiliar with the vocabulary being taught. However, when they are asked to produce their own work, it usually takes around two to three class meetings."
P2	"That's right, the time allocation per each meeting is not meet the purpose of implementing GBA to teach procedure text in classroom, especially at the end of the stages of GBA, the students are required to construct the text individually, right?"
	"Mm, I think in the stage of JCOT and ICOT. Those are taking time a lot rather than the two stages before. Sometimes, the students are too focused while in grouping session or working with the other students in JCOT, so that when they jump into the ICOT, the time is limited. Em, moreover, they have to write text in English, which is required them a time to translate from L1 to L2, expressing idea, and also yaa, constructing the whole text. At the end, it requires some meetings

This finding suggests that the sequential nature of GBA demands sufficient classroom time to provide effective scaffolding for the students. The English lesson in the classroom consisted of approximately of 80 minutes. According to the participant, this duration was insufficient to complete the four syntax of GBA to provide the whole syntax clearly. The teacher needs to explain the syntax of GBA throughout, and it takes time.

The P1 said that it took 2 to 3 times to do the writing project or do the output of GBA. However, it takes a meeting just to explain the two first stages of GBA. Furthermore, the P2 highlighted that the implementation of GBA stages took time especially in the JCOT and ICOT stages. The P2 said that the implementation of GBA needs some meetings. As said before by the teachers, they should be aware of the time allocation, they need to manage the time appropriately so that the stages of GBA are presented sequentially.

However, this finding indicates that the challenge did not merely arise from classroom management, but also from the pedagogical characteristics of GBA itself. According to Martin

and Rose (2008), GBA is implemented through a Teaching-Learning Cycle. The cycle of GBA cannot be skipped, it consists of BKOF, MOT, JCOT and lastly ICOT. It begins with activating the students' background knowledge, then modelling the target genre, then they do collaborative work before they conduct the procedure text individually. This process provides scaffolding for students before they are expected to construct text independently. Furthermore, every syntax serves a different goal. Therefore, completing all stages within a single lesson may reduce the effectiveness of scaffolding and limit students' opportunities to understand the characteristics of the target genre

The present finding is based on the statement from Nadjib & Triastuti (2023) in their article, in GBA implementation, teachers are unable to manage the time in the classroom during real contexts. Because writing is considered a crucial part, and the GBA syntax needs to delivered to the students sequentially to facilitate students' understanding. In conclusion, the teachers need to make a strategy for fully managing the time without skipping the stages of GBA. As Brown (2007) proposed about the principle of writing, it should balance both the writing process and the writing product. Before producing the final work, the students need adequate opportunities to plan, draft and revise. These take time. Another explanation from Thuy (2009) is that EFL writing instruction generally requires more classroom time than other language skills. Furthermore, it becomes even more challenging for learners with limited English proficiency.

Time constraints emerged as one of the major challenges experienced by both participants during the implementation of the Genre-Based Approach. Limited time made it difficult for teachers to complete all stages within a single lesson while simultaneously providing sufficient scaffolding for students. Consequently, the participants adapted their instructional practices by extending the learning process into additional meetings to support students' understanding and writing development.

2. Low Students' Interest

The next challenge identified from the interview was students' low interest during the teaching and learning process in the classroom. The participant said that students were less enthusiastic, because English is not their mother tongue and is considered a foreign language.

Table 2 ***Low Students' Interest***

Excerpt 2	**Interview Result**
P1	"The language (English) is not our native language. The students often say, "Why is it that the way it's written is different from the way it's pronounced, Ma'am?"
	Interview Result
P1	"As for generating ideas, the student did fairly well. Recently, I used a picture-based worksheet, and it really helped them develop their ideas"
Excerpt 3	**Interview Result**
P2	"We all know that English is not our first language, so that the students less enthusiast to engage and participate in the classroom activity"
	"to build engagement for the students are quite challenging, like, Emm, we need to provide like selective material or media, and how to build the classroom atmosphere. Yep, and the students are quietly engaged and keep on track in the classroom practice"

The finding indicated that students' low interest affected their engagement during the implementation of GBA. Both participants explained that students were less motivated to participate because they perceived English as a difficult subject and had limited exposure to English outside the classroom. Consequently, the students showed less willingness to express or participate actively in collaborative writing activities.

As Deci & Ryan (2008) defined the two spectra of motivation, intrinsic and extrinsic motivation. This is circumstance in which a learner lacks the intention to engage in the learning activity (Ryan & Deci, 2020). When students perceive learning activities as meaningful and enjoyable, they are more likely to participate actively and develops stronger engagement in classroom activities. The P1 stated the students' feelings about English itself, where they perceive an English word as not the same as their mother tongue. To process the motivation of the students, based on data, the teacher provides materials and worksheet-based pictures, not just a text book. So that the students will engage in the activity process.

Present findings align with Listyani (2002), who found that EFL learners' success in writing was strongly associated with both intrinsic and extrinsic motivation. Although many learners possessed personal goals for learning English, the role of teachers in creating a supportive and engaging classroom environment remained essential for sustaining students' motivate throughout the writing process. From the perspective of GBA, students' active participation is essential because learning occurs through interaction, modelling, guided practice and collaborative construction of texts.

To cope with the challenge, teachers need to provide additional scaffolding, instructional strategies and motivating the students. Both participants stated they use an instructional strategy. P1 stated that using a picture-based worksheet helps the students develope their ideas. Furthermore, the participant also helps with helping them while in the process of teaching and learning so that they can keep on track with the learning process. This action indicates an effort to foster their intrinsic motivation in order to engage during learning activities. As Brown (2007) explains, intrinsic motivation develops when learners engage in activities because they find them interesting and enjoyable.

Similar to the P2 argument, to builds the students' interest, providing them with such a material selection, media build their interest. This indicates that bringing interesting aspects for the students and enjoyment will bring their intrinsic motivation to learn and engage in the classroom activities. Furthermore, they will meet the goal of GBA implementation, in this case produce the procedure text. To conclude, findings showed that the students' low motivation prevented them from being actively involved in the classroom activity. However, it requires teachers to provide continuous encouragement and engaging instructional strategies.

3. Media Constraints

Table 3 ***Media Constraints***

Excerpt 4	**Interview Result**
P1	"I would like to use instructional media, such as projector or laptop. However, those resources are quite limited." "Also, the lessons are not conducted in a regular classroom, but in open space room."
	Interview Result

P2	"For the use of media, I rarely use because of limited facilities. Hm, not every meeting I can use like projector or others media. However, I still try to provide them with other media"
P2	"Visualization is helpful, I think. By using it, it helps them to generate and develop the ideas. The students can generate ideas and yaa even a little activity, they can produce several sentences regarding to the needs of the text given" "For example, picture series, yep, that's helpful. If we notice, like it's kind of like jumble pictures"

The finding indicated that limited media influenced the implementation of GBA. However, because the available facilities were limited, they had to modify their instructional strategies by relying on printed materials, textbooks, and picture-based worksheets. These made it difficult for the teacher to broader their strategy in order to help students support the implementation of GBA in the classroom. There is surely the utilization of media, but facilities do not support the participants to implement it in the classroom.

The P1 also stated that they are willing to use video in teaching. By using visualization, it can engage students in the learning process. Another argument from P2 was that they rarely use media such as a projector due to the limited facilities in the school. Smaldino et al. (2008) stated that the use of technology and media plays an important role in learning activities. It helps with learning engagement for the students as well. Following that statement, the ASSURE. In the stage of utilizing the resources, the teacher needs to consider the students', environment as well. P1 and P2 also agree that the students are interested in using a visualization, for instance, P1 uses a picture-based worksheet, while P2 uses picture series as another medium brought to the classroom.

As a result, the teacher could not present the instructional media due to the limitations of facilities, media, and the open-plan classroom. This is a challenge that teacher experienced. Teachers are encouraged to utilize the resources, however, they are constrained by the limited facilities available in the school. Therefore, they just adapted the instruction by using printed materials that were feasible within the existing context. The availability of instructional media can facilitate these activities by making learning materials more accessible and engaging. Both

participants could not apply the media to the classroom, and it reduced the opportunities to use it during writing instruction during the implementation of GBA in classroom practice.

4. Linguistic Problem

Table 4 ***Linguistic Problem***

Excerpt 5	**Interview Result**
P1	"The students have limited vocabulary, and their sentence construction is still rather confusing. Some of their sentences are still unclear."
	Interview Result
P2	"As I said earlier about English itself, the students are not using it as their first language so that they truly facing difficulties in composing the text. Talking about idea, they indeed have idea, however, they could not express or developing it into a sentence or even a paragraph. Other findings on their work, grammatical error shown. Yep, they could not present the well organize text"

The finding indicated that students frequently relied on literal translation from their first language (L1) to English (L2). The result showed grammatical inaccuracies and unclear sentences. Even though students generally understood the process and content of procedure text, they still encountered difficulties when transforming the ideas into coherent English sentences.

As shown in the data above, the P1 and P2 stated that the students cannot organize the text well, even when they had the idea of the text, they still had difficulty presenting the writing into a well-organized text. In line with Ramadhani et al. (2026) stated that students are facing difficulties in presenting their ideas into a written text. This has become a struggle where they can present what they want to put in their writing or text. It resulted in inaccurate sentence construction and ineffective written communication.

Nadjib & Triastuti (2023) stated that the students were unable to understand the text due to the limitation of their prior knowledge of English text and a lack of vocabulary mastery. So that they cannot present their idea in writing. Hasan (2016) also stated that one of the most challenging tasks students encounter is mastering vocabulary. This statement in line with the

findings that teachers found during the implementation of GBA on teaching writing procedure text. The students are able to understand English words due to their understanding and their background. Consequently, they have limited vocabulary of the target language itself.

To conclude, those linguistic problems reduced students' ability to express their ideas effectively in writing procedure text. Furthermore, it is required that teachers provide intensive scaffolding throughout the writing process. These findings suggest that successful implementation of GBA depends not only on students' understanding of genre conventions, but also on the development of sufficient linguistic competence to support effective written communication

D. CONCLUSIONS AND RECOMMENDATIONS

The findings indicated that the identified challenges were not isolated issues but were related to instructional, pedagogical and linguistic aspects of classroom practice. Limited instructional time made it difficult for teachers to complete all stages of GBA while teaching writing procedure texts to the students. At the same time, students' low learning interest reduced their engagement and participation in classroom activities. Therefore, it requires teachers to provide continuous motivation and learning strategies to engage them and keep them on track while in classroom activities. Furthermore, limited media and school facilities restricted teachers' opportunities to utilize more interactive media. Lastly, students' linguistic problems such as grammatical accuracy, organization of sentence construction and lack of vocabulary became their weaknesses in composing their writing or work.

Despite the challenges, the findings demonstrated that both teachers continuously adapted their instructional practices to ensure the process of implementing GBA to teach writing procedure text for the students remained effective. The teachers extended learning into additional meetings, employed alternative instructional media such as picture series, and picture-based worksheets so that the students could engage and be actively involved in classroom practices.

To conclude, this study concludes that the successful implementation of GBA in teaching procedure text depends not only on teachers' understanding of GBA pedagogy but also on supporting factors, including, sufficient instructional time, learning facilities and providing students' linguistic competence. Therefore, effective implementation of GBA requires teachers to continuously adopt their instructional strategies according to students' needs and the available classroom resources.

Several limitations should be acknowledged. First, this study involved only two participants from Junior High School. Future research is encourage to involve a larger number of participants and school levels to capture more diverse insights about challenges while implementing GBA to teach procedure text. Second, this study relied solely on semi-structured interviews to explore teachers' experience. Future studies could incorporate additional data sources, such as classroom observations or documents to provide richer data. Third, this study focused only on teachers' challenges in implementing GBA in teaching writing procedure text.

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